



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIKAS GROUP OF INSTITUTIONS

LOYABATA ROAD, NUNNA

521212

www.vikasgroup.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Vikas Group of Institutions was established in 2010 by Sri. Narsi Reddy and Sri. Satyanarayana Reddy, with a steadfast commitment to delivering excellence in education, particularly in the fields of Engineering and Pharmacy. The campus is situated across 12 acres with lush greenery. The Institute offers a comprehensive range of Undergraduate and Post Graduate programs aimed at shaping the future leaders of tomorrow.

The Institute commenced its educational journey in 2010, offering foundational programs such as B.Tech, Pharmacy, MCA, and MBA. These initial offerings paved the way for expansion into specialized disciplines. Responding to increased demand for advanced education, the Institute introduced M.Tech and M.Pharm programs, covering various fields of Engineering and Pharmacy. Operating under esteemed Universities like JNTUK, and Kakinada, the Institute upholds stringent quality standards. Its commitment to excellence is reinforced by ISO 9001:2015 certification, highlighting its dedication to maintaining the highest standards in education.

The labs are well-equipped, meeting AICTE, PCI, and JNTUK standards, providing students with necessary practical training. Admissions adhere to Andhra Pradesh Govt. regulations, overseen by APSCHE, ensuring fairness. Fees are regulated by the AFRC, ensuring transparency and accessibility to quality education.

At the Institution, the courses are carefully planned by experts from JNTUK, Kakinada, and PCI, New Delhi. They use modern tools like digital resources and interactive classrooms to make sure students get the best education possible. The courses are designed to match what industries need, and they focus on helping students grow in every way.

The Institute fosters a rich learning environment beyond academics, promoting extracurricular activities, seminars, workshops, and developmental initiatives. This holistic approach develops crucial life skills, critical thinking, and leadership qualities. Additionally, students maintain a lush green garden, guided by staff, reflecting the institution's commitment to environmental stewardship. Furthermore, the comprehensive library offers a wealth of resources, including books, journals, and online materials, supporting research and academic endeavours.

The Institution's graduates enjoy successful placements in various sectors, including IT, construction, pharmaceuticals, research, and government agencies. With robust academics and practical skills, alumni are poised to make meaningful contributions to society.

Vision

To impart affordable quality education through innovative teaching methods imbibing Research culture and Ethics acquainting with the emerging technologies and making them ready for the industry along with entrepreneurial skills.

Mission

1. To provide quality education through innovative teaching methods, cultivating the research culture grounded in ethics.
2. Keeping pace with the emerging technologies and preparing the students for the industry and entrepreneurial skills.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management with Vision having more than 25 years of experience in the education sector, managing various levels of educational institutions from KG to PG.
- An oxygen-rich and pollution-free environment with greenery is a boost for young minds.
- An ISO-certified Institution.
- Strict principles of discipline and etiquette are instilled in the minds of students.
- Enthusiastic and committed faculty members.
- Encouraging Management, supporting the faculty to attend Seminars, and FDPs, and pursuing Research and other activities.
- Strong Placement Cell with good collaboration with Industry.
- Ragging-free environment and strong counselling system.

Institutional Weakness

- Difficult in getting collaborations with large-scale Pharma & Engineering Industries, MNCs and Research institutions due to non-availability nearby.
- Lack of aspirants for abroad studies due to majority of students being from rural & poor economic backgrounds.
- Majority of the pharmacy students are girls and not preferring to work away from home towns even with good opportunities.
- Lack of collaborations with National or International organizations.
- Lack of funding from various research agencies.

Institutional Opportunity

- Great scope for expansion with huge land resources and playgrounds.
- Separate coaching classes for preparing for national level examinations like GATE, GPAT, NIPER and other government / public sector examinations as residential facilities available.
- A good number of students are able to get good placement with strong CRT.
- Most of the students are from rural backgrounds have civility and can mould easily.
- Increase and strengthen internal collaborations and external collaborations
- Changes in Higher education policies allow the College to redefine its image and mission, and further differentiate itself from other institutions
- Growing demand for Graduate Programs in Colleges could lead to demand for Masters Programs, which are available in the Institution.

Institutional Challenge

- Most of the students are from rural backgrounds with less communication skills.
- Achievement of 100% results and University ranks through extensive hard work.
- Achievement of 100% placement for the students through campus interviews.
- Collaboration with Institutions like IITs and NITs.
- Poor student enrolment in Core Branches of Civil, Mechanical and Electrical Engineering.
- Less demand for Programs like Civil Engineering, Mechanical Engineering and Electrical & Electronics Engineering.
- Inability to get qualified and experienced faculty.
- Not able to get research funding from funding agencies.
- The majority of the students join with Government Scholarships and the changing Government policies affecting the Institutions.
- New AICTE pay scales
- Getting good number of Patents.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vikas Group of Institutions has a clear broader vision, to provide technical education to all, irrespective of their financial background. The teachers play a crucial role in creating a learning environment and engaging in activities that promote both knowledge acquisition and practical skills development along with moral values. The curriculum for the four undergraduate programs and two Postgraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, affiliating university (JNTUK) and are in tune with the vision and mission of the Institution. The institution adheres strictly to the academic calendar given by the university in delivering the curriculum in the stipulated period mentioned.

Vikas Group of Institutions believes in promoting the inclusive value-based educational system through curriculum. It addresses and promotes various cross-cutting issues such as *Professional Ethics, Gender, Human Values, Environment and Sustainability through the curriculum and also by various means for the holistic development of the students.*

The Institution has signed MOUs with various relevant organizations for the courses to handle the project work, fieldwork and internship training and offers various value-added certificate programs. From 2018 to 2023, 83 Certification Programs were conducted for students of various branches. Around 61.49% of students enrolled in Certificate/ Value added courses and also completed online courses against the total number of students. Regular committee meetings ensure curriculum coverage, internal exams, attendance tracking, and initiatives to improve student outcomes. The college follows a choice-based credit system, allowing students to select elective courses and extracurricular activities.

The curriculum also includes, Mini projects, laboratory and project work, and training in the latest software and technologies which is offered under technical skills. In the year 2022-23, 583 students undertook project work/field work/internships, which helped them, get exposed to the outer world. Feedback from parents, teachers, and students is collected and shared with the university. Additionally, the college focuses on holistic development by organizing yoga sessions and annual cultural and sports events, aiming to address students' physical, mental, emotional, and spiritual well-being. The institution proactively addresses the curriculum gaps

based on stakeholder feedback.

Teaching-learning and Evaluation

The teaching-learning process adopted in the institute provides a balance between theoretical knowledge and practical applications. The quality of students seeking admission has been improving year by year which is evident by the ranks of the students joining in this institution. As they are from diverse backgrounds, the institution is providing academic and other support. The institution admits students on the basis of the rules & regulations of the State Government of Andhra Pradesh.

The college has had 41.45% of enrollment during the last five years, and 55.74 per cent of them are from reserved categories. The institute places a high importance on the teaching-learning process and emphasizes instructors' capacity to foster an environment that inspires students in all spheres of their lives. Vikas Group of Institutions is maintaining a 10.21 student-full-time teacher ratio i.e. in accordance with standards. Students are classified as slow learners and advanced learners based on their academic performance and learning capacities. Slow learners are supported by tutorial classes, supplementary lessons, and remedial classes. Advanced students are encouraged to write research articles in journals, present scientific posters and papers, and study for competitive tests like the GATE, GRE and TOEFL. The institute emphasizes excellence and a dedication to high-quality education by implementing student-centric ways to increase student involvement and lifelong learning abilities. To enhance their teaching abilities and promote innovation, teachers are frequently urged to take part in conferences, seminars, symposia, and orientation/refresher courses. Program objectives (POs), program-specific outcomes (PSOs), and course outcomes (COs) have all been outlined by the institution and are based on the expected graduation (B.Tech) and post-graduation characteristics and the skill sets that students are expected to learn. The examination process is conducted using a systematic approach, and evaluations, maintaining an 81.63% pass percentage over the previous five years. Senior faculty members assist the college's Internal Quality Assurance Cell (IQAC) in monitoring all curricular, co-curricular, and extracurricular activities to ensure that teachers and students have the support they need for efficient teaching and learning processes.

Research, Innovations and Extension

Research activities are essential for promoting academic excellence in technical education. The institute has a moderate research culture and has produced a significant number of publications in high-impact journals. The institute has collaborations with industries and other academic institutions for knowledge sharing and technology transfer. The Vikas Group of Institutions received research grants of Rs.66 Lakhs from Government and non-governmental agencies for research projects/endowments in the institution during the last five years.

In the Vikas Group of Institutions, 47 workshops and seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years. In the last five years, the faculty has published 25 research papers in reputed journals that have been included in the UGC care list.

The faculties are being encouraged to take the consultancy projects. MOUs have been signed with various industries and institutions to develop the industrial interactions and thereby to enhance the research works. During the last five years the institution has signed 65 MoUs and most of the students obtained internships and technical training.

Extension activities are also essential for promoting the institute's social responsibility and community engagement. The institute encourages the students to engage in community service activities and participate in outreach programs.

The institute also works with industry partners and government agencies to provide opportunities for students to apply their skills and knowledge to real-world problems. Several community development programmes involving students and the NSS wing are held at the college, including health, clean & green initiatives, plantation programmes, blood donation camps, funds raising for poor people, free eye testing camps for students and adopted village people and 'Swacha Bharath' programmes to build a better society. During the last five years, 61 Social service activities were organized through NSS / NCC wings with the involvement of the community during the last five years. Over the past five years, VGI has received receipt of prestigious awards and recognition from government and government-recognized bodies.

Infrastructure and Learning Resources

The infrastructure facilities are as per the norms of the regulatory bodies AICTE and JNTUK. The Institute has classrooms and labs with technology as specified by the Governing Body, meeting all the standards. The campus is connected to a LAN and an internet facility.

VGI has adequate sports facilities for indoor and outdoor games like open badminton, volleyball, Throw Ball, Khokho, Tennikoit and Kabaddi. Central Library at Vikas Group of Institutions stands as a beacon of knowledge, leveraging technology and strategic partnerships to provide students and faculty with unparalleled access to academic and research materials. It serves as a cornerstone for learning and innovation within the institutions. The laboratories are furnished with sophisticated equipment and instruments. Instruments like Computers, machine equipment, and much more aid in enhancing the practical knowledge of students. More than 25% of expenditure excluding the salary component is utilized for infrastructure during the assessment period.

The Vikas Group of Institutions plays a pivotal role in fostering the intellectual growth of both faculty members and students through its robust library facilities. Spanning an expansive area of 679 square meters and accommodating up to 150 users, the library serves as a cornerstone resource hub. Operational from 8:00 AM to 7:30 PM every day, it is supported by a dedicated team including a Librarian and an Assistant Librarian.

Vikas Group of Institutions regularly updates its IT facilities, including its Wi-Fi network, to meet the technical needs of the industry. We ensure that both students and faculty members have access to computers with good configurations, maintaining a reasonable ratio. We've made sure that Wi-Fi is accessible in the campus building, seminar hall and common areas. Furthermore, we offer numerous high-configured internet browsing centres to cater to the needs of students and faculty across all courses.

The computer-student ratio has been 4.49. At present, a total of 255 computers are available for students. More than 70% of expenditure is utilized to maintain academic and physical facilities and academic support facilities excluding the salary component, during the last five years.

Student Support and Progression

Vikas Group of Institutions shows great concern for the overall development and progression of the students.

Every year Induction Program is organized as per JNTUK guidelines for first-year students before the commencement of the semester, which includes different modules like awareness of university regulations, attendance, credits, campus rules and regulations, best practices, Anti-ragging, Grievance Redressal Committee, Health, Yoga, career opportunities, and certification programs to make the students acquainted with the institution and its surroundings. Services like guidance on government and non-government scholarships, life skills, soft skills, ICT programs, tutorials, makeup classes, and basic foundational skill programmes for slow learners and advanced skill-based certification programmes for fast learners are provided on the campus. 76.6% of students benefited from scholarships and free ships provided by the Government and Institutions during the last five years.

