



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIJAY RURAL ENGINEERING COLLEGE

**MANIKBHANDAR VILLAGE, MAKLOOR MANDAL, NIZAMABAD DISTRICT,
503003**

www.vrec.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vijay Rural Engineering College fondly called as VREC is an engineering college established in 1997 in Nizamabad, Andhra Pradesh, India. It is 6 kilometres away from Nizamabad railway station. The college is affiliated to JNTU Hyderabad and approved by AICTE, New Delhi. It is one of the most prestigious colleges in Telangana. VREC is rated 'AA' by Careers360

VREC was established in 1997 with four branches of Computer Science Engineering, Electronic and Communication Engineering, Electronics and Instrumentation Engineering and Mechanical Engineering with a capacity of 40 seats per branch. The initial strength of 160 improved every year and present intake is around 600 (including Diploma, B.Tech and MBA). It has been managed by Ideal Education Society. Currently there are 5 B.Tech, 5 Diploma courses and MBA programme running successfully. The motto and the main goal of the institute is to develop the individuals for better tomorrow. The vision of the institute is to arm young brains with competitive technology to meet the challenges of the external forces particularly in contest of liberalization, privatization and globalization and the mission of the institute is to produce quality engineers for nation's progress and development.

In order to meet industrial demands, the college organizes various workshops, guest lectures, online mode seminars each semester in each branch. Students and faculty are motivated to improve their profile by participating in various events organized by reputed institutions

Vision

Our Vision

To be among one of the best institutions for engineers and technologists in imparting the quality technical education with social and ethical attitudes, technical skills and knowledge to become an epicenter for creative solutions.

Mission

Our Mission

To impart quality technical education with well established laboratories and instructions to prepare the young engineers with the knowledge of basic sciences, core values, critical thinking, information competency, effective communication skills and to compete globally in education, research and services with an attitude of entrepreneurial, ethical and social concern

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute* brand name
2. Public confidence in VREC Institution
3. Academics excellence – student performance
4. Discipline - Known
5. Ragging free campus
6. Committed, young & dynamic faculty, with good Placement team
7. Locational advantage with lesser distractions for study
8. Good relation between staff and students
9. Obedient and committed students - moldable students
10. Informed & Dynamic principal
11. Student scholarship assistance
12. Innovative initiatives conducive for academic excellence

Institutional Weakness

1. Minimal exposure
2. Less Industry-Institute Interaction
3. Lack of media / Promotional activities
4. Staff attrition
5. Poor parent – teacher interaction
6. Lack of Support system like Staff Quarters
7. Poor Quality placements
8. Low research mindset and facility, activities
9. No Accreditation
10. Very less number of conferences and workshops

Institutional Opportunity

1. Feeder schools and colleges
2. No stiff competition around
3. Low brand value few neighboring colleges
4. Pool campus
5. Adopting process in academics

Institutional Challenge

1. Proactive engineering colleges in the vicinity
2. Better bus facility from other colleges
3. Change in educational policy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vijay Rural Engineering College ensures effective curriculum planning and delivery through a well-planned and documented process including Academic Calendar, value added courses and curriculum enrichment through socio professional content. A feedback mechanism is implemented to provide better learning environment.

This is described as follows:

1. The institute follows curriculum prescribed by the affiliating university.
2. JNTUH introduced Choice Based Credit System (CBCS) in 2017.
3. Institute defined PEOs for all programs and implemented along with COs, POs & PSOs.
4. The feedback from various stakeholders is collected and analyzed to provide better learning environment.
5. The curriculum gaps identified are submitted to the affiliating university for further action.
6. The institute prepares its Institute's Academic calendar in accordance with affiliating university Academic Calendar.
7. Subjects are allotted to teachers based on their competency.
8. The Course Plan (CP) and Course Laboratory Manual (CLM) are prepared as per OBE norms.
9. Traditional practice of 'chalk and talk' is generally used along with ICT and on-line platform, like NPTEL, MOOC, SWAYAM etc. for better student learning.
10. Additionally, teachers are encouraged to implement pedagogical innovations through presentations, assignments, group discussions, workshops, seminars and industry visits.
11. The faculty participate in setting of other university question papers.
12. Courses like Constitution of India, Environmental Science, Gender Sensitization, Human Values & Professional Ethics and IPRs are taught to students to sensitize towards society.
13. To bridge the gap between curriculum and industry, value added enrichment courses, seminars guest lectures and workshops are conducted regularly.
14. Course review meetings are conducted twice in a semester with Academic In-charge of the institute and other with HoD.
15. Students are encouraged to participate in various symposiums, workshops, seminars to improve their learning : knowledge, skill and attitude domain.

Teaching-learning and Evaluation

VREC has sufficient competent faculty to implement TLPA process through experiential, participative, PSM, ICT teaching tools to attain required Learning Outcomes to ensure satisfaction of all sections of students. This approach is described as follows:

1. The admissions are based on EAMCET / ECET / PGECET / ICET examinations. The institute follows the rules and regulations of Telangana State Government to admit various categories of students.
2. The institute follows the evaluation process as per JNTUH.
3. The institute conducts special programs for advanced and slow learners considering the assessment of students based on internal and external exam performance.
4. The institute adopted various student centric methods like experiential learning, participative learning, problem-solving methodologies for enhancing the learning experiences of students.
5. To achieve effective learning objectives, the faculty adopt instructional methods such as ICT tools with LMS, on-line teaching, Seminars, Workshops, Conferences, Guest lectures, Industrial visits, Project Based learning, e-resources etc.
6. VREC encourages the students to participate in paper presentations, coding competitions etc. for enhancing creativity and innovation.
7. Counseling is regularly carried out to address students' psychological, emotional, and intellectual issues. Special attention is given to the under privileged students. Normally 20 students are assigned to a faculty

Research, Innovations and Extension

VREC always strives towards improving the competency of the teachers by encouraging them for research and publications by providing financial support. The institute encourages students to take-up internships, field projects etc. to get better exposure to industry needs. To meet this, institute has collaborated with many industries and MoUs were signed. Our students are encouraged to participate in outreach programs to sensitize on social issues. The following initiatives are carried out: Research