The institute provides information about competitive examinations and offers career counselling, soft skills training, and entrepreneurial skills through eminent resource persons to enhance the employability and career opportunities for the students. 40.49% of students benefitted from guidance for competitive examinations and career counselling offered by the Institution during the last five years. A timely resolution of student issues was available through the institutional Grievance Cell, Anti-ragging Committee, and Sports and Cultural Activities, all of which were closely watched. 76.94% of students placed and progressed to higher education during the last five years. 8.75% of students qualified in state/national/ international level examinations during the last five years. Around 35 students received awards in sports and cultural competitions. Students of the Institution participated in more than 115 sports and cultural programs organised by the Institution and other Institutions during the last five years.

The VGTN has a registered alumni association named as “Vikas Group Alumni Association (VGAA)” that creates and maintains a life-long connection between VGTN and its associated alumni. VGAA contribute significantly to the development of the institute through guest lecturing in their respective domains, acting as a speaker for conferences, seminars, training programs etc., sharing their valuable experience and by giving their inputs on the current trends in industry, helping to bridge the academia-industry gap.

Governance, Leadership and Management

The institute has a well-structured governance system. The institution has a Governing body and other bodies for making policy decisions and strategic plans of action. The institute has a decentralized decision-making process and believes in participatory governance. The decisions taken in various bodies are properly logged and actions are initiated. The Strategic Plan of the institution is in line with the institute's vision and mission. It is deployed and executed across all the activities. Periodical monitoring and quality measures display adherence to the plan. E-governance is implemented in all aspects of administration.

The departments have created their vision and mission in accordance with the institutions. The institution operates through participatory management and follows a policy of decentralization in decision-making, stakeholders play an effective role in promoting academic and administrative activities. The planning and implementation of institutional events were decided by the committees which were approved by the principal.

Academic norms, rules, and regulations are developed for the numerous programs the institute offers under the strict supervision of the Principal. 56.62% of teachers were provided with financial support to attend conferences/workshops and towards membership fees of professional bodies during the last five years. During the last five years, the Institute has organized 76.32% of the teaching and non-teaching staff to attend FDPs, workshops, management development programs, administrative training programs and different professional memberships. A well-defined mechanism is in force for financial audits to have discipline and transparency in

financial management. Internal and external audits are conducted regularly to monitor the mobilization and optimal utilization of the resources. Staff is evaluated by the head of the department and principal based on their performance and dedication in carrying out their responsibilities.

The institute has received recognitions like an ISO certificate. IQAC conducts periodic audits to identify gaps and recommends various measures to be implemented to improve academic and administrative quality. In order to achieve the predetermined objectives, the institution uses a strategic plan and viewpoint for improvement. Top management provides the necessary leadership, financial, and administrative assistance to carry out the policies.

Institutional Values and Best Practices

Vikas Group of Institutions has worked to enhance gender equity through a rigorous Gender Audit and targeted interventions since the beginning of the Institution. The Institution prioritises diversity in academic and co-curricular activities, promoting holistic development for all students, regardless of gender. This devotion is shown by notable facilities and projects.

Vikas Group of Institutions promotes a friendly and inclusive atmosphere that embraces diversity in various aspects like culture, region, language, community, and socioeconomic backgrounds. The Institution hosts a variety of sports and cultural events that bring students together, fostering unity and respect. Special days like Republic Day, Sankranti Sambaralu, Women's Day World Pharmacist Day, Independence Day, Dasara, Engineers Day and World Environment Day, are observed, encouraging positive interactions among students from different racial and cultural backgrounds. Vikas Group of Institutions values national and international commemorative days, recognizing them as opportunities to enrich the lives of students and staff. These occasions celebrate the achievements of the nation's founders.

The Best Practices which are being followed in the Vikas Group of Institutions are the Mentoring System and a Special Focus on Slow and Advanced learners. The Mentoring System aims to guide students in setting Personal and career goals, encourage them to participate in extra-curricular activities, help students develop leadership qualities, monitor their academic progress of the students, address personality and behavioural problems faced by students and monitor the overall progress of students during his/her graduation.

The best practice “Special Focus on Slow and Advanced Learners” aims to give additional support and personalized learning pathways for both slow and fast learners, to put efforts into nurturing the potential of fast learners, providing advanced learning opportunities that stimulate their intellectual curiosity, to ensure that no student is left behind and that each individual can progress at a pace that suits their abilities and to monitor the academic progress of slow learners, where they are lagging behind.

Vikas Group of Institutions has been actively involved in organizing various outreach programs aimed at creating awareness, promoting health, and contributing to societal well-being. These initiatives reflect the Institute's commitment to community service and social responsibility. The Institute endeavours to promote awareness, foster health and well-being, and contribute to the holistic development of individuals and communities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIKAS GROUP OF INSTITUTIONS
Address	Loyabata Road, Nunna
City	Vijayawada
State	Andhra Pradesh
Pin	521212
Website	www.vikasgroup.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. S. Srinivas	0866-2469222	8500669282	-	principal.9t@gmail.com
IQAC / CIQA coordinator	L. Mohan Krishna	0866-2469223	7995427798	-	mohanlokireddy@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	
PCI	View Document	25-11-2023	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	Loyabata Road, Nunna	Rural	11.6	20623

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, Civil Engineering	48	Intermediate	English	30	0
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	Intermediate	English	30	1
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate	English	30	0
UG	BTech,Electronics And Communication Engineering, Electronics and Communications Engineering	48	Intermediate	English	60	14
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	180	77
UG	BTech,Computer Science And Engineering,Computer Science and Engineering Data Science	48	Intermediate	English	30	3

UG	BTech,Computer Science And Engineering,Computer Science and Engineering AIML	48	Intermediate	English	60	17
UG	BTech,Agricultural Engineering,Agricultural Engineering	48	Intermediate	English	60	0
UG	BPharm,Pharmacy,B. Pharm	48	Intermediate	English	100	100
PG	Mtech,Civil Engineering, Structural Engineering	24	B.Tech	English	15	0
PG	Mtech,Electrical And Electronics Engineering,Electrical Power Systems	24	B.Tech	English	24	0
PG	Mtech,Mechanical Engineering,Thermal Engineering	24	B.Tech	English	24	0
PG	Mtech,Electronics And Communication Engineering, Digital Electronics and Communication Engineering	24	B.Tech	English	24	0
PG	Mtech,Electronics And Communication	24	B.Tech	English	24	0

	Engineering, VLSI Design					
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B.Tech	English	18	0
PG	MPharm,Pharmacy,Pharmaceutics	24	B.Pharm	English	15	0
PG	MPharm,Pharmacy,Pharmaceutical Analysis	24	B.Pharm	English	15	0
PG	MPharm,Pharmacy,Pharmacy Practice	24	B.Pharm	English	15	0
PG	MBA,Master Of Business Administration,	24	UG	English	120	82

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	6				22				80			
Recruited	5	1	0	6	14	8	0	22	45	35	0	80
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				30
Recruited	22	8	0	30
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				18
Recruited	12	6	0	18
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	1	0	0	0	1	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	13	8	0	45	34	0	101
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	439	1	0	0	440
	Female	450	2	0	0	452
	Others	0	0	0	0	0
PG	Male	78	0	0	0	78
	Female	72	0	0	0	72
	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	30	22	41	66
	Female	44	34	44	106
	Others	0	0	0	0
ST	Male	1	2	2	6
	Female	0	5	4	6
	Others	0	0	0	0
OBC	Male	50	48	97	103
	Female	58	48	63	52
	Others	0	0	0	0
General	Male	38	40	44	92
	Female	38	27	36	85
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		259	226	331	516

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy (NEP) is to produce high quality education to transform the people of our nation as worldwide residents. This idea genuinely motivated and adopted by Vikas Group of institutions (VGTN). The ideas and center standards of NEP remembering variety for educational plan and teaching method with innovation headways in instructing and picking up, supporting sane direction and development, decisive reasoning and imagination were broadly motivated numerous employees and consistently talking about for compelling execution. Affiliating university JNTUK University occasionally updates academic programs to integrate Multi-disciplinary / Inter-</p>
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disciplinary courses as elective subjects in view of the NEP. All the programs offered by the Institution which are designed by the JNTUK university are planned in such a way that the students get greatest adaptability in selecting the elective courses presented in different specializations. It is obvious that the affiliating University is actively attempting to put the recommendations of NEP into practice and the Institute planning meticulously to offer interdisciplinary courses integrating various specialties in addition to the current Academic programs. The target of the National Educational Policy (NEP-2020) for higher education is to stop fragmentation/decentralization of higher education by transforming the institutions into enormous, multidisciplinary universities, colleges, and higher education institutions and making these as Information Center points. According to NEP guidelines, the Institution is striving hard to get a satisfactory grade from the National Assessment Accreditation Board (NAAC) and to aim for excellence in Engineering and Pharmacy education. The Vikas Group of Institutions has fully embraced a multidisciplinary approach within its curriculum, dedicated to providing holistic education and enriching the knowledge of its students. In alignment with the guidelines set forth by JNTUK, the institution offers a diverse range of courses aimed at instilling human values, professional ethics, and stress management through practices such as yoga. Additionally, the curriculum encompasses essential topics such as disaster management, personality enhancement through life skills, an in-depth study of the Constitution of India, and an exploration of traditional Indian knowledge. Furthermore, students actively engage in community outreach initiatives, extending their impact to neighbouring villages. These programs include raising awareness on various health-related issues such as blood donation drives, the distribution of iron tablets, initiatives to combat mosquito-borne diseases, and campaigns promoting polio vaccination. Additionally, health camps are organized to address a wide range of health concerns, including AIDS, dengue, and other communicable diseases. Students also provide education on personal hygiene, first aid techniques, CPR for cardiac arrest, and the rational use of medicines, thus contributing significantly to community well-being and healthcare

	awareness.
2. Academic bank of credits (ABC):	The integration of Academic Bank Credits, as stipulated in the NEP-2020, stands as a pivotal requirement for all academic institutions. In navigating the evolving global landscape, it becomes imperative for higher educational institutions to foster seamless coordination. Accordingly, the Institution has been actively advocating for the participation of students in online courses offered by platforms such as NPTEL, SWAYAM, and Coursera, enabling them to accrue credits and enhance their academic portfolios.
3. Skill development:	Facilitating the presentation and leadership of additional courses alongside the curriculum plays a pivotal role in expediting skill development among students. The Institution is committed to providing a diverse array of programs aimed at fostering positive attitudes, honing personality traits, refining interview techniques, and imparting essential life skills. With the reasonable aim and objective of guaranteeing young students' empowerment and meeting present trends in the engineering and pharmaceutical industry and hospital requirements in health care, VGTN is proceeding with clear mottos as follows. To foster ongoing industry-relevant skills and perspectives, VGTN facilitates internships and on-the-job training in collaboration with partners such as Efftronics Systems Pvt. Ltd. ? Implementing innovative learning methods using ICT devices and digital tools, such as MOOCs and flipped classrooms, to enhance teacher training and empower educators. ? Emphasizing the adoption of best practices and advancements in teaching and learning methodologies. ? Collaborating with industries to provide practical skills, and hands-on experience, and develop courses tailored to industry needs. ? Developing and implementing a comprehensive assessment and evaluation system to gauge student learning outcomes effectively. ? Adopting a results-oriented education system to comprehensively assess students' learning progress and outcomes. The Institute is committed to recognizing and supporting individuals pursuing additional courses, contributing to the nation's workforce development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	India stands as a melting pot of rich religions, cultures, and solidarity, embodying the ethos of

online course):	<p>"Vasudaiva Kutumbakam" - the world is one family. The promotion of Indian arts and culture not only enriches the nation but also individuals. As a progressive institution, English serves as the primary language for academic communication. However, to instil a sense of regional pride, VGTN celebrates significant occasions in regional languages, fostering a deep connection with local culture. Events like Independence Day, Republic Day, Engineers Day, World Pharmacist Day, and Teacher's Day are commemorated with speeches and activities in native languages, while Women's Day sees vibrant cultural celebrations. Embracing India's diverse tapestry, VGTN marks traditional festivals such as Sankranti, Dussehra, Diwali, and Ugadi, and organizes inclusive festivities like Pre-Christmas celebrations, Iftar during Ramadan, Bonalu celebrations, and Rangoli competitions, promoting national unity and awareness of Indian languages and cultural heritage. All religious festivals are accorded equal importance, emphasizing unity in diversity. Additionally, unique programs offer insights into Indian traditions like Ayurveda and Yoga, enhancing the institution's cultural fabric.</p>
5. Focus on Outcome based education (OBE):	<p>Vikas Group of Institutions (VGTN) has embraced a results-oriented approach to education, aligning with the standards set by the National Board of Accreditation. This entails clearly defined Programme Outcomes (POs) and Course Outcomes (COs), meticulously crafted to target cognitive abilities ranging from Remembering to Creating. Beyond domain-specific skills, the educational outcomes emphasize social responsibility, ethics, and entrepreneurial acumen, nurturing students to actively contribute to the economic, ecological, and social well-being of the nation. The syllabi of all courses, affiliated with JNTUK University, are thoughtfully curated to address the holistic needs of society, embodying the essence of the National Education Policy (NEP). Incorporating elements of local support, environmental education, and values-based learning, VGTN's curriculum is designed to be innovative and credit-based. Practical assessments, including laboratory examinations and community-focused mini-projects, are integrated into the educational framework, fostering awareness and promotion of community health. Courses on</p>

	<p>Professional Ethics, Human Values, Gender Sensitization, and value-based education are integrated into the undergraduate program, enriching students' holistic development. The institution also offers Environmental Sciences, a comprehensive course addressing various aspects of environmental sustainability. Furthermore, VGTN actively engages in community outreach initiatives through platforms like the Student Welfare Committee and the National Service Scheme (NSS), facilitating extension activities that benefit the broader community.</p>
<p>6. Distance education/online education:</p>	<p>Since the onset of the COVID-19 pandemic, educational institutions across the nation have progressively embraced digital platforms for conducting classes, and organizing seminars, conferences, and professional meetings. The advent of online education has effectively transcended geographical barriers, facilitating seamless connections between learners/students and experts from distant locations, thereby fostering knowledge exchange. The adoption of a hybrid educational model, blending online and offline resources has emerged as a viable solution amid the gradual reopening of the economy, including educational institutions. This transition aligns with the anticipated shift outlined in the New Education Policy, indicating a new norm in education delivery. Drawing from the insights gained during the lockdown phase, access to online resources for both learners/students and mentors is no longer a limitation. Encouragingly, students at VGTN are advised and motivated to pursue Massive Open Online Courses (MOOCs) to enrich their learning experiences. During the COVID-19 outbreak, VGTN adeptly transitioned to delivering all course content online, leveraging digital tools such as Zoom, Google Meet, and WebEx, ensuring uninterrupted learning experiences for its students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The establishment of the Electoral Literacy Club within the Vikas Group of Institutions aims to raise awareness among students about their democratic rights, particularly the importance of voting in</p>
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>elections. Through simulated voting exercises, we offer practical learning experiences about the democratic process. Additionally, we organize various events such as poster presentations, debates, public speaking competitions, and essay contests to foster understanding and knowledge about electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Cell has been reconstituted with the following members 2023-24 SI No - NAME - Designation & Department - Position</p> <ol style="list-style-type: none"> 1. - Dr.P S Srinivas - Principal / Director - Chairman 2. - G Sekhar Reddy - Asst. Professor, ECE - Convener 3. - P Vamsi Krishna - Asst. Professor, CE - Member 4. - M Chiranjeevi - Asst. Professor, EEE - Member 5. - K Gurumurthy - Asst. Professor, ME - Member 6. - V M Ganesh - Asst. Professor, ECE - Member 7. - Thamma Kishore Reddy - Asst. Professor, CSE - Member 8. - R Ramya - Asst. Professor, Agri - Member 9. - Yanmandru Vinaya Kumar - Asst. Professor, Pharmacy - Member 10. - V Narasimha Rao - Asst. Professor, MBA - Member 11. - Chilakala Ganesh Reddy (229T5A0203) - Student, EEE - Student Member 12. - Chebrolu Hari Krishna (219T1A0403) - Student, ECE - Student Member 13. - Rajana Vijaya Durga Dhanababu (219T1A0411) - Student, ECE - Student Member 14. - Tirumalasetty Samba Siva Rao (219T1A0570) - Student, CSE - Student Member
<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 ELC cell of Vikas Group of Institutions engages in several activities:</p> <ol style="list-style-type: none"> 1. Our students participate in Voter Awareness Campaigns to educate nearby village residents. 2. Workshops are conducted to raise awareness among faculty and students. 3. Targeted populations are educated about voter registration and the electoral process through hands-on experiences. 4. The institute organizes seminars and interactive sessions with experts to deepen understanding. 5. Students actively participate in community outreach programs to promote awareness.
<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>The ELC spearheads relevant electoral initiatives, focusing on awareness campaigns and content creation to promote democratic values and encourage electoral participation.</p> <ol style="list-style-type: none"> 1. Educate on voting importance and ethical suffrage. 2. Cultivate active electoral engagement, ensuring informed and ethical voting, while adhering to the principles of 'Every vote matters' and 'No Voter left behind'.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Students above the age of 18, eligible to become voters, are educated about their democratic rights, particularly the significance of participating in elections. Mock polling activities are organized to offer practical insights into the democratic process. Additionally, voter registration campaigns are conducted on campus to ensure that every eligible student registers to vote in their respective constituencies.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1144	1410	1780	1905	1761
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 248

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	114	134	137	137

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
388.11	353.94	443.66	486.72	589.45
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Vikas Group of Institutions is approved by AICTE for Engineering Courses, Management Courses and by PCI for Pharma Courses and all the courses is affiliated to JNTUK, Kakinada. It follows the curriculum prescribed by JNTUK. The institution publishes an Academic Calendar at the beginning of the academic year that details the start date of class work, the duration of each semester, and various schedules for internal assessments, and Semester End Examinations. The scheduling of various activities like Project work allotment, its reviews, industrial visits, counselling sessions, organising guest lectures, seminars, add-on courses, obtaining various feedback and cultural activities are all meticulously planned in the beginning of the Academic Year.

All the courses are assigned to the faculty members based on their areas of expertise and experience. Upon allocation of various courses, the faculty members prepare the lesson plan in tune with the academic calendar and also prepare the lecture notes and other paraphernalia required for the effective delivery of the content.

The timetables are prepared and distributed to the faculty and other departments too. The institution adheres strictly to the academic calendar given by the university in delivering the curriculum in the stipulated period mentioned.

The delivery of the course content is being monitored at scheduled intervals by the Head of the Department and IQAC.

The performance of the students is assessed at regular intervals and the advanced learners and the slow learners are identified. Special assignments/tasks are given to the advanced learners. Remedial classes are conducted for slow learners to enhance their academic performance.

In addition to traditional methods, content is delivered using teaching techniques such as group discussions, PowerPoint presentations, quizzes, seminars, and guest lectures.

The institution follows the counselling system. Each faculty member is assigned with about 20 students and they will be monitoring the student's regularity and also their academic performance. Regular meetings of the counsellors with the students, help them to advise and guide them at various stages.

For UG Programs, the internal examinations are conducted twice in a semester consisting of both descriptive paper and online examinations for theory courses. For Laboratory and Drawing courses, the assessment is based on, continuous assessment throughout the semester and one internal examination is

conducted at the end of the semester. For Project works, the internal assessment is done on the recommendations of the Project Review Committee (PRC).

For PG Programs, the internal examinations are conducted twice a semester. For Laboratory courses, the assessment is based on, continuous assessment throughout the semester and one internal examination is conducted at the end of the semester. For Project works, the internal assessment is done on the recommendations of the Project Review Committee (PRC).

On the recommendation of the Department Academic Committee (DAC), the Industrial Training, Industrial Visits, Internships, Guest Lectures, Seminars, Workshops and other Skill Development Programs are planned.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 83

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 61.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
846	953	1062	1098	960

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Vikas Group of Institutions believes in promoting the inclusive value-based educational system through curriculum. It addresses and promotes various cross-cutting issues such as *Professional Ethics, Gender, Human Values, Environment and Sustainability through the curriculum and also by various means for the holistic development of the students.*

Universal Human Values, Social Values & Professional Ethics:

Integrating values & ethics in the program helps the students understand the importance of fairness, empathy, integrity & respect for diversity and it is vital to their personal and professional growth.

According to the AICTE recommendations imparting of Human values, ethics and other cross-cutting issues are addressed starting from the Student Induction Program. The University included the Essence of Indian Traditional Knowledge, Universal Human Values: Understanding Harmony, and Professional Ethics in the curriculum itself. It enables the students to learn the values here and practice them in their profession later.

Gender Sensitisation:

The Institution strongly believes in the power of women and promotes gender equality. Institutions create equal opportunities for both genders in curricular, co-curricular and extra-curricular activities and succeed in creating a congenial environment.

The institution established the Internal Compliance Committee (ICC) in the year 2011 and through it arranges guest lectures, seminars, workshops and various events. Girls are encouraged to participate in various NSS activities to develop confidence, strength and leadership qualities in them.

Environmental and Sustainability:

The Environmental course is taught in all the programs as a compulsory course and all the students gain knowledge of problems like Global Warming, Climate Change, Water Pollution, Air Pollution and

different types of solid and e-waste disposal. They will be able to tackle issues like the treatment of various types of waste, sewage treatment, rainwater harvesting green concrete etc.

The Institution established Rain Harvesting pits, Bio Gas Plants, Solar Power Systems and Solid Waste Management inside the campus. This helps the students to understand the conservation of natural resources. College NSS unit organises student awareness programs like Tree Plantation, Swachh Bharat, World Environment Day Awareness Rallies etc.

Interdisciplinary Learning:

Integrating interdisciplinary courses into the curriculum helps the students to get the required knowledge of all disciplines for holistic problem-solving.

The curriculum includes Managerial Economics and Financial Accountancy, Programming for problem-solving using C, Basic Electrical & Electronics Engineering, Python Programming, Mechatronics, medical coding etc. The knowledge of these courses helps the students to apply them to various problems and do some realistic projects.

Industry-Academia Collaboration:

Establishing Industry Institute Interaction bridges the gap between academic learning and industry requirements. Providing internships, industry projects, and guest lectures by experts from industries helps the students to be aware of realistic problems and widen their knowledge base.

Soft Skills Development:

Recognizing the importance of soft skills (communication, teamwork, leadership) and integrating them into the education process, provides an opportunity for the students to develop effective communication and interpersonal skills.

The curriculum offers Communicative English, English Communication Skills Laboratory.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 50.96

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

Response: 583

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 41.45

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
282	244	347	529	519

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
898	922	925	937	952

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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: 55.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	182	256	363	416

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
505	514	515	521	530

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Student Teacher Ratio**2.2.1**

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

Response: 10.21

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Vikas Group of Institutions strongly believes that effective learning takes place with experiential learning. We provide an effective platform for the students to develop various skills, enhancing knowledge through experiential learning for their overall development. Focus is given for student-centric learning in curriculum delivery. The institution follows innovative teaching methods as described below.

Experiential Learning: The college encourages Experiential learning. We focus on hands-on experiences like practical sessions, laboratory work, and project-based learning, where students apply theoretical concepts to real-world scenarios. This approach not only enhances students' understanding but also fosters critical thinking, problem-solving, and teamwork skills. By immersing themselves in practical tasks, students develop a deeper appreciation for the subject matter and gain valuable insights that go beyond textbook knowledge.

Learners are given the chance and experience to learn first-hand about the practical application of theoretical principles.

- Industrial Visits for Experiential Learning
- Presenting articles in Seminars and conferences
- Participating in Group Discussions
- Giving Presentations.