1. Research and Development Cell coordinates the research activities of all depts. in the institute.
2. The institute encourages the staff to publish research papers in peer reviewed, UGC approved journals and present papers in national and international conferences with financial support
3. Based on recent JNTUH circular, institute faculty members are eligible to supervise the research scholars in JNTUH.
4. Institute encourages faculty members to pursue their Ph.D in higher learning institutions. Some of the faculty members are awarded Ph.D and some more are currently pursuing in various disciplines. Departments organize workshops, technical seminars, value added courses and industry oriented training programmes periodically to cope-up with the latest trends in technology and to encourage students towards research.
5. The NCC and NSS units of the institute conduct extension activities like Swacha Bharath, Blood Donation, Tree plantation, national days, Yoga, traffic awareness and students participate in election duties, Ganesh nimajjan etc. which sensitize them to the social issues for holistic development. MoU The institute has collaborations with industries through MOUs for ease of interaction.
6. Industrial and site visits are arranged for students and faculty, which give hands on experience in their specialization.
7. As a part of curriculum, students work on mini projects in various industries to enhance their practical

experience and encouraged to take-up internships

Infrastructure and Learning Resources

To facilitate better learning environment adequate infrastructure is made available including ICT classrooms. Sports & cultural facilities are also provided. Required number of computers are made available for student learning. Institute allocates the required budget. Besides books and magazines E-resources are also made available in the library. For ease of functioning, library automation system is set-up. To improve the utilization of library resources a special hour is included in the timetable. All the available computers are connected to LAN with sufficient Internet b/w. Also Wifi connectivity is provided across the campus. The computers are updated along with required educational softwares. All these updates are supported by budgetary allocation by the management. These are supported by policies of the institute as listed below: Infrastructure

1. The institute has adequate infrastructure and resources that cater to the needs of the students.
 2. The classrooms are well-furnished, spacious with good ventilation and well illuminated.
 3. Standby 125 KW generator, canteen and guest house are available
 4. Indoor and out door sports facilities are provided
 5. Wellness center is provided to students. Yoga is practiced
 6. The Student Activity Center (SAC) helps in building efficient and competent behaviors in students.
 7. ICT enabled classrooms, Wi-Fi facility, fully equipped labs, workshops, seminar halls, Auditorium are available
- Learning Resources
1. Inst Provides active platform for learning Language Communication through online courses of NPTEL, SWAYAM, Coursera etc.
 2. Library is automated and has a total collection of 34000 Volumes with 8500 titles and subscribes 1200 eJournals, 55 National and 45 Intl journals. And access to DELNET, J-Gate and Nimbus, NDL, NPTEL videos etc.
 3. A Gate register is maintained to monitor the library resources utilization

IT facilities

1. 508 computers under LAN with internet connectivity supported by 110 KV UPS.
2. B/W is being upgraded to 1500 MBPS.
3. Educational softwares are made available in all depts.

Maintenance

1. Yearly budget is provided for maintenance of infrastructure and learning resources

Student Support and Progression

VREC supports needy students with financial free-ship along with govt scholarship. To make students competitive in their careers capacity building is addressed through skill enhancement and career counseling along with placement assistance and higher education guidance. A proactive grievance cell addresses the issues of students and provides solutions. To imbibe cultural values & sportsmanship, institute encourages students to participate in various activities. A strong Alumni base supports the institute in activities like placement, training and financial assistance. For students success and happiness we adopt the following steps:

1. Institute provides student with an ambience for holistic development.
2. The eligible students are benefited financially by the tuition fee reimbursement scheme offered by the Government. Management also provides fee concession to needy students.
3. The management encourages meritorious and economically backward students.
4. The induction program for the first year students is conducted as per AICTE guidelines to improve universal human values.
5. Teachers act as counselors to monitor the academic progress and personal behavior.
6. Class Review Committee meetings help in identifying and addressing the problems related to academics.
7. Assignments are prescribed, implemented and evaluated to help the students in academic progression. 8. Mid examinations are conducted and evaluated as per University norms. Remedial classes are conducted for slow learners.
8. Tutorial classes are conducted as per JNTUH.
9. TP cell provides career guidance, soft skills training and pre-placement guidance. It also gives practice in resume writing, group discussions, JAM, mock interviews, GD, Debates and Life skill awareness to help them face interviews.
10. Through the student forums of professional bodies like ASE, SESI, CSI, IETE, ISTE, IEI, the institute conducts activities like paper presentation, poster presentation, idea presentation, etc
11. Incubation and Innovation activities are organized.
12. Department Student Associations also help in conducting expert lectures, seminars workshops, technical quiz etc.
13. The institution has a registered Alumni Association and Alumni meetings are organized.
14. The Women Protection Cell, Grievance Redressal Cell and the Anti-Ragging Committee of the institute help in maintaining a harmonious environment.

Governance, Leadership and Management

Effective governance the institute has developed a well defined Strategic Planning Process under the leadership of dynamic Principal. Vision and Mission of the institute & depts are articulated through SPP. For effective implementation various committees clear guidelines are defined. Service rules define guidelines and code of conduct for employees. To encourage faculty for effective performance an appraisal system is conceived and developed. Appropriate award & reward process is proposed along with welfare measures for staff members. Institute's main source of revenue is student fees and govt scholarship. Institute also mobilizes some revenue from other services which will meet the expenditure. IQAC has implemented an effective & efficient monitoring system as per NAAC requirement. Following are the steps taken for effective implementation

1. The institute has a very well-defined organizational structure which encourages decentralization and participative management.
2. The institute has a well defined strategic plan and deployment for short term and long term goals. Page Self Study Report of VIJAY RURAL ENGINEERING COLLEGE
3. The Principal is the overall in-charge of all academic and administrative bodies.
4. The HoDs and in-charges of various sections support the Principal in implementation of academic, curricular and extra-curricular activities.
5. Faculty & students representation is made mandatory in all the Committees and meet as defined.
6. E-governance is implemented for the purpose of admissions, academics, examination branch, library etc.
7. Institute has evolved Institute Service Rules and implemented.

8. For Quality improvement, faculty are encouraged to attend / conduct FDPs, Workshops, Conferences and Seminars with financial assistance.
9. To inculcate research environment our faculty are encouraged to pursue their Ph.D.
10. For effective TLP implementation, professional communication skill programmes are conducted for the staff.
11. Institute follows a defined Performance Appraisal System for the staff.
12. The institute budget proposals are processed by finance committee and approved by BoG. The finance committee also monitors the expenditure from time-to-time.
13. External financial audit is conducted by a Chartered Accountant (CA) regularly.
14. Participating regularly in NIRF ranking.
15. The IQAC monitors the implementation of strategic plan periodically.

Institutional Values and Best Practices

Institute is committed to inculcate the ethical values. It adopts and implements the best practices to suit the changing national, global industry requirements and economic & social aspects. The institute on its part undertakes the issues which address societal problems and making the students self reliant through industry exposure during course study. Values and practices that have led to the improvement in quality of our student community are:

1. Organizing seminars and workshops on gender equity, women empowerment etc. to inculcate the value of respect for women in society.
2. Providing Barrier free and disabled friendly environment to differently abled persons.
3. Using LED lights to conserve energy.
4. Promoting the culture, heritage and the glorious past of the nation through national and religious festivals, like; Teachers' day, women's day, and engineers' day, birth and death anniversaries of great national leaders etc.
5. Implementing water conservation facilities like Rain water harvesting pits, recharge of borewell are available.
6. Plantation and landscape gardening to present a picturesque and naturalistic effect to the campus.
7. Organizing blood donation camps, helping the helpless, personal and community hygiene awareness programs etc. under the guidance of NCC and departmental associations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIJAY RURAL ENGINEERING COLLEGE
Address	Manikbhandar Village, Makloor Mandal, Nizamabad District,
City	Nizamabad
State	Telangana
Pin	503003
Website	www.vrec.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.N.V. GANESH	08462-280052	9848884300	-	vrec.29.nzb@gmail.com
Professor	N SWAPNA	-	9949940540	-	swapnanaralas@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
Telangana	Jawaharlal Nehru Technological University	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	02-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Manikbhandar Village, Makloor Mandal, Nizamabad District,	Rural	10	18000

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,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	60	49
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate	English	30	20
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate	English	30	20
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	0
UG	BTech,Computer Science And Engineering Ai And NI,Computer Science and Engineering	48	Intermediate	English	60	30

	AI and ML					
PG	MBA, Master Of Business Administration, Business Administration	24	degree	English	60	50

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	2				5				102			
Recruited	1	1	0	2	4	1	0	5	48	38	0	86
Yet to Recruit	0				0				16			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	0	0	0	0
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
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				10
Recruited	3	7	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	3	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	48	38	0	88
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	66	1	0	0	67
	Female	21	0	0	0	21
	Others	0	0	0	0	0
PG	Male	14	1	0	0	15
	Female	35	0	0	0	35
	Others	0	0	0	0	0
Diploma	Male	130	0	0	0	130
	Female	86	0	0	0	86
	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	8	17	5	9
	Female	6	5	5	6
	Others	0	0	0	0
ST	Male	5	9	6	16
	Female	7	4	8	5
	Others	0	0	0	0
OBC	Male	116	133	160	146
	Female	48	47	41	31
	Others	0	0	0	0
General	Male	18	42	32	37
	Female	11	8	6	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		219	265	263	257

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Vision of the Institute To be among one of the best institutions of engineers and technologists in imparting the quality technical education with social and ethical attitudes, technical skills and knowledge to become an epicenter for creative solutions.</p> <p>Mission of the Institute: To impart quality technical education with well established laboratories and instructions to prepare the young engineers with the knowledge of basic sciences ,core values, critical thinking, information competency, effective communication skills and to compete globally in education, research and services with an attitude of entrepreneurial, ethical and social concern. • As per JNTUH University, humanities and science is part of</p>
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the curriculum. • Credit Based system is followed based on the structure defined by the JNTUH University. • Institution/department encourages students to do the mini & major projects in their interested areas that help the society. • We empower the students to reach their pinnacle in careers as engineers so as to expand the image of the engineering and technology profession. • To inculcate positive thinking thereby demonstrating the value of diversity and inclusion towards society. • To impart skills and bring awareness about the latest technologies, industry requirements and overall personality development. • To help students in having a career vision and nourish the Design and Innovative skills, paving the way towards a career in core companies. • To gain a competitive advantage by developing technical skill set that is in demand. • To meet the demand for Business entrepreneurs, Innovators, Creative thinkers to Society • To build relationship with industry and improve interdisciplinary training of technical skills, collaborate with training companies for domain-specific employability

2. Academic bank of credits (ABC):

Vijay Rural Engineering College is affiliated to JNTUH University, Hyderabad where in we follow the choice based credit system defined by the University. Choice Based Credit System (CBCS) was been implemented from the academic year 2016-17 including Professional electives and Open elective courses in the curriculum to facilitate the multidisciplinary approach for engineering problem-solving. The students are given the choice to select the open elective/ professional elective subjects in association with NPTEL Courses (MOOCS) with a minimum of 8 weeks course that reflects in the credit based system. The Structure of Assessments defined by the university is as follows: Procedure of Internal Assessment: Theory Courses Two mid exams are conducted that carry 25 M each, in the semester as per the University norms. Ten marks for descriptive, ten marks for objective and five marks for assignments are allotted. The average marks of the two mid exams are taken as final marks. Practical Courses Every experiment is executed and evaluated based on the experiments prescribed by the university. There is an internal test in the semester. The criterion for internal assessment marks (25 M) is

	<p>based on the University guidelines. Project Work</p> <p>There are two kinds of projects namely mini-project and major - project. These projects are reviewed by an internal guide, project coordinator and Head of the Department. The marks for the industry oriented mini project and major project are awarded by the Head of the Department, internal guide, and the external examiner. The major project is for 100 marks, and the mini project is for 50M. Along with this, comprehensive viva-voce is conducted for 100M and technical seminar/presentation is for 50 marks.</p> <p>Project marks are awarded based on concept creation, project report, attendance and problem-solving ability. Some of the pedagogical approaches as Active Learning Methods (ALMs) followed by the faculty are:</p> <p>Group Discussions: This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts.</p> <p>Quiz: Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic.</p> <p>Role Play: For explaining complex systems, the faculty uses the role-play method where each sub-system is enacted by a particular student, to involve the students much better into the teaching- learning process.</p> <p>Case Studies: Teaching using case studies enable the students to apply what they have learned in the classroom to real-life situations.</p> <p>Assignments: Giving assignments to the students can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.</p> <p>Interactive Seminars: During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present.</p> <p>Workshops/Guest Lectures/Seminars/Conferences: Workshops, seminars and conferences are organized every year for gaining the knowledge and increase the research potential.</p> <p>Working Models/Demos: Simple demo is given to illustrate the basic principles and are displayed in the laboratories</p>
3. Skill development:	<p>Skill development: To strengthen the technical skills and soft skills of students, the Institute concentrates on the quality standards and does the reviews periodically to update the academic programs. To implement this, the Institute has made it a practice to enhance the career guidance and quality placement</p>

	<p>opportunities to students in line with the requirements of the industry and help in entrepreneurship. Along with the technical (Core) subjects, the importance is given to the life science & Humanities. The subjects that are included in the curriculum are Environmental Sciences, Gender Sensitization, The Constitution of India, Professional Ethics, Disaster Management, and Principles of Entrepreneur to address crosscutting issues. To enhance the skills of the students, the internships and projects are allotted to the students based on their area of interest</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Siddhartha Institute of Engineering and Technology is affiliated to JNTUH University, Hyderabad where in we follow the rules & regulations defined by the university. As there are no guidelines from University, we do not strictly follow the bilingual mode, yet for the comfort of the students some of the faculties try to follow the bilingual mode.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome based education (OBE): Outcome Based Education (OBE) is implemented in our Institute since 2014 since it lays emphasis on what is expected from the student when they finish their course. We strictly follow the NBA defined PO's for our programs. For UG Programs, 12 well defined Program Outcomes (POs) are adopted. Minimum of 2 Program Specific Outcomes (PSOs) are defined for all programs by the Institution. Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course. While defining the COs care is taken to follow the blooms taxonomy. There are a minimum of 5 CO's defined for each course and a maximum of 5. Course Outcomes are defined for every course of all programs of the institution. Course Outcomes are defined by subject handling faculty and Subject experts and approved in Department Advisory Committee (DAC) reviews. The Course Outcomes are then mapped on to Program Outcomes (POs) and Program Specific Outcomes (PSOs). Course End Survey is taken from the students at the end of the course, which helps to refine the CO's further. The Institution follows the Outcome Based Education</p>