Participatory Learning: This is an active form of learning of key principles that engages the students through active involvement, collaboration, and interaction. Participating in collaborative projects, Group Discussions, and teamwork help in improving communication skills. Facilitating classroom discussions and engaging with peers encourage the students to express their ideas, initiate questions and share their insights. Presenting real-world problems or case studies that require students to apply their knowledge to find solutions. Arranging industrial visits provides real-world perspectives and practical insights. The Institution encourages interactive classroom discussions, and group activities, where students collaborate, share ideas, and learn from each other's perspectives.

Group Discussions: The Institute encourages the students to participate in Group Discussions by that students are given an opportunity to open up and participate in discussions with their peers and share their ideas..

Quizzes: Quizzes are conducted for B.Pharmacy students as well as B. Tech. students. This helps the students to score good marks in the Internal and also in the Semester End Examinations.

PowerPoint Presentation (PPT): Students are encouraged to PPT Presentations in our college competitions. They are also encouraged to participate in various national and international conferences of other colleges, universities etc.

Charts & Posters: Students prepare various academic charts and posters with attention and present them in various competitions in and outside the college.

Internships: Students are taken to various industries in and around Vijayawada for visits and they are encouraged to take up internships in industries. The institute has undergone MOUs with some of the industries in and around Vijayawada.

Assignments: Learning Reinforcement is done through assignments. Assignments provide an opportunity for students to reinforce and apply the concepts and skills learned in class. Assignments often require students to analyze information, think critically, and solve problems.

ICT-Enabled Tools and Online Resources: In the present digital world, the Institution recognises the importance of integrating Information and Communication Technology (ICT) Tools into the teaching and learning process. The Institution employs a variety of ICT-enabled tools, including online resources, to enhance the effectiveness of education delivery. They include e-books, research articles, interactive modules, and multimedia presentations.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	114	134	137	137

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

2.4.2

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

Response: 8.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	11	11	10

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

For both UG and PG courses in each semester, there is an ongoing process of internal student assessment. Internal examinations consist of Assignments, Term Examinations, and Online tests to evaluate the performance of the students. The students are given Assignments in each unit and it is a regular ongoing process. The Examination Cell in each department conducts the Mid Term Examinations twice in a Semester. All the examinations are conducted in a transparent way by strictly following the guidelines of the JNTUK. The scripts are evaluated within a week after completion of the mid-examinations and are given to the students for verification. The faculty members correct any errors in the entry of marks or changes. The faculty reviews the answers discusses the questions given in the examination and suggests areas for improvement. The performance of the students in these examinations is analysed and remedial classes are planned for slow learners.

After the review of the marks, the final list of marks is posted on the notice boards.

The students have the freedom to approach the faculty about the evaluation of the examination papers or for any queries regarding the examinations.

The faculty makes sure that any sort of disputes relating to the evaluation are settled before submitting the answer scripts to the examination cell. The timely and effective resolution of examination-related complaints is ensured by the Head of the Department. Students are encouraged to express their complaints without any hassles about being scrutinized or singled out.

Any sort of grievances of the students related to university examinations such as online examinations, problems related to hall tickets viz. correction in name/ subject/ subject code/ programme, or wrong entry of marks and absentee etc. are addressed at college and university level in a time-bound manner by the examination section of the Institution.

The office and the examination cell guide the students to apply to the University regarding any grievances. The students have the freedom to express any of their problems/grievances without any fear of retaliation from peers or professors. For a fair evaluation procedure, both direct and indirect grievance reporting methods work effectively to sort out any issues that are resolved immediately.

The University announces the Semester End Examination results in about a month or a month and a half time. If the students have any issues/grievances with their marks/results in the University Examinations, they have three options to address them. One is recounting, here upon payment of a specified amount, the marks in a particular course will be recounted and the results are announced. Another one is reevaluation, here the answer scripts are evaluated again by an expert and marks are announced. There is another one called challenging, where the student can challenge the University and the University arranges three examiners for evaluation of his script if the student gets more than 12 marks compared to his earlier marks, the challenge amount paid by the student will be reimbursed.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Vikas Group of Institutions has delineated Course Outcomes (COs) within the R20 Syllabus starting from the Academic Year 2020-21 for all offered courses across programs. The institution has explicitly articulated the learning outcomes for both programs and individual courses. The communication of these learning outcomes to faculty and students is facilitated through several mechanisms:

1. Hard copies of syllabi and Learning Outcomes are accessible within respective departments for immediate reference by faculty and students.
2. The significance of learning outcomes is emphasized during regular IQAC meetings and College Committee meetings, ensuring that faculty members are well informed.
3. Students are apprised of the learning outcomes through tutorial meetings, enhancing their awareness of the educational objectives.
4. Workshops have been conducted to formulate Program Educational Objectives (PEOs) and Learning Outcomes at the college level.

The Course Outcome statements, compiled by the course in charge, undergo review by the department head. Lesson plans, including Course Objectives, Course Outcomes, teaching tools, and total teaching hours, are prepared at the beginning of the academic year.

Assessment and attainment are done in the following

- Internal and External Theory Examinations
- Internal and External Practical Examinations
- Assignments
- Projects

The Institute has devised a method for the evaluation of Course Outcomes (COs) and Program Outcomes (POs) and is done periodically.

Moreover, Course Outcomes (COs), Programme Outcomes (POs), Programme Educational Objectives (PEOs), and Programme Specific Outcomes (PSOs) are published on the Institution website. Evidently, the Programme Outcomes (POs) are highlighted in a separate format, emphasizing their individual significance. On the other hand, the Course Outcomes (COs) are smoothly included in the syllabus, making it easy for all the stakeholders to get involved.

Programme Outcomes (POs) align with the institution's Vision, Mission, and UGC guidelines on Graduate Attributes. Considerations include academic excellence, research potency, extension activities, human values, livelihood generation, and current job market trends. Alumni and stakeholder input are factored into the formulation of POs. Curriculum restructuring and assessment pattern modifications were undertaken in consultation with experts. Students are informed about the PO pattern through the institution's website, handouts, and orientation sessions led by course instructors.

The achievement of final POs is evaluated using Cumulative Grade Point Assessment (CGPA) and direct assessment methods. CO achievement for current programs follows university guidelines. Subject-specific COs and POs are interconnected, with Continuous Assessment (CA) and Internal Assessment (IA) examinations influencing the weighting of COs. The Program Specific Outcomes (PSOs) are devised by respective departments, aligning with their vision, mission, and program scope.

The Outcomes-Based Education (OBE) module encompasses topics, required hours for unit delivery, recommended study and reference materials, teaching methods, course outcomes, and mapping of COs with PSOs and POs. Attainment of COs and POs is assessed at different stages of the program, with Course Outcomes evaluated upon completion of each course and Programme Outcomes measured at the program's conclusion.

Analyzing these outcomes provides a clear understanding of the student's knowledge. Assessing course outcomes midway through the semester, immediately after the first mid-examination, enables faculty to implement corrective measures promptly.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In the Vikas Group of Institutions, the following strategies are projected to facilitate the achievement of outcomes:-

Allotment of subjects to the faculty: The courses are allotted to the faculty based on their experience and expertise.

Readiness of the faculty: Students are supplied with necessary subject materials and tutorial questions by the respective faculty members

Scheduling: A timetable is prepared for the number of tutorial and practical hours required for each and every subject.

Delivery: Apart from traditional blackboard teaching, the students are facilitated to modern teaching methods such as LCD/OHP.

Learning: Study hours are conducted firmly on a regular basis. Assignments are conducted on a regular basis to assess the students. Students are motivated to take part in seminars, symposiums and group discussions.

Assessment: Two Mid-term examinations and one external examination are conducted for each theory course. The Mid Term Examinations are conducted as Internal Examinations and the University conducts the Semester End Examinations. Online examinations are being conducted by the University.

Attainment of Course Outcomes (CO): The faculty delivers the lectures as per the lesson plan, which is prepared at the beginning of the Semester keeping the course objectives in mind. The assessment of Course Outcomes is done in a systematic manner. The direct assessment of outcomes is based on the direct evaluation of the marks obtained in both Internal and External Examinations. The indirect assessment of Course Outcomes is obtained from the Course End Surveys.

Direct Assessment Tools: Assignments, Quiz, Internal Examination, Semester End Examination

Indirect Assessment Tools: Course-end survey

Attainment of Program Outcomes (PO): At the time of preparation of the Lesson Plans, the faculty maps the various COs with the POs and PSOs on a scale of 0-3. The PO direct attainment is based on the CO and PO weighted average. Whereas the indirect attainment of the POs is obtained from the Program Exit Survey. From both the direct and indirect attainments of the POs, the final attainment is calculated. The direct and indirect attainment of POs is 90% and 10%. Upon calculating POs of all the courses the average of the respective POs is obtained.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 81.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
303	382	482	361	334

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	454	582	451	419

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 66

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	24	33	09

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution fosters an active environment to promote innovation and entrepreneurship across various domains including Research and Development, Entrepreneurship, Intellectual Property Rights (IPR), Employment and Skills Development, Research Methodology and Writing, Consumer Awareness and Marketing, Digital Marketing and others. Students are encouraged to engage in the practical application of technology to address real-world societal challenges. Support is readily available for documentation, publication of research papers, and securing patents. Various activities such as awareness sessions, workshops, seminars, and guest lectures on Research and Development and entrepreneurship are organized to enrich the learning experience. Students have the valuable opportunity to directly interact with successful entrepreneurs in their respective fields. Additionally, product service training is offered to enhance marketing skills. Faculty members employ diverse teaching methods, including lectures, interactive sessions, projects, and fieldwork, to ensure effective learning outcomes. While some instructors utilize traditional green board presentations, others incorporate modern tools such as PowerPoint and computer-based materials, including YouTube lectures, to make learning more engaging. Various student-centric approaches are also employed to facilitate effective learning experiences.

VGI has established an Industry Institute Interaction Cell dedicated to guiding and inspiring students in transforming their ideas into innovative products. This Cell orchestrates a series of workshops on Intellectual Property Rights (IPR), enlightening talks by industry stalwarts, brainstorming sessions, and Hackathons. The students benefit from valuable interactions with distinguished entrepreneurs hailing from diverse backgrounds. Moreover, the Entrepreneurship Development Cell (EDC) actively engages in raising awareness through collaborative efforts with various industries. Partnering with Khadi & Village Industries Commission, Vijayawada, the institute facilitates programs aimed at fostering rural entrepreneurial development. The EDC conducts workshops, field trips, and awareness sessions featuring renowned experts and angel investors, thus promoting a wide array of employability skills - encompassing both transferable and technical proficiencies, as well as soft skills - among the student community.

The institution employs various methods to enhance student learning experiences and prepare them for real-world challenges:

1. **Group Projects:** Stimulate student's interest and encourage freedom of thought.
2. **Interactive Methods:** Engage students through group discussions, news analysis, educational games, and quizzes.
3. **ICT Enabled Teaching:** Utilize technology such as projectors, computers, and online platforms for effective teaching.
4. **Experiential Learning:** Provide hands-on experience through laboratory experiments.
5. **Student Seminars:** Allow students to present papers on contemporary topics.
6. **Summer Internship Program:** Offer opportunities for practical experience, particularly through NSS initiatives.
7. **ICT Tools:** Equip classrooms and labs with projectors, computers, printers, digital library resources, Utilize PowerPoint presentations, and industry connections.
8. **Online Resources:** Provide access to NPTEL Swayam platforms and digital libraries for self-paced learning.

The overarching vision of the Research and Development (R&D) cell, Entrepreneurship Development Cell (EDC), and Industry Institute Interaction Cell (IIIC) within the institute is to cultivate a deep understanding among students and faculty regarding the profound impact of technological advancements. By fostering this understanding, the aim is to equip individuals with the insight and capability to tackle complex and challenging problems effectively.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	13	03	12	14

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	06	01	03	10

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

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

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

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

Vikas Group of Institutions has been actively engaged in outreach programs and has been serving the people in the neighbourhood community with a focus on sensitizing the students to various social issues and helping them in their holistic development. The Institution is situated in a rural area far off from the city and the Institute had identified the need of the people here for medical and other facilities. Since the inception of the Institution, it has been doing a lot of social activities for these people. Over the last five years, these activities have played a great role in the holistic development of our students and have had a significant impact on both the students and the community itself.