	<p>(OBE) guidelines and defines the course plan formulated by the College Academic Advisory Committee (CAC), consisting of Head of the Institute and Heads of all departments of the institution for effective delivery. Based on the academic calendar of the university, all the departments prepare activity calendar/academic calendar of the department as per the schedule given by the university along with other activities like Remedial Classes, Industrial Visits, Guest lectures, Workshops, faculty, and student development programs. The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the program. The course outcomes are written by the respective faculty member using action verbs of learning levels as suggested by revised Bloom's Taxonomy Predefined PO's are collected. All the COs of every course is mapped with POs and PSOs. A correlation is established between COs and POs, PSOs on the scale of 1 to 3.</p>
<p>6. Distance education/online education:</p>	<p>Distance education/online education: Vijay Rural Engineering College (VREC) is a private institute and is affiliated to JNTUH University, therefore we cannot offer distance education /online education on our own. Our Institution encourages faculty to adopt pedagogical methodologies. Apart from Chalk & Talk and regular teaching methods, the online teaching methodologies are given equal importance. Some of the methodologies are: Microsoft Teams and Google Forms: Faculty used Microsoft Teams and Google classroom extensively to share notes, presentations and student assignments. The tests and objective exams were conducted used Google forms/classroom. Group Discussions: This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts. Quiz: Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic. Interactive Seminars: During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present. Workshops/Guest Lectures/Seminars/Conferences: Workshops, seminars and conferences are organized every year for gaining the knowledge and increase the research potential of the students and the faculty</p>

members. Working Models/Demos: Simple demo is given to illustrate the basic principles which are displayed in the laboratories. Project-Based Learning: In order to learn the practical courses more effectively, the students are instructed to do mini/major projects as per JNTUH rules. This method is extensively used to provide empirical evidence of the theory learnt. Blended Teaching: Usage of Teaching aid Techniques such as video lectures, power-point presentations are in use. We implement active learning strategies such as Collaborative and individual learning activities. Online Teaching: Faculty made a swift transition from classroom to online teaching by using platforms like Microsoft Teams, ZOOM and You-Tube

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Clubs have been established throughout the country with the aim of promoting electoral literacy among all age groups of Indian citizens. These clubs engage individuals in various activities and provide hands-on experiences. Specifically, Electoral Literacy Clubs are being set up in colleges across India, targeting new voters between the ages of 18 and 21 who are pursuing their graduation. All students from all semesters will be welcomed as members of the club. The subsequent sections will provide detailed information on the establishment of the ELC, its participants and convener, the locations and methods of conducting the club, as well as the activities it will encompass. I. The primary objective is to educate the target population about voter registration, the electoral process, and related matters through practical experiences. II. Another goal is to familiarize individuals with Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems, while also educating them about the reliability of EVMs and the integrity of the electoral process. III. Additionally, the clubs aim to help the target audience understand the significance of their vote and empower them to exercise their suffrage rights confidently, comfortably, and ethically.</p>
<p>2. Whether students' co-ordinator and co-ordinating</p>	<p>The club's membership consists of students who</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>register themselves at the beginning of the academic year. Once registered, they are considered members until they complete their graduation course. The Nodal Officers for the ELC will be faculty members from the Political Science Department or faculty members teaching the Indian Constitution subject. These Nodal Officers will also serve as Mentors for the ELC. Preference will be given to teachers with election duty experience for this role. Their responsibilities will include: I. Promoting and overseeing Club Enrolment. II. Supervising the election and formation of the Executive Committee of the ELC. III. Coordinating with the District Election Officer to exchange resources and information. IV. Making efforts to generate new resources and forwarding them to the District Election Officer. V. Guiding and supervising the development of the annual calendar of activities by the Executive Council. The Nodal Officer will have the flexibility to involve the Executive Committee Members in the operations of the ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>During the odd semester, the ELC members arrange either one or two festive events. Students can decide whether to make these events inclusive for all city colleges or keep them exclusive to their own college. The Festival/Mahotsav aims to unite student participants from various college societies to coordinate a variety of activities.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Documentaries are produced in partnership with the Photography Society and Film Society of the educational institution, featuring visuals that effectively communicate important messages to raise awareness and emphasize the significance of topics such as electoral processes, elections, democracies, as well as citizens' rights and responsibilities.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club's membership consists of students who must register at the start of the academic year to join. Once registered, individuals are considered members until they complete their graduation course. The use of persuasive tools can be effective in promoting behaviour change. The ELC Board, in consultation with students, will announce the subjects/themes for</p>

the Short Film Making Contest and Photography Contest in advance. Recommendations from students will be considered when selecting films to be showcased. The ELC will organize follow-up sessions, studies, and analysis after screenings. Social media-based activities are a regular feature, with the ELC maintaining dedicated handles on platforms like Facebook, Twitter, and Instagram. Activities such as Logo Designing, Tagline Writing, and Poster Making will be conducted to engage audiences and promote voter awareness. ELC members may also create and share videos reporting on election proceedings from their polling stations on social media.

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
947	1044	1090	1279	1395

File Description	Document
Upload Supporting Document	View 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: 169

File Description	Document
Upload Supporting Document	View 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
91	90	91	94	103

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
97.6	71.13	61.15	65.12	107.82

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:

Vijay Rural Engineering College has a structured curriculum delivery plan. The academic calendar is prepared before the commencement of new academic year. Academic Calendar: The Institute prepares College and Departmental academic calendars as per the JNTUH academic calendar by incorporating Institutional and Departmental specific activities planned for the Academic year.

College Academic Calendar: Curriculum, Co-Curriculum and Extra-Curriculum activities are incorporated in College Academic Calendar in addition to the JNTUH Academic Calendar for effective Curriculum delivery and Outcome based Education (OBE).

Departmental Academic Calendar: A well-structured Academic Calendar which is in-line with the JNTUH academic calendar is prepared by the Head of the Department with the approval of Principal. It includes all the departmental activities like Department Academic Committee (DAC) meetings, Workshops, Guest Lectures, Seminars, Field visits, Project Reviews, Parent Teacher Meeting, Campus Recruitment Trainings(CRT), Skill development Programs, Alumni Meet, value added and Add-on programs. Co-Extra-curricular activities are also planned for student enrichment.