Here is a classified description of some of the outreach programs and their impact:

1. Road Safety and Traffic Awareness- such as the National Road Safety Awareness program.**Impact:**

- Reduction in Road Accidents and Injuries
- Interactive Engagement
- Cultivation of a Road Safety Culture

2. Digital Awareness and Financial Literacy- such as Digital Payments Awareness campaign.**Impact:**

- Improved Security Awareness
- Empowerment Through Training

- Economic Growth

3. Environmental Conservation and Sustainability- such as No Plastic Day, Swachh Bharat Initiatives, World Water Day celebrations

Impact:

- Encouragement of eco-friendly alternatives
- Promotion of environmental conservation efforts and environmental issues
- Reduction in plastic usage
- Cleaner public spaces
- Safer roads through road safety measures

4. Health and Wellness- such as Blood Donation Camp, Iron Tablets Distribution program, Mosquito Repellent initiative, Pulse Polio Campaign, and Health Camp Initiatives.

Impact:

- Vital life-saving contributions are made through regular blood donation drives, addressing shortages.
- Engaging the community in health-related initiatives, fostering improved overall health outcomes.
- Raised awareness and reduced instances of vector-borne illnesses such as malaria, dengue, and chikungunya through targeted efforts.

5. Education and Literacy- such as International Literacy Day, National Constitution Day celebrations, World AIDS Day observance, World No Tobacco Day commemoration, World Voters Day activities

Impact:

- Empowerment and advocacy for societal improvement and economic well-being.
- Enhanced understanding of fundamental rights, social issues, and constitutional principles.
- Promotion of voting as a social responsibility for effective leadership selection.
- Awareness about AIDS transmission and control methods among students.
- Encouragement of good habits and promotion of healthy lifestyles among students.

6. Community Engagement and Social Welfare-such as Centennial Cycle Rally, Pandemic Help initiatives, Bhavani Deeksha program, National Unity Day celebrations

Impact:

- Promotion of physical fitness and awareness within the community.
 - Engagement of the community in various initiatives for environmental conservation.
 - Improvement in unity and mutual assistance among community members.
 - Provision of nutritious meals for economically disadvantaged families during challenging times.
 - Facilitation of spiritual relaxation and valuable insights for students through active participation in community initiatives.
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File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Vikas Group of Institutions is dedicated to instil ethical values in its students through a holistic approach encompassing academic and extracurricular activities, with a special focus on the National Service Scheme (NSS). The institution is committed to nurturing professionals who not only excel in their respective fields but actively contribute to the betterment of their communities.

The NSS unit passionately engages with neighbouring villages through meticulously organized camps, fostering deep interactions among students, faculty, and locals. These efforts span Health camps, Environmental Awareness and Cleanliness, Commemoration and Awareness Days, Emergency Relief and Aid. From vital medical aid to sustainable living advocacy and community unity initiatives, the unit stands as a beacon of hope, empowering communities with essential skills and fostering resilience. Through diverse initiatives, it embodies the transformative impact of collective action, nurturing bonds of empathy and solidarity, thus creating a brighter future for all. These initiatives provide valuable insights into the challenges faced by rural communities. By immersing themselves in village life and engaging in thoughtful dialogues, students develop empathy, social responsibility, and a genuine understanding of the significance of community involvement. This practical experience extends beyond conventional classroom learning, enabling students to align their academic pursuits with the actual needs of society.

The institution's dedication to incorporating professional ethics, human values, and social responsibility into its academic culture ensures that graduates emerge not only as skilled professionals but also as compassionate individuals committed to social welfare. Active participation in activities such as NSS camps instils a sense of civic duty and social awareness, preparing future leaders capable of instigating positive change within their communities.

Over the past five years, VGI has received receipt of prestigious awards and recognition from government and government-recognized bodies. For its commitment to impactful events spanning environmental awareness, social advocacy, and healthcare. Initiatives like “Awareness on Plastic” and “Swachh Bharat - Not to Use Plastic” demonstrate their dedication to environmental consciousness. It advocates for social causes on occasions like “International Literacy Day”, “World Cancer Day” and “World AIDS Day.” Vital healthcare services are provided through “Free Medical Check-Up Camps”, “Blood Donation Camps” and “Vaccination Drives.” During crises, VGI organizes relief efforts like “Pandemic Help-Grocery Distribution” and “Pandemic Help-Food Distribution”. It commemorates national events such as “National Constitution Day”, “National Voters Day” and “Police Commemoration Day,” reflecting patriotism and governance respect. Public health concerns are addressed through “Mosquito Repellent” campaigns and “World No Tobacco Day” initiatives. Through diverse events, VGI leaves a lasting impact, earning recognition for its tireless service to humanity.

The institution's continuous efforts to bridge the gap between academic learning and societal needs have earned well-deserved acclaim. Notably, the Pharmacy department surpasses traditional education by seamlessly integrating academic pursuits with ethical principles and human values, thereby moulding socially conscious and ethical professionals.

File Description**Document**

Provide Link for Additional information

[View Document](#)**3.4.3**

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

Response: 61

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	18	09	14	07

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency

[View Document](#)**3.5 Collaboration****3.5.1**

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

Response: 65

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Vikas Group of Institutions (VGI) was founded by philanthropists Sri. Narsi Reddy and Sri. Satyanarayana Reddy in 2010. Affiliated with JNTUK, Kakinada, the institute offers Undergraduate and Postgraduate Programs in Engineering and Pharmacy. Emphasizing a holistic education, VGI integrates sports into the curriculum, utilizing a spacious campus. The Institute is spread over 11.6 acres, with extensive sports facilities. VGI maintains a balanced environment of academics, culture, and athletics. It hosts various competitions, recognizing and honoring talented students with medals, trophies, and certificates at intra and inter-departmental, collegiate, and university levels.

At the start of the academic year, a review is done to decide if we need to replace, upgrade, or add new facilities. This decision involves input from various people like Board of Studies members, Heads of Departments, Laboratory in-charges, and the system administrator. They consider things like what each course needs, the number of computers for students, budget limits, the condition of current equipment, and feedback from students. The existing campus facilities are used efficiently for various purposes beyond regular college hours. These include certificate courses, extracurricular activities, parent-teacher meetings, and training for campus recruitment, recruitment sessions, and hosting events like meetings, seminars, and conferences. Additionally, the campus is also designated as an examination center for important assessments such as government exams and university exams, including GATE and EAMCET.

The Training and Placement Cell of the Institution regularly conducts programs on Personality Development, Communication Skills, manages internships from second Year Onwards. It builds good rapport with the local industries which help the students to go for industrial visits, to do internships and also to go to do project works. Additionally, the Institution also provides Transportation facility, especially for students living in various parts of the city and outskirts, even though many stay in hostels.

The Institute has classrooms and labs with technology as specified by the Governing Body, meeting all the standards.

Particulars	Description
Class Rooms	Equipped with both traditional green boards and modern LCD projectors and have smooth internet connectivity.
Laboratories	Fully equipped with an array of multiple apparatus.

Workshops	Comprehensively outfitted in all aspects to facilitate
Seminar Hall	Accommodates 100 students. Equipped with LCD projector.
Computer Centre	Furnished with desktops featuring the latest configurations and software.
Drawing Hall	Drawing boards to facilitate creative and artistic endeavours apart from catering to the needs of the regular class work.
Library & Reading Room	Equipped with the latest books and resources, ensuring a contemporary and comprehensive learning environment.
Administrative Facilities	Well-equipped to provide comprehensive support to all units of the Institution.
Outdoor Auditorium	Catering to the needs of the Institution for cultural activities, and for the sports day and the annual day events.

The institution offers a Multipurpose ground for sports such as Volleyball, Kabaddi, Cricket, Ball-badminton, Throwball, Kho-kho, Tennikoit, Netball, Handball, and Football. There is also a running track and a well-maintained gymnasium for physical strength and fitness development. In addition, the institution also has Indoor activities like Yoga, Table Tennis, Chess, and Caroms.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 26.11

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
100.75	91.64	119.10	120.13	159.06

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Vikas Group of Institutions plays a pivotal role in fostering the intellectual growth of both faculty members and students through its robust library facilities. Spanning an expansive area of 679 square meters and accommodating up to 150 users, the library serves as a cornerstone resource hub. Operational from 8:00 AM to 7:30 PM every day, it is supported by a dedicated team including a Librarian and an Assistant Librarian.

Equipped with 30 computers designated for e-learning, the library offers a separate space for digital resources.

Functioning under an Open Access System, the library boasts an extensive collection of 32,950 volumes spanning 7,650 titles across various disciplines. Covering subjects ranging from Civil Engineering - structural engineering, Design of steel structures, hydrology, hydraulics engineering; Mechanical Engineering, thermodynamics, manufacturing process, fluid mechanics, machine design, Computer science and Engineering- artificial intelligence, data processing, data science, image processing, python, programming, cyber security, operating system; Pharmacy- Pharmacology, Pharmacy Practice, Pharmaceutics, Pharmaceutical Chemistry Pharmaceutical Analysis, Pharmacognosy, Pharmaceutical Microbiology, Pharmaceutical Biotechnology, Biochemistry, Pharmaceutical Jurisprudence and general literature; ECE - Basic electronics, VLSI, Digital Electronics, Embedded system; Agricultural Engineering - Crop production, Plant Pathology, Agricultural trade and marketing, Electrical and electronics engineering -Electric circuits, Signal Processing, Communications, Power Systems, the library caters comprehensively to the academic needs of its users.

Operating under an Open Access System, the library houses an extensive collection of 33,873 volumes across 7,736 titles, covering a wide range of subjects from Civil Engineering to Pharmacy. It provides access to online journals, periodicals, newspapers, and past question papers via the institution's website.

The tranquil environment of the library fosters a conducive atmosphere for study, which is particularly beneficial for students residing in hostels who can utilize the facilities after college hours. The digital

library is another asset, housing approximately 567 CDs and offering access to e-resources through platforms like DELNET, and J-GATE.

In addition to physical resources, the library provides access to a plethora of online journals, periodicals, newspapers, and project reports. Previous years' question papers are also conveniently accessible online via the institution's website.

DELNET, initiated in 1988, serves as a vital electronic resource network supported by various government entities, while J-Gate provides access to a vast repository of global e-journal literature across diverse subject domains.

In essence, the Central Library at Vikas Group of Institutions stands as a beacon of knowledge, leveraging technology and strategic partnerships to provide students and faculty with unparalleled access to academic and research materials. It serves as a cornerstone for learning and innovation within the institutions.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Vikas Group of Institutions regularly updates its IT facilities, including its Wi-Fi network, to meet the technical needs of the industry. We ensure that both students and faculty members have access to computers with good configurations, maintaining a reasonable ratio. We've made sure that Wi-Fi is accessible in the campus building, seminar hall and common areas. Furthermore, we offer numerous high-configured internet browsing centres to cater to the needs of students and faculty across all courses.

The institution has adequate and latest IT infrastructure. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology.

The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. Dedicated internet connectivity of bandwidth 100 MBPS (1:1) is provided by BSLN Pvt. Ltd. The campus is Wi-Fi enabled to promote digital flow.

Faculty and Students can avail the Wi-Fi facilities 24X7, 365 days. Internet facility is provided to the

laboratories, & the offices through Wi-Fi. Wherever high-speed connectivity is required wired connection through optical cable LAN services is provided to the departments.

A dedicated computer centre with 270 desktop systems is provided for browsing & accessing resources besides computer labs in each department.

The Institute has an Internet-registered domain name <http://vikasgroup.ac.in>, using which it provides its own e-mail facility, to staff and students.

Following are the updates happened in IT facilities including Wi-Fi from 2018-19 to 2022-23.