Handbook: To familiarize the students with the Institute and their respective courses, a handbook is distributed to the students during First Year Orientation program before the commencement of the class work, which gives the overall idea of the Institute and Curriculum. Induction Program for the First year students: The Institute conducts induction program for the first year students to overcome their apprehensions and shed their inhibitions and helps them to establish the relationship with the faculty and their peers. Course File: The faculty prepares a course file which contains Course Objectives, Syllabus, Course Outcomes (CO), Program Outcomes (PO), Lesson Plan, Notes, Assignments, Assessment Methods, Beyond the Syllabus, PPT, CO-PO attainments and CO-PO mapping. Project Based Learning: The Institute encourages project based learning to equip the students to resolve the real time problems. Third and Fourth year students prepare project dissertations and create the prototype of their project.

Student Centric Learning Methods: Innovative methods such as Presentations, Just-a-Minute, and Group Discussions are adapted to make the class more interactive. Tutorial and Remedial Classes: Along with the regular classes, tutorial hours are also included in the time-table and a separate schedule is planned for remedial classes to improve student academic performance. Use of Advanced Teaching Techniques: Teachers are encouraged to impart the curriculum through student centric learning methods such as, Presentations, Assignments, NPTEL Lectures, Group Discussions, Quiz, Role-Play, Seminars, Projects, etc. along with the regular teaching methods. Subject Allocation: A systematic procedure is followed in allotting the subjects to the faculty. HOD conducts Department Academic Meetings to assigns the

subjects to the faculty based on their preferences, experience, area of specialization and previous result analysis of the subject. Mentoring: Every faculty is assigned with a group of students to mentor throughout the course in which the student's difficulties, requirements and suggestions are recorded for the necessary actions for the effective implementation of the curriculum and personality development. IQAC plays active role in academic planning and monitoring the curriculum delivery.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>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)</p> <p>Response: 58</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 75.55

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
827	986	698	792	1045

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:

The institution strongly believes that addressing crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability have a direct impact on achieving the holistic development of the students and the sustainable development of the nation. Therefore, the institute makes a continuous effort in integrating crosscutting issues to be an integral part of the curriculum and to create positive vibration in their studies and social commitment by offering integrated courses as prescribed by the University.

Vijay Rural Engineering College offers courses to address crosscutting issues under various categories such as Professional Ethics, Gender, Human Values, Environment and Sustainability, Cyber security, Constitution of India, Intellectual property Rights, etc. The courses under taken in each category along with the name of the courses and their relevance are as follows:

Professional Ethics

- Organizational Behavior
- Business law and ethics
- Human resource Management entrepreneurship

Harmonious existence of Humanity. These courses also teach the standard for professional practice, proposed appropriate technologies and management patterns to create harmony in professional and personal life.

Gender

Gender Sensitization Lab:

- The course emphasizes the basic value system of Indian culture, instills in the young minds, not only gender equity but also the traditional honor and pride bestowed on women in accordance to Indian Ethics, and develops a sense of appreciation of women in all walks of life.
- Apart from this course, the institution upholds gender equity by providing equal opportunities for both the genders in terms of admission, training programs, co-curricular and extra-curricular activities. The institution provides equal opportunities for women faculty to become members in various forums and encourages them to participate in women empowerment events.

Human values and Professional Ethics

- Professional Ethics Management and Organizational Behavior
- Business law and ethics
- Human resource Management entrepreneurship

These courses impart a set of ethical standards and basic values for the harmonious existence of Humanity. These courses also teach the standard for professional practice, proposed appropriate technologies and management patterns to create harmony in professional and personal life.

Environment and Sustainability

Disaster management:

- Understanding Disasters, man-made Hazards and Vulnerabilities Understanding disaster management mechanism
- Understanding capacity building concepts and planning of disaster managements
- The subject provides different disasters, tools and methods for disaster management

Environmental Studies:

- Understanding the importance of ecological balance for sustainable development.
- Understanding the impacts of developmental activities and mitigation measures.
- Understanding the environmental policies and regulations.

Constitution of India

- Constitution law concepts and constitutionalism
- Historical perspective of the Constitution of India
- Salient features and characteristics of the Constitution of India
- Scheme of the fundamental rights
- The scheme of the Fundamental Duties and its legal status

Intellectual property Rights

- Importance of intellectual property rights.
- Function of trademarks, acquisition of trade mark rights,
- Fundamentals of copy right law
- Law of patents: Foundation of patent law, patent searching process, ownership rights and transfer

File Description	Document
Upload Additional information	View 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: 51.21

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

Response: 485

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.39

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
216	265	272	257	311

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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
180	180	180	180	180

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
180	180	180	180	180

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
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.41

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:

Vijay Rural Engineering College complies with the university's guidelines for the internal assessment of the theory and lab tests. Our internal assessment is highly transparent and deceiving due to the attention to detail that goes into the following features:

An explicit assessment timetable is part of the academic calendar, and it is planned for each semester. The course syllabus and the way in which exam scores are assigned are predetermined and communicated to students well in advance.

Two mid-term exams are conducted as per the guidelines of the university. Following assessment, students receive their midterm response scripts, and the solutions are discussed for both the students' benefit and the evaluation's continued transparency. The department notice boards show the grades that the students received on internal assessments.

The lab records of each student are updated with the performance of the students during their practical sessions. Their performance in the lab, regularity, and timely submission of lab reports are used to determine their final score of fifteen. Every semester, there are two internal lab tests. The average of the two exams counts towards ten marks. Students' attendance records broken down by spelling and their results on midterm exams are posted on the notice boards. In the parent-teacher conference, it is explained to the parents and discussed.

Three reviews of the project are conducted each semester to assess its progress, and the assessment forms are kept up to date in the corresponding departments. In addition to their presenting and communication skills improving, this helps the pupils stay focused and develop self-assurance.

Mechanisms for redressal of grievances at the Institution level:

The Principal appoints an Examination branch Incharge to oversee the smooth administration of exams and handle complaints pertaining to examinations at the Institute. The principal oversees the entire examination system in their capacity as Controller of Examination

Grievances related to the External Examinations:

The grievances such as malpractice, Non-issue of Hall ticket for examination, selecting scribes for students due to medical reasons, failing to disclose or withhold student results, failing to get the mark sheet following the results announcement, incorrect markings in memos and hall passes, as well as rechecking and revaluation. Within the allotted time, the institute forwards all of the above mentioned student complains to the university and notifies the concerned student of the same.

Grievances related to Internal Examinations:

The institute's examination cell is the only entity in charge of handling grievances pertaining to internal exams. Students who have complaints about any irregularity in their midterm results may file them with

the relevant faculty member within two days of the results being announced. For any grievances regarding the internal exam, students can get in touch with the examination cell directly, their faculty mentor, or the relevant HOD.

Students' grievances can be noted by a faculty mentor, who can then bring them up with the relevant faculty member and HOD. The HOD may address any suggestions or questions regarding grievances of the students to the Principal and the Exam Branch Incharge.

File Description	Document
Upload Additional information	View 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
91	90	91	94	103

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: 8.53

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
7	5	4	12	12

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

2.5 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:

Vijay Rural Engineering College complies with the university's guidelines for the internal assessment of the theory and lab tests. Our internal assessment is highly transparent and deceiving due to the attention to detail that goes into the following features:

An explicit assessment timetable is part of the academic calendar, and it is planned for each semester. The course syllabus and the way in which exam scores are assigned are predetermined and communicated to students well in advance.

Two mid-term exams are conducted as per the guidelines of the university. Following assessment, students receive their midterm response scripts, and the solutions are discussed for both the students' benefit and the evaluation's continued transparency. The department notice boards show the grades that the students received on internal assessments.

The lab records of each student are updated with the performance of the students during their practical sessions. Their performance in the lab, regularity, and timely submission of lab reports are used to determine their final score of fifteen. Every semester, there are two internal lab tests. The average of the two exams counts towards ten marks. Students' attendance records broken down by spelling and their

results on midterm exams are posted on the notice boards. In the parent-teacher conference, it is explained to the parents and discussed.

Three reviews of the project are conducted each semester to assess its progress, and the assessment forms are kept up to date in the corresponding departments. In addition to their presenting and communication skills improving, this helps the pupils stay focused and develop self-assurance.

Mechanisms for redressal of grievances at the Institution level:

The Principal appoints an Examination branch Incharge to oversee the smooth administration of exams and handle complaints pertaining to examinations at the Institute. The principal oversees the entire examination system in their capacity as Controller of Examination

Grievances related to the External Examinations:

The grievances such as malpractice, Non-issue of Hall ticket for examination, selecting scribes for students due to medical reasons, failing to disclose or withhold student results, failing to get the mark sheet following the results announcement, incorrect markings in memos and hall passes, as well as rechecking and revaluation. Within the allotted time, the institute forwards all of the above mentioned student complains to the university and notifies the concerned student of the same.

Grievances related to Internal Examinations:

The institute's examination cell is the only entity in charge of handling grievances pertaining to internal exams. Students who have complaints about any irregularity in their midterm results may file them with the relevant faculty member within two days of the results being announced. For any grievances regarding the internal exam, students can get in touch with the examination cell directly, their faculty mentor, or the relevant HOD.

Students' grievances can be noted by a faculty mentor, who can then bring them up with the relevant faculty member and HOD. The HOD may address any suggestions or questions regarding grievances of the students to the Principal and the Exam Branch Incharge.

File Description	Document
Upload Additional information	View 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:

The institute uses outcome-based education (OBE), which places a strong emphasis on what is expected of students upon completion of their courses. The Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), and Programme Educational Objectives (PEOs) of the OBE are changed. Before leaving the Institute, OBE assists the student in achieving the significant results.

Each department develops the Programme Specific Outcomes (PSOs) in accordance with the NBA's requirements for Graduate Attributes and the Programme Educational Objectives (PEOs) of the programme, taking into account the opinions of the faculty and other stakeholders while keeping up with the most recent technological advancements, demand, employment opportunities, and social norms. Programme outcomes (POs), according to the NBA, are set.

The course coordinators and faculty develop the course outcomes (CO), which are then mapped using numerical weightages with the programme outcomes (PO) and programme specific outcomes (PSO). These matrices (3,2,1 and -) define the correlation as high, medium, low, or not present. Correspondingly) to show the levels. By averaging the mapping levels for each course, the average mapping of POs and PSOs for the specified programme is determined. Following talks at the Programme Assessment Committee (PAC) meeting, they are accepted by IQAC and put up on the website. Brainstorming sessions are used to lay the basis for COs, ensuring that the goals of each course are turned into outcomes at the conclusion. A reference to Bloom's taxonomy is made when presenting the results.

COs are defined for every course, which describe the proficiencies gained by the student through the course. Every CO is mapped to one or more POs, and is measured at the end of the course through various assessments. These are designed specifically to measure the CO and contribute to the PO that it is mapped to. The faculty in each of their classes discuss on these COs and their interrelationship with PO/PSOs. In the beginning of each unit of every course handled by the faculty, the COs are accentuated for the pupils in the classroom. Through this exercise, the students aim to improve their cognitive skills related to the course under consideration and gain a thorough understanding of the concepts.

The following techniques are used to show and inform teachers and students about the COs, POs/PSOs, and PEOs for easy access.

- College website
- CEO/Principal/HOD chambers
- Department notice boards
- Faculty cabins
- All laboratories
- All classrooms and corridors.
- Course file

File Description	Document
Upload Additional information	View 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:

Our Institute follows the well-defined process for CO and PO attainment.

Attainment Procedure of Cos:

In outcome-based education (OBE), assessment is completed through one or more institutionally-carried out processes that locate, and prepare data to assess the accomplishment of course outcomes (COs).

CO Assessment Processes:

Assessment tools are categorized into two methods to assess the course outcomes as:

Direct methods and indirect methods:

- The direct method presents the knowledge and abilities of the students based on their performance on ongoing internal assessments, semester exams, seminars, and assignments from the classroom and lab, among other settings. These techniques offer a sample of what students are capable of and/or know. do, which provides compelling proof of students' learning
- Student evaluations of the facilities, learning materials, and course completion survey that represents the students' learning are examples of indirect methods.

Course Outcome is assessed in view of the performance of students in internal assessment, university examination of a course and Course end survey. Direct assessment contributes 80% and indirect assessment contributes 20%. From direct assessment internal assessment contributes 25% and university assessment contributes 75% to the aggregate attainment of a CO.

As per the JNTU regulations, the marks allotted to theory are 25% and practical 25% for internal assessment. The remaining 75% is done at university end assessment. The university end examinations are conducted at a center other than this college. Though the percentage of internal assessment is to be covering a large number of course objectives. The internal examination and the prescribed marks are to be complied with the regulation. Therefore, the scope for comprehensive assessment is less.

PO and PSO Attainment Process:

In order to evaluate the Programme outcomes and Programme Specific outcomes, assessment in are

divided into two categories: direct and indirect methods.

- The direct method presents the knowledge and abilities of the students based on their performance on assignments, presentations, and continuous assessment tests. These techniques offer a taste of what students are capable as well as compelling proof of learning by students.
- Through indirect techniques like surveys and interviews, stakeholders are asked to consider how students are learning. They are respected by various stakeholders and are used to evaluate comments or thoughts regarding the graduates' knowledge or skills.