Academic Year	Total Computers	Computer Labs	Internet MBPS	Browsing Centers	Office	Departments
2018-19	65	50	20	30	6	9
2019-20	120	105	20	30	6	9
2020-21	160	145	20	30	6	9
2021-22	205	190	20	30	6	9
2022-23	270	255	100	30	6	9

During 2022-23

i) Upgraded Internet Bandwidth connectivity of 20 Mbps to 100 Mbps leased line, both wired and wireless from BSNL which provides internet access for administration, academics and research work.

ii) Upgraded all 270 Computers in the college under single High-speed OFC wired Gigabit LAN connectivity that provides high availability, of separate channels for data stream, CC camera stream, video conferencing etc.

- Desktops (Dual Core, I3, I5 based with 8 GB RAM and 500GB HDD) – Total Number of Desktops - 257 No's
- 2 Rack Server (Xeon 4.2 GHz, 64 GB RAM, 1 TB HDD)
- Internet Facility – BSNL – 100 Mbps
- The IP Surveillance system was established in 2016 with the configuration:
 - IP camera (3 MP, SECURE-EYE) = 60
 - 64 NVR with 4TB of storage
 - Wi-Fi Routers –10 Nos
 - UPS – 03 (20KVA(2)+10KVA(1))
 - Inverters – 2 Nos (10 KVA)
 - 10 D-Link, Digi Sol Switches
 - 6 LCD Projectors for the Teaching & Learning Process

File Description	Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 4.49**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 255**File Description****Document**

Purchased Bills/Copies highlighting the number of computers purchased

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 73**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
283.43	257.94	320.45	362.64	426.71

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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: 76.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
888	1094	1421	1329	1396

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 40.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
618	727	769	660	465

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description**Document**

Proof for Implementation of guidelines of statutory/regulatory bodies

[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: 76.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
262	342	449	344	358

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	454	582	451	419

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 8.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	0	28	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	08	06	04	04

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

5.3.2

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

Response: 23.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	23	10	22	28

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Vikas Group of Institutions (VGITN) plays an important role in the makeup of student careers into technocrats, leaders, entrepreneurs, researchers and global managers. Developing an active and engaged alumni network empowers both the Institute and its graduates.

The VGITN has a registered alumni association named as “**Vikas Group Alumni Association (VGAA)**” that creates and maintains a life-long connection between VGITN and its associated alumni. VGITN Alumni Association, Nunna is registered under the Andhra Pradesh Societies Registration Act, 2001 and maintained under Section 3 of the Societies Registration Act, 2001 during the year 2023 with the registration number 503of 2023 with defined bylaws. There is a separate bank account for the alumni association.

VGAA organization structure consists of a General Body and an Executive Committee. The Executive committee consists of a President, Vice-President, Secretary, Joint Secretary, Treasurer, 2 Executive Members and 7 Members. Members of the Executive Committee of the association are elected once in three years and office bearers as required.

The Association shall have powers to enrol members, form committees, and sub-committees and call for periodical meetings to achieve the objectives of the association. Further, the Association may organize sports, games and other social activities. The Association may also engage itself in such other activities, in conformity with the rules and regulations.

The alumni association will undertake activities such as receiving feedback on the design, implementation and review of syllabi, enhancing employment opportunities, get-togethers, alumni directories, informational publications, continued learning opportunities and administration of social services.

VGAA contribute significantly to the development of the institute through guest lecturing in their respective domains, acting as a speaker for conferences, seminars, training programs etc., sharing their valuable experience and by giving their inputs on the current trends in industry, helping to bridge the academia-industry gap.

The Alumni Association runs with the objective of conducting health care camps, donating medical aids, books and to do community development, environmental cleaning, eco-friendly activities, supporting the poor students in the nearby villages and granting scholarships and prizes to the students of our institution with a view to promote and encourage talents of students.

Alumni are active members of IQAC and their inputs are helping us for quality enhancements. Also, they were appointed as faculty and presently there are a few of the faculty from alumni of this institution. Alumni will be involved in training the final year students with industry-specific skills and also facilitate campus recruitment in the institute to the outgoing students by suggesting to their working companies. Also, our alumni will facilitate industrial training programs and industrial visits to our students to their employer companies.

Alumni reunion meets will be organised by the Alumni Committee every year. In these meets, alumni will share their valuable experiences and give inputs on the current trends in the industry to our students. They will help to bridge the academia-industry gap to encourage students to Research and Development work.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vikas Group of Institutions(VGTN) was established in the year 2010 by the Mother Teresa Educational Society at Nunna, Vijayawada. It is the first Private (self-finance) College offering both Engineering and Pharmacy Programs in the Vijayawada region of Andhra Pradesh. The Engineering Programs are approved by AICTE and the Pharmacy Programs are approved by PCI, New Delhi, and is recognized by the Government of Andhra Pradesh and affiliated to JNTUK, Kakinada. The Vision and Mission of the Institution are clearly stated and take into account the needs of all of its stakeholders.

The institute's vision and mission were established by the governing body with a discussion of its stakeholders which is distinct and gives importance to the expectations of all its stakeholders.

Vision: To impart affordable quality education through innovative teaching methods imbining Research culture and Ethics acquainting with the emerging technologies and making them ready for the industry along with entrepreneurial skills.

Mission

- 1.To provide quality education through innovative teaching methods, cultivating the research culture grounded in ethics.
- 2.Keeping pace with the emerging technologies and preparing the students for the industry and entrepreneurial skills.

The VGTN Governing Body decentralises its responsibilities and conducts the meetings of the Governing Body regularly and discusses on various issues pertaining to the Academic and Administrative aspects and to take financial decisions for the continuous enhancement of the quality of the education and research. The governing body has been established as per AICTE and PCI Regulations which includes a nominee from the Affiliated University.

Decentralization: The Institution has a decentralized governance structure and respects the opinions/ideas of the Heads of all the Departments and Sections. So, the decision-making power is being distributed at different levels of the Institution, starting from the Principal to the Heads of the Departments. This permits better participation and inputs from all the stakeholders in the decision-making process. Regularly the Principal conducts meetings with the Heads of the Departments and gets proper inputs and the final decisions are taken in those meetings and they are implemented.

Participation: The College encourages participation from all stakeholders in its governance. This

includes the Students, Faculty, Alumni, Parents and the Employers. Good channels are provided for all the stakeholders to participate, serve in various committees, attend meetings, and give feedback. Faculty and Students get an opportunity to develop leadership qualities by participating and organising in various events related to academic, co-curricular, and extracurricular activities. The class representatives are nominated to have better communication with the students.

List of some Committees for decentralization

- Alumni Coordination Committee
- Anti-Ragging Cell
- Arts & Cultural Committee
- College Academic Committee
- Committee for SC/ST
- Examination Cell
- Grievance Redressal Committee
- Industry Institute Interaction Cell
- Internal Complaints Committee
- IQAC
- IT Infrastructure Committee
- Minority Cell
- NSS Cell
- OBC Cell
- Placement Cell
- Sports & Games Committee
- Training & Placement Cell

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Vikas Group of Institutions is dedicated to cultivating intellectual leaders for the modern world. VGI's strategic plan prioritizes academic excellence and social responsiveness, leveraging institutional strengths in infrastructure, faculty, and management. Objectives include establishing a Student Counseling Center, enhancing ICT infrastructure, and promoting faculty research. VGI aim to bridge the education-employment gap through industry-relevant courses and funding opportunities. Additionally, strive for NAAC accreditation by 2024 and autonomous status by 2025. Committed to empowering students and

faculty, Vikas Group aims to make a positive impact on society.

The Strategic Plan of the Vikas Group of Institutions is as follows:

1. Achieve accreditation from the National Assessment and Accreditation Council (NAAC) by the year 2024 to demonstrate institutional quality and excellence.
2. Gain autonomous status for the institution by the year 2025 to enhance academic freedom, innovation, and administrative flexibility
3. Establishing a Student Counseling Center to Foster Global Employability and Social Responsiveness
4. Enhance ICT Infrastructure to Support Academic Excellence and Technological Advancement
5. Promoting Faculty Excellence in Research and Innovation pursuing Ph.D. programs and contributing to high-quality research and patent publications.
6. Introducing Industry-Relevant Courses to Bridge the Gap between Education and Employment
7. Facilitating Funding Opportunities for Faculty Projects and Consultancy Work

To achieve the above Strategic Plans/Perspective Plan, the following actions have been initiated

- Develop and implement a comprehensive plan to meet NAAC accreditation criteria and standards within the specified timeframe.
- Engage with relevant authorities and stakeholders to fulfil the criteria and requirements for obtaining autonomy status within the stipulated timeframe.
- Develop and implement a comprehensive counselling program that addresses academic, career, and personal development needs.
- Invest in digital boards, LCD projectors, and other technological tools to enhance teaching, learning, and research capabilities.
- Provide incentives and support for faculty participation in doctoral programs and research activities.
- Collaborate with industry partners to identify skill gaps and design a curriculum that meets industry standards.
- Establish a support system to assist faculty in securing funding for research projects and consultancy services.

Governing Body: The Governing Body represents the apex authority within the institution, consisting of Society members, the Principal, senior faculty members, and a University representative.

Governing Body Functions

- Evaluate the academic performance of the institution.
- Deliberate on crucial communications and policy decisions from governing bodies such as the University, JNTUK, APSCHE, AICTE, etc.
- Provide guidance to the college in accomplishing predetermined objectives.
- Formulate, modify, and endorse institutional principles and policies.
- Endorse the annual budget of the college.
- Sanction alterations in student intake, introduction of new courses, and closure of existing ones.

The governing body comprises the following:

- The Management provides guidance to the Principal regarding academic, administrative, and developmental initiatives, staying abreast of current trends in education.
- The Principal serves as the primary academic administrator and acts as a link between the Management, faculty, and students.
- Heads of Departments (HoDs) oversee departmental operations in accordance with college policies.
- Section in-charges adhere to college policies in managing their respective areas of responsibility.

File Description	Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

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:

Within the Vikas Group of Institutions, a robust framework of welfare initiatives and an effective Performance Appraisal System are in place for both teaching and non-teaching staff. Our institution prides itself on cultivating a vibrant workplace culture that not only prioritizes mutual respect but also nurtures an environment conducive to both personal and academic growth.

The longevity of senior faculty members speaks volumes about the management's success in recruitment and the provision of comprehensive amenities. At our institution, the management and principal actively support and motivate teaching staff in their career advancement endeavours. This is manifested through the provision of duty leave, minimal travel expenses, and waived registration fees for various academic

activities across different levels. Faculty members are encouraged to participate in conferences, symposia, workshops, research activities, industrial tours, and more.

To ensure the professional development of non-teaching staff, the institute has implemented programs focusing on computer proficiency enhancement, equipment training, reagent preparation, and maintenance training for tools and equipment. Staff members are encouraged to engage in demonstration activities, showcasing equipment utilization in adherence to Standard Operating Procedures (SOPs) as part of their skill development.

Our Principal ensures equal treatment for all employees in terms of benefits, creating a sense of fairness across the institution. Welfare measures for both teaching and non-teaching staff include the utilization of a self-appraisal form and a comprehensive Performance Appraisal System based on criteria such as teaching skills, research output, service to the college, and professional development. This system not only assesses performance but also informs decisions related to promotions, increments in salary, and other recognitions.

Medical insurance coverage is extended to all staff members while teaching staff members are eligible for a Provident Fund (PF). Non-teaching staff members not covered by EPF receive a housing allowance to aid with rental expenses. Staff members are entitled to 12 paid leaves per year, with additional leave provisions for medical reasons. A festival allowance is provided during major festivals, and non-teaching staff undertaking work-related travel receive a transportation allowance.

The institution supports staff members with duty leaves for attending scientific programs, medical and maternity leaves for women staff, provision of purified water, and financial assistance for attending seminars, workshops, and Faculty Development Programs (FDPs). Teaching staff members benefit from Ph.D. increments, further emphasizing our commitment to academic advancement.