Use of Rubrics for Evaluation and Assessment of POs and PSOs:

The program's objectives, which include evaluating students' critical thinking, creativity, analytical abilities, and problem-solving abilities, are challenging to quantify. As a result, the department uses Criterion Referenced Rules to evaluate POs and COs as needed. The criteria for the rubric are either created by distributed prior to an assignment or test by department faculty, or occasionally even after consulting with students. Students are assessed using rubrics in both formative and summative contexts. The faculty can evaluate student development and keep track of it for each student by using the same framework for measuring outcomes. The program outcomes are assessed with the help of course outcomes of the relevant Courses through direct and indirect methods.

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

2.6.3

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

Response: 90.7

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
185	163	173	225	200

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
204	182	193	246	218

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
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response:</p>	
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: 27

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
7	6.5	5.5	5	3

File Description

Document

Upload supporting document

[View 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:

Vijay Rural Engineering College identifies an ecosystem to share technical knowledge between the students and faculties. Institution has created an Ecosystem for Innovations including Entrepreneur Development Cell, and other initiatives for creation and Transfer of knowledge. The major objectives of these cells are to facilitate students to convert the Ideas of students into Technological Innovations. Facilities are provided to the students to build prototypes useful for the promotion of Agriculture and Rural Development.

Entrepreneur Development Cell (EDC): The aim of EDC is to set up a platform for aspiring entrepreneurs. This cell organizes seminars, workshops to enhance the skill-set of the students. This also helps the students in acquiring the knowledge to establish collaboration with different industries. VREC EDC works with an objective which promotes the students as a job creator than a job seeker. EDC conducts training programs for students to make them aware of the required statutory/ regulatory

procedures for starting a business.

The Institute has initiated startups by the students for latest innovations. Ideas and innovations flow steadily with the startup a beginning was done to nurture our students and transform innovations into a vital force for economic growth.

Intellectual Property Rights Cell (IPR): This cell organizes seminars and workshops for creating awareness on IPR, filing of patents, technology transfer, copyrights and its challenges, trademarks and advances in IPR in India

Women Empowerment Cell (WEC): The College builds up with Women Empowerment Cell (WEC) to promote women research activities. The Women Empowerment Cell facilitates faculty and students to conducts workshops on health awareness, research proposal and how to write a paper and identify quality journals that help the faculty and students to meet their research requirements.

Research and Development Cell: It encourages students and faculty to carry on with their research. In this regard, it conducts seminars and workshops to motivate the students and faculty fraternity by eminent academicians and industry representatives to enrich the knowledge in the concerned area. It also encourages student visits to research-oriented Labs

Financial Assistance is provided for major and minor Research Projects with internships, industrial visit, workshops, webinars, Hackathons on emerging trends in Technology are been organized, Project/Prototype Expos are held, and Students are awarded cash prizes for best performance. For better Industrial Exposure Students are encouraged to gain hands-on experience.

Workshops, Seminars, and Guest lecturers are being organized by the Institution for students to boost their learning process in their respective fields with notable individuals from the industry. At frequent intervals, faculty members are encouraged to share their technical exposure and specialized knowledge with other faculty members through talks. Faculty members are regularly encouraged to pursue higher education and are actively engaged in research, with many papers published in national and International journals.

Library Resources:

The institution has a subscription to IEEE, ASME, ASCE, and J-GATE, International Membership of DELNET, e-Journals and Indian Journals/magazines to promote research and development activities in the campus.

File Description	Document
Upload Additional information	View 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: 88

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
23	21	30	7	7

File Description	Document
Upload supporting document	View 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: 0.38

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
21	2	1	2	38

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

3.3.2

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

Response: 0.02

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

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

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

3.4 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:

The institution fosters holistic education that makes the students intellectually, socially, emotionally and ethically strong. In order to nurture them with social values and responsibilities, the institution encourages the maximum number of students for active participation in extension activities and outreach programs. National Service Scheme (NSS) NSS unit of our institution conducts many extension activities for the betterment of the neighbourhood communities in addressing their social issues. NSS Unit has received a number of awards and appreciations for their well-organized efforts made by VREC – NSS volunteers and Program Officer in the programs, such as

- Blood Donation Camp
- Village Adoption for development
- Haritha haram
- Swatch Bharat activity
- Orphanage Programs
- Health Awareness Programmes (Such as Covid Vaccine)
- Special Camps in Mamidipally and Makloor villages

In the Special Camp at Mamidipally and Makloor villages, VREC – NSS volunteers have created awareness on child labor issues and counselled & guided them to continue their studies. As a part of this special camp, bags and books were distributed to encourage the financially deprived students.

A team consisting of doctors and VREC – NSS volunteers organized health camps to prevent and eradicate vulnerable diseases that spread due to sanitation and cleanliness issues. Students had actively involved in this camp and cleaned the village to create cleanliness awareness among the local people.

Collaborative Extension Activities: We encourages the students to involve in outreach programs conducted in collaboration with local police, doctors of Government Hospital, Election Commission of Telangana State. We feel very proud that many of our students involved in electoral literacy campaigns and electoral booths to facilitate the polling process. Our students frequently arrange charitable events such as blood donation camps and tree planting events in the local community.

Awareness Rally Programs: The institution conducted an awareness rally programs for NO SMOKING, CANCER AWARENESS, NO PLASTIC etc. The students who took part drew attention of the people through their slogans and banners depicting the need and importance of the program. The Institutes include both the teaching staff and the students in its involvement in this community network. Such types of programs make it easier to learn the values and duties that are necessary for healthy citizenship.

Fit India Movement: Our students have participated in Fit India Movement which is aimed at encourage people to give priority to sports and fitness.

Organizing programmes through NSS (National Service Scheme).NSS **helps the student to grow individually and also as a group.** Volunteering for various tasks under NSS activities allows students to become confident, develop leadership skills, and learn about different people from different walks of life.

Students also learn about various life-essential skills while working towards improving people's living standards, thereby fulfilling the aim of NSS of providing help to everyone in need.

In addition to the academic learning process, students benefit from extracurricular activities that help them develop fundamental abilities and values.

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

3.4.2

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

Response:

Recognition of Excellence: Awards and appreciation letters serve as external validation of the engineering college's excellence in various areas such as academic achievements, research contributions, innovative projects, and community engagement. This recognition enhances the college's reputation and prestige within the academic and professional communities.

Awareness camps have played a pivotal role in disseminating knowledge on various crucial topics such as health, hygiene, sanitation, education, and environmental conservation. These camps were organized regularly in collaboration with local authorities, NGOs, and volunteers. The content covered during these camps included:

Health Care: Healthcare support by organizing medical camps, blood donation drives, and creating awareness about immunization programs and basic healthcare practices.