Moreover, the institution fosters a sense of community through a recreation club that organizes diverse activities, including sports, games, and cultural events. Staff members are also provided with ongoing training and development opportunities, emphasizing the institution's dedication to enhancing their skills and knowledge.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 56.62

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
60	72	75	80	72

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 76.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	133	94	87	110

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

At Vikas Group of Institutions, we have devised strategic approaches for the effective mobilization and optimal utilization of resources and funds from diverse sources, including both government and non-government organizations. Our commitment to financial discipline and transparency is reflected in a meticulously outlined procedure for conducting regular financial audits.

The college prioritizes the scrutiny of its financial records through both internal and external audits, ensuring precision in financial management aligned with established policies and procedures. To bolster this commitment, the institution employs a dedicated internal auditor who performs routine audits across various domains, encompassing revenue, payroll, and daily transactions. Internal auditors play a pivotal role as advisors, offering assurances on internal control measures and risk management procedures, and addressing critical issues essential for the organization's sustainability and success.

In addition to internal audits, certified statutory auditors conduct thorough reviews of the institution's accounts annually. These external auditors meticulously assess the internal control system, adherence to accounting principles, financial analysis, and financial statements. In the event of any significant financial discrepancies, the external auditors communicate their findings through an 'audit management letter,' outlining identified issues and recommending appropriate courses of action to the institute's management.

Mobilization and Optimal Utilization of Resources:

Effective mobilization and optimal utilization of resources are paramount for the growth and development of any organization, society, family, or cooperative. Without strategic mobility, even ample funds become ineffectual. Our institution has implemented clear, well-defined, and systematic strategies to ensure the judicious use of available resources.

(i) Mobilization of Funds: The primary financial sources for the institution include student fees and revenue generated through consultancy and university services. To meet the evolving demands of the institution and address specific needs, proactive efforts are undertaken to mobilize additional funds beyond these regular sources. Recognizing and encouraging outstanding academic achievements, the institution has instituted merit scholarships and medals.

(ii) Optimal Utilization of Resources: A collaborative approach involving all academic departments and administrative sections precedes comprehensive financial planning, incorporating effective budgeting for the organization. The institute annually formulates a budget, taking into account departmental standards and provisions for co-curricular and extracurricular activities. The principal meticulously reviews the budget before submitting the final, consolidated version to the management for approval. Through the financial inflow generated from student tuition fees and supplementary income, the institute sustains its operations independently. In instances of financial need, the management steps in to provide necessary support.

During the periods of building renovation or expansion, funds from the Mother Theresa Educational Society have been instrumental in bridging funding gaps. The management routinely conducts quarterly financial analyses, comparing actual spending to the budgeted amounts. This diligent approach ensures ongoing financial stability and allows for timely adjustments to maintain fiscal prudence.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Vikas Group of Institutions has constituted the Internal Quality Assurance Cell (IQAC) on 10th October 2022 for continuous improvement of the quality of the institute in all aspects.

The IQAC committee includes all the stakeholders of the Institute, i.e., the Students, Alumni, all Departments and Section Heads including the Library, Sports, Examinations, members of the Management and Administration, and members of local community and industry experts.

The IQAC reviews the teaching-learning process, and Evaluation process, co-curricular and extra-curricular activities, its structures and methodology of operations. It has devised a method for the evaluation of the Course and Program Outcomes. It has developed a system to conduct regular audits to ensure that the college is meeting its quality standards.

The teaching-learning process: The IQAC monitors the teaching-learning process from the beginning of the semester and reviews the following items

1. Course allocation
2. Department Semester plan

3. Time tables
4. Lesson plans of the courses
5. Syllabus completion reports for every fifteen days
6. Student Attendance
7. Result analysis of both the internal exams and external exams
8. Course file prepared by the concerned teacher
9. Internal examination papers
10. Remedial classes for slow learners
11. The Courses are allocated based on the choice of the faculty and their experience.
12. The faculty submits the Lesson Plans with details of the usage of PPT, Black Board or any other teaching methodologies.
13. The faculty identifies the extra topics required in that particular course and offers the students an Add-on course. The faculty prepares a schedule for these add-on courses and completes them in that particular semester.
14. The coverage of the syllabus is reviewed by the Head of the Department / IQAC coordinator at frequent intervals.
15. Coverage of the Syllabus and the attendance of the Class registers are reviewed and signed by the HOD / Principal every month.
16. Results analysis of both the internal and external examinations is reviewed in the department after completion of the mid-examinations and after the announcement of the semester-end examination Results.
17. A list of items is identified by the department and all these are maintained by the respective faculty for the courses and are maintained as the Course files

Structures and methodologies of operations: The IQAC reviews the structures and methodologies of operations by reviewing policies and procedures.

IQAC reviews the mechanisms and procedures for Ensuring the completion of academic duties in a timely, effective, and progressive manner.

1. Internal examination system
2. Encouraging the faculty to do FDPs, research and innovations
3. Student development programs
4. Feedback collection, analysis and action reports
5. Result analysis and follow-up actions
6. Policies related the quality improvement.

Learning outcomes: The IQAC reviews the learning outcomes by reviewing results and co-po analysis and indirect assessment by conducting surveys, and interviewing employers of recent graduates.

IQAC periodically conducts academic and administrative audits and collects student-teacher feedback, and various feedbacks on the curriculum from students, parents, alumni and employers.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document

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:

Vikas Group of Institutions has worked to enhance gender equity through a rigorous Gender Audit and targeted interventions since the beginning of the Institution. The Institution prioritises diversity in academic and co-curricular activities, promoting holistic development for all students, regardless of gender. This devotion is shown by notable facilities and projects.

1. Safety and Security: Our Institute has done a thorough Gender Audit in order to strengthen safety measures in the past five years. This commitment is shown in the formation of a strong Student Grievances Redressal Cell, which addresses both academic and non-academic problems like criticism, victimization, or bullying by peers or faculty members.

2. Hi-Tech Surveillance System: In line with modern safety standards, the institution has implemented a state-of-the-art Hi-Tech Surveillance System across the campus. This advanced system not only ensures real-time monitoring but also acts as a deterrent, fostering a secure environment conducive to learning.

3. Curricular and Co-curricular Initiatives: Gender equity is prioritized at our Institute through integrated curricular content that highlights women's contributions. Gender studies electives allow students to investigate equality concerns. Faculty members participate regularly in sensitization seminars to build an inclusive learning environment with an emphasis on gender-sensitive teaching practices that promote respect and equality in the classrooms.

4. Integration of Gender-Sensitive Content: Gender-sensitive matter is actively incorporated by our Institute, showcasing our dedication to dispelling stereotypes and advancing diversity. By emphasising women's contributions to a variety of disciplines in course materials, the university guarantees a well-rounded education.

5. Hostels: Our Institute understands how important it is for female students to have secure and pleasant living environments. The design of hostels has been carefully considered, with improved security measures in place. This entails 24-hour surveillance, well-lit locations, and safe entry controls to ensure the safety of the female inhabitants.

6. Medical Facilities: Our Institutions place a high priority on health and wellbeing. With an emphasis on timely and effective healthcare services, adequate medical facilities are offered.

7. Girls' Rest Room: Recognizing the value of designing areas specifically for female students, the

institution has set up well-designed Girls' Rest Rooms. The comfort, privacy, and accessibility that these areas are intended to provide all help create a welcoming and inclusive campus community.

8. Counseling: The emotional and mental well-being of our students is emphasised at our institute. With an emphasis on issues relating to gender, the university has implemented thorough counselling programmes. Assisting students with support, direction, and a secure environment to discuss any concerns they may have during their academic career are qualified counsellors.

Vikas Group of Institutions reaffirms its dedication to gender parity by providing faculty-led mentorship, which enhances the academic and personal growth of female students. The university takes a comprehensive strategy, including co-curricular activities, curriculum changes, and improved on-campus accommodations for women. These initiatives are in line with the institute's mission to uphold equity, provide a welcoming atmosphere, and value each student's unique abilities and goals.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document

7.1.4

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

Response:

Vikas Group of Institutions promotes a friendly and inclusive atmosphere that embraces diversity in various aspects like culture, region, language, community, and socioeconomic backgrounds. The Institution hosts a variety of sports and cultural events that bring students together, fostering unity and respect. Special days like Republic Day, Sankranti Sambaralu, Women's Day World Pharmacist Day, Independence Day, Dasara, Engineers Day and World Environment Day, are observed, encouraging positive interactions among students from different racial and cultural backgrounds.

The Institution follows ethical guidelines for both students and faculty, ensuring fairness without any bias based on culture, region, language, community, or socioeconomic factors. Equal opportunities are provided to all students, regardless of caste, creed, religion, or place of origin. To combat ragging, the institution has an effective anti-ragging cell, leading to no reported incidents since its inception. Additionally, a Grievance Redressal Committee addresses student concerns, maintaining harmony within the college community. Vikas Group of Institutions values national and international commemorative days, recognizing them as opportunities to enrich the lives of students and staff. These occasions celebrate the achievements of the nation's founders.

Some of the celebrated days include

Sankranti Sambaralu (12th January): Sankranti Sambaralu is a lively event filled with cultural festivities and is celebrated in the Institute with great enthusiasm. The campus comes alive with the spirit of Makar Sankranti, marked by traditional attire, vibrant events, and active participation from students and faculty. The celebration includes folk dances, rangoli competitions, kite flying, and cultural performances, creating a colourful and rich atmosphere. Faculty and staff actively join the celebrations, fostering unity and community spirit. The college takes pride in embracing cultural diversity, and Sankranti Sambaralu serves as a platform for students to share and appreciate each other's traditions.

Republic Day (26th January): Republic Day celebrated, is a momentous occasion marked by a strong sense of patriotism and unity. The festivities commence with a collective flag-hoisting ceremony, symbolizing our dedication to the principles of the Indian Constitution. The event is characterized by a solemn atmosphere, heightened by the resonating national anthem that connects us to our country's rich heritage.

Independence Day (15th August): Independence Day is celebrated in the Institute as a significant and patriotic event marked by spirited celebrations that echo the essence of freedom. The festivities commence with a collective gathering to raise the national flag, symbolizing respect for our hard-won independence. This ceremonial moment is accompanied by the heartfelt rendition of the national anthem, fostering a profound connection to our country's history. Students and faculty actively engage in diverse events celebrating Independence Day, including cultural programs with patriotic songs, dances, and skits.

Engineers' Day (15th September): Engineers Day is celebrated as the commemoration of the birth anniversary of Sir Mokshagundam Visvesvaraya. It is a vibrant and intellectually stimulating event. It commences with students and faculty gathering to honour the contributions of engineers to society. The day features engaging seminars, workshops, and technical exhibitions, showcasing the innovative prowess of students. Cultural events and competitions add a lively touch, fostering a sense of camaraderie. Distinguished speakers from the engineering field are often invited to share insights.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice1:

Title: Mentoring system

Goals and Objectives:

- To guide students in setting Personal and career goals.
- To encourage students to participate in extra-curricular activities.
- To help students to develop leadership qualities.
- To monitor academic progress of the students
- To address personality and behavioural problems faced by students
- To monitor overall progress of students during his/her graduation.

The Context:

- Besides the adaptation of a good teaching-learning process for enhancement of technical skills of students, Institute has designed innovative methods for overall personality development of students.
- Being our institute located in a rural area, and most of students admitted are also from rural

backgrounds. Institute decided to take extra care for their advancement of them.

- Through the Mentoring system, Institute has developed a systematic procedure for improving different aspects of Personality Development and communication Skills and guiding them to prepare for competitive exams and higher studies.
- The students lagging in any of regular subjects or facing problems in acquiring specific skills can get support and advice to develop on their own.
- Faculty who serve as mentors make a valuable contribution to education and training of undergraduate students interested in hands-on experience in different activities. The role of faculty members is crucial to program's success.

The Practice:

- In this mentoring system, each Faculty Member (Mentor) is assigned to a group of approximately 20 students (mentees).
- Mentors interact with students in alternate weeks and discuss various issues faced by students including class work and extracurricular activities.
- Mentors will maintain a career progress sheet/ record for all mentees and note down all their progress in academic, co-curricular participation and career and inform the same parents at regular intervals of time.
- The faculty members identify necessity of extra classes for students, who are lagging in studies and will be informed to Head of the Department or concerned faculty Members to provide extra classes in their lagging subjects.
- The faculty members also identify need for any sessions on Personality Development Programs or any sort of counselling for the students and inform the HOD or TPO to make such arrangements.