Education: Workshops and interactive sessions were held to promote the importance of education, career guidance, and skill development opportunities. NSS volunteers actively engaged with students and encouraged them to pursue higher studies.

Environment: Awareness on environmental conservation, waste management, tree plantation drives, and creating eco-friendly practices were incorporated into the camps. Practical demonstrations on composting and recycling were also conducted.

Social Issues: Discussions and awareness programs were organized on social issues like gender equality, domestic violence prevention, substance abuse awareness, and mental health support.

Women Empowerment: Offering skill development programs, vocational training, entrepreneurship opportunities, and advocating for gender equality and women's rights.

Community Development: NSS teams actively participated in community development projects such as building sanitation facilities, renovating schools, constructing roads, and setting up community centers for skill development.

Education Support: NSS volunteers conducted tutoring sessions, provided educational materials, and assisted in organizing extracurricular activities to enhance the overall learning experience for children in villages.

The contributions and efforts of individuals, organizations, and volunteers have made a significant impact on the communities we serve. Some of the notable achievements and impacts include:

- Increased literacy rates and improved educational outcomes among children and youth.
- Enhanced healthcare access leading to improved health indicators and reduced mortality rates.
- Positive environmental changes with communities actively participating in conservation activities and adopting sustainable practices.
- Empowered women and marginalized groups through skill-building initiatives, economic opportunities, and advocacy for their rights.
- Strengthened community bonds, resilience, and capacity to address local challenges collectively.

In conclusion, awards and appreciation letters play a pivotal role in affirming the excellence, attracting talent, boosting morale, securing funding, facilitating collaboration, and driving continuous improvement within an engineering college. They are not only a source of pride but also serve as catalysts for sustained growth and advancement in the dynamic field of engineering education and research.

File Description	Document
Upload Additional information	View 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: 103

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
29	36	14	10	14

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

3.5 Collaboration

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 39</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **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:

The classrooms are well-furnished and spacious with good ventilation. Each class room is structured with standard electrical fixtures. All the classrooms are equipped with LCD Projectors, audio system and ICT facilities for delivering the effective lectures. Adequate tutorial classroom are also available.

Laboratories:

Fully equipped labs as per the norms of Affiliated University with state-of-art infrastructure are established. Other facilities like Centre of excellence in Building Information Modeling, Centre of

Excellence for Electronic prototype design and development facility, Centre of excellence for Internet of things, Centre of Excellence in Artificial Intelligence, and Centre of Excellence in Skill & Personality Development Program Center for SC/ST Students, along with separate R&D cell is also available.

Seminar Halls:

The institution has adequate modern seminar halls equipped with Audio Visual, Wi-Fi and ICT facilities for conducting seminars, conferences, guest lectures, webinars, and workshops.

Computing Equipment:

The Institute has a well developed Computing resources which include 770 computer systems, server, scanners/printers, CD/DVD writers and accessories which are used for various purposes like Lab experiments, research activities, etc.,

Internet connectivity:

100 Mbps broadband dedicated connectivity by Cyber Net links with 25 controlled Wi-Fi access points and optical fiber Connected network for campus-wide internet access.

Library:

Library is automated with e-cap ILMS Software. Digital Library has 30 systems with web based resources, audio/video materials, e-books, e-journals, DELNET, J-gate, IEEE, NDL subscription, National & International Journals.

Infrastructure:

The Institute maintains a policy to create and enhance infrastructure to impart effective teaching and learning process. Every block in the campus has lift facility, ramps and wheel chairs for the benefit of challenged students. The main block has Administration department, Examination Branch, Classrooms, Computer Labs with access of internet facilities for NPTEL & SWAYAM courses, Placement & Training Cell and Library all under one roof.

Additional facilities:

The institute has a medical dispensary, Stationary stores and reprography facility. Canteen caters quality and hygienic food to the students and faculty. Purified Drinking water coolers on every floor of each block are in place. For uninterrupted power supply the campus is bracketed with 125 KVA Generator.

To provide sufficient academic and supporting space for effective teaching and learning, the feedback is acquired from various stake holders, which helps the institution to enhance the need based infrastructure facilities.

File Description	Document
Upload Additional information	View 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: 24.26

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
30.39	20.74	4.05	17.31	25.25

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Vijay Rural Engineering college Library plays a vital role in meeting the present and anticipated future needs of its scientific community by selecting, acquiring, disseminating appropriate scientific and technical information through different channels of communication. Library initially was setup in **1997**

The college's central library is housed in a part of the block having a plinth area of early 634 sq.m with a total seating capacity of 250 The Central library is stocked with 34838 books and also subscribed to 51 National and 39 International Journals and 12 Magazines. The active sections of the central library are computerized with 105 book issues and 152 active readers in the library per day.

Digital library is well equipped 18 systems with 1 server to access E-journals , in addition Multimedia **E-Learning Center**, **NPTEL** Facility (National Program on Technology Enhanced Learning) to access web & video lectures, subscription of e-sources and Institutional Membership of **DELNET, NDLI, ICT Academy** (Inter- library loan) for resource sharing are available in the library.

The Central Library collectively supports the teaching, research and extension programs of the Institute. All students, faculty members of the Institute are entitled to make use of the Library facilities by taking library membership. The Library, besides having a huge collection of books on Engineering, Science & Humanities offers library services through its various divisions.

The Center Library is equipped with **New Gen Lib (NGL) Software Developed by Verus Solutions** Software Package which is an Integrated Library Management System (**ILMS**) with Barcode Scanner that supports all in-house operations of the library. The Central Library can be accessed through the On-line Public Access Catalogue (**OPAC**) within the campus premises.

Name of the ILMS Software	ECAP
Nature of Automation	Partially Automated
Version:	Latest version/ Online

Competitive Examinations Cell

The novel feature of VREC Library is the establishment of Competitive Examinations Cell with the main objective of providing reading material for student community preparing for various competitive examinations. The cell provides books and journals relating to Civil Services, Public Service Commission, **TOEFL, GRE, GMAT, GATE, UGC-NET** and other competitive examinations.

File Description	Document
Upload Additional information	View 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:

Institution frequently up dates its IT facilities including Wi-Fi

IT policy is in practice to maintain a secure, legal and appropriate use of IT infrastructure for free flow of

information and to maintain confidentiality and integrity. Access to information assets are created, managed, and regulated with the help of IT infrastructure.

A skilled IT team consists of five technical personnel supported by three software developers and headed by Dean IT Services works to plan, develop, upgrade, and maintain IT infrastructure and related services

Salient features of IT policy:

Institution makes available required IT infrastructure and services to all students.

Periodically do maintenance and up-gradation of systems in-line with their useful shelf-life and their obsolescence.

Allocate sufficient budget to meet the current as well as future needs of ever growing digital systems and services.

Maintains a healthy Student-Computer ratio of 2:1 and reach 1:1