Evidence of success:

- The evidence of success of mentoring system is reflected in overall personality development of students.
- Those students who had a lack of confidence, weak communication, and poor presentation skills, were observed to have marginal improvement in the lacked areas when they came to final year.
- Parents were happy to have a system where attendance had improved a lot. The overall progress of their ward is monitored and informed to them timely right from first year till the candidate completes his/her engineering.
- Students are able to stand up and give presentations and are gaining confidence.
- The performance of students is slowly increasing and students who had backlogs are able to clear them in succeeding examinations.
- There is a marginal increment in number of students participating in various events held within and outside college like paper presentations, and poster presentations and preparation of technical articles has improved since the implementation of the mentoring system.

Problems encountered and Resources required:

- Faculty have to spend time in counselling the students.
- Faculty need to identify the requirements of the students and then they should pass on Head of the Department / Principal to arrange some Personality Development Programs or some sort of counselling sessions to the students.

Best Practice2:

Title: Special Focus on Slow and Advanced Learners

Objectives:

- To give additional support and personalized learning pathways for both slow and fast learners.
- To put efforts into nurturing potential of fast learners, providing advanced learning opportunities that stimulate their intellectual curiosity.
- To ensure that no student is left behind and that each individual can progress at a pace that suits their abilities.
- To monitor academic progress of slow learners, where they are lagging behind.

Context:

- The Institute is located in a rural area, and most of the students admitted are also from rural backgrounds. They are poor in language skills for learning subjects and communication skills. So, the Institute decided to take extra care for the advancement of all such students in all aspects of the students.
- Also, many of students, who are from different backgrounds, viz corporate and non-corporate schooling till plus standard, where a clear difference in teaching and learning methodologies in practising basics of Mathematics and other sciences, which is to be addressed and to be bridged the gap.
- To enhance the overall learning experience also to promote self-directed learning and critical thinking skills, a special focus is needed.

Practice:

- Taking the performance in mid-examination and previous semester results, students were segregated into slow and fast learners.
- According to subjects, in which students are lagging, extra classes are scheduled for slow learners, to clarify their doubts and for preparation of the particular topic or subject with extra care.
- The fast learners, who are relatively advanced in terms of results in mid-examinations and previous semester results, were advised to learn advanced topics and also guided regularly to prepare notes on special topics
- They are also advised to prepare for competitive exams.
- They are encouraged and guided to prepare for GATE, GRE, IELTS, GPAT and other competitive examinations to go for higher studies.

Evidence of success:

- 22% of students were selected as slow learners out of which 68% of them got better results in their next appearance in Examinations.
- 21% of students were selected as fast/advanced learners and their performance was improved in their next examinations also it is observed that their communication and other skills also improved.

Problems encountered and Resources required:

- Faculty need to take their time and put effort into guiding Advanced learners.
- Also, faculty need to stay back after college timings, to take any extra classes for slow learners.
- Experts should be called from IITs, and NITs and arrange some guest lectures for development of academic interests in Advanced Learners.
- Experts should be invited from industry and arrange guest lectures and interactive sessions for students to understand present industry trends and also to learn practical aspects and assimilate their theoretical knowledge with practicals.
- Identify Individual Learning Styles of students and advise them for their betterment.
- Provide varied instructional methods and materials to slow and advanced learners and accommodate different learning paces and styles within the same classroom.
- Offering one-on-one or small group instruction to provide focused attention and support.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

Outreach Program of Vikas Group of Institutions for the Society

Vikas Group of Institutions has been actively involved in organizing various outreach programs aimed at creating awareness, promoting health, and contributing to societal well-being. These initiatives reflect the Institute's commitment to community service and social responsibility. The following report provides an overview of the impactful outreach programs conducted by the Institute.

PUBLIC OUTREACH PROGRAMMES

National Road Safety Awareness: The Institute organized a National Road Safety Awareness campaign to educate individuals about safe driving practices and the importance of adhering to traffic rules. Through workshops, seminars, and awareness drives, the Institute aimed to reduce road accidents and promote responsible behaviour among road users.

Digital Payments Awareness: In line with the government's initiative towards a cashless economy, the Institute conducted awareness programs on digital payments. Students and community members were educated about the benefits of digital transactions, online banking, and e-wallets, fostering financial literacy and promoting digital inclusion.

No Plastic Day and Awareness of Plastic: The Institute actively participated in campaigns advocating for environmental conservation. Events like No Plastic Day and Awareness on Plastic aimed to raise awareness about the harmful effects of plastic pollution on the environment and promote sustainable alternatives. Through workshops and clean-up drives, the Institute encouraged individuals to reduce their plastic usage and adopt eco-friendly practices.

Blood Donation Camp: The Institute organized blood donation camps to address the critical need for blood supply in hospitals. Students, faculty, and members of the community enthusiastically participated in donating blood, contributing to saving lives and supporting healthcare initiatives.

Centennial Cycle Rally: To promote fitness and eco-friendly transportation, the Institute organized a Centennial Cycle Rally. Participants cycled through the city, spreading messages of health and environmental sustainability. The event garnered significant attention and encouraged more people to embrace cycling as a mode of transportation.

International Literacy Day: The Institute celebrated International Literacy Day by organizing events focused on promoting literacy and education. Activities such as storytelling sessions, book drives, and educational workshops were conducted to instill a love for learning and empower individuals through education.

Iron Tablets Distribution: As part of its commitment to public health, the Institute distributed iron tablets to combat iron deficiency and promote overall well-being among community members. This initiative aimed to improve health outcomes and raise awareness about the importance of nutrition.

Mosquito Repellent Distribution: In an effort to combat vector-borne diseases, the Institute distributed mosquito repellents to protect individuals from mosquito bites and reduce the spread of diseases like dengue and malaria. This initiative aimed to promote public health and enhance community well-being.

National Constitution Day, National De-worming Day, National Unity Day, And National Voters Day: The Institute commemorated various national observances by organizing events and activities that promoted awareness, unity, and civic engagement. These initiatives aimed to instill a sense of patriotism, civic responsibility, and respect for democratic values among students and community members.

Pandemic Relief Efforts: During the COVID-19 pandemic, the Institute extended support to vulnerable communities by organizing food and grocery distribution drives. These efforts aimed to alleviate the economic hardships faced by individuals affected by the pandemic and demonstrate solidarity in times of crisis.

Pulse Polio Campaign: The Institute actively participated in the Pulse Polio Campaign, contributing to the global efforts to eradicate polio. Through vaccination drives and awareness programs, the Institute aimed to ensure that every child receives the polio vaccine, thereby protecting future generations from the debilitating effects of polio.

Swachh Bharat Initiatives: The Institute actively contributed to the Swachh Bharat Abhiyan by organizing awareness programs, cleanliness drives, and initiatives to discourage the use of plastic. These efforts aimed to promote cleanliness, hygiene, and environmental sustainability in the community.

Vaccination Drive: In collaboration with healthcare authorities, the Institute organized vaccination

drives to promote immunization and protect individuals against preventable diseases. These initiatives aimed to improve public health outcomes and contribute to disease prevention efforts.

Voluntary Service for Bhavani Deeksha: The Institute engaged in voluntary service initiatives, including Bhavani Deeksha, to provide assistance and support to marginalized communities. Through community service projects and outreach programs, the Institute aimed to make a positive impact on the lives of those in need.

World Health Days: The Institute actively observed World Health Days by organizing events focused on raising awareness about specific health issues such as AIDS, tobacco use, water conservation, and dental, eye, and medical health. These initiatives aimed to promote health education, disease prevention, and overall well-being.

The outreach programs organized by the Vikas Group of Institutions reflect its commitment to social responsibility, community engagement, and making a positive impact on society. Through these initiatives, the Institute endeavours to promote awareness, foster health and well-being, and contribute to the holistic development of individuals and communities.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Vikas Group of Institutions (VGI) was established in 2010 by philanthropists Sri. Narsi Reddy and Sri. Satyanarayana Reddy. Affiliated to JNTUK, Kakinada, the Institute offers Undergraduate and Post Graduate Programs in Engineering and Pharmacy, prioritizing a holistic education approach that integrates sports into the curriculum. The Institute is spread over 20 acres and hosts extensive sports amenities. Our emphasis on a holistic environment extends beyond academics to encompass cultural activities and athletics. Campus facilities are efficiently utilised beyond regular hours, accommodating certificate courses, co-curricular and extra-curricular engagements, parent-teacher meetings, and specialised training sessions for campus recruitment. Additionally, we organize various events such as meetings, seminars, and conferences to enrich the academic experience.

In alignment with our commitment to student development, each department conducts Add-on courses every semester, enhancing the academic journey. Essential facilities like hostels, an auditorium, a canteen, and outdoor and indoor sports areas contribute to a well-rounded campus experience. The Multipurpose ground has a range of sports like Volleyball, Kabaddi, Cricket, Ball-badminton, Throwball, Kho-kho, Tennikoit, Netball, Handball, and Football, complemented by a well-equipped gymnasium and a running track for physical conditioning. Indoor activities such as Yoga, Table Tennis, Chess, and Caroms are also available to promote holistic development. The Institute offers transportation facilities to all the students and the staff in and around the city which underscores our commitment to the student and staff welfare. Enrichment programs, both on and off-campus, further nurture well-rounded development. We recognize the need for campus expansion to accommodate outdoor sports and recreational activities, ensuring ample student engagement opportunities. Our serene campus environment, free from pollution and disturbances, provides an ideal setting for focused learning and personal growth. Community outreach initiatives, facilitated by the NSS unit, demonstrate our dedication to social responsibility and development. Awareness programs on various diseases and social issues are regularly conducted in rural areas. Also creates awareness in the people around the Institution in the importance of the elections and vote enrolment.

The management prioritizes the comfort and safety of both the employees and the students. The Alumni Association plays a vital role in maintaining communication and a sense of community among former students, promoting ongoing connections. The faculty actively engages in various research and development endeavours to stay current in their professional expertise. With the support of all stakeholders, the institution is poised for ongoing professional growth, emphasizing academic excellence, a comprehensive approach, and social relevance. By maintaining a dedication to these principles, the institution is well-positioned for continued success in the ever-changing educational landscape.

Concluding Remarks :

Vikas Group of Institutions (VGI) is fully committed to providing top-notch education, following all the rules set by PCI and AICTE. We stick to JNTUK University's guidelines for our programs in Engineering and Pharmacy, both at the undergraduate and postgraduate levels. Our admission process follows the rules set by the Andhra Pradesh State Council of Higher Education (APSCHE), and we keep our fees in line with the norms set by the Admission and Fee Regulatory Committee (AFRC).

The institution is all about embracing modern tools, especially e-governance, to make sure our management is effective and involves everyone. Different committees help make sure all our college events run smoothly. But education is about more than just hitting the books – we offer a wide range of activities like sports, seminars, industrial training, guest lectures, and Add-on Courses to help students grow in every way. Our internal exams are fair and square, with no bias whatsoever, ensuring that everyone gets a fair shot. Our classrooms are equipped with all the latest digital resources and teaching aids to give students the best learning experience possible. Additionally, we collaborate with other universities, colleges, and industries to give our students practical experience and make sure they're ready for the real world.

But it is not just about academics – we also emphasize the importance of being ethical, environmentally conscious, and respectful of different cultures and our country's integrity. Through activities like NSS and community initiatives, we teach our students the importance of social responsibility. Our Training & Placement cell is all about getting students ready for life after college. They run programs to help students develop their personalities and skills, making sure they're ready for whatever comes their way. Our faculty are always learning and growing themselves, so they can pass on the latest knowledge to our students.

At Vikas Group of Institutions, we have a clear vision and mission, developed with input from everyone involved. We are dedicated to providing outstanding education and always striving for excellence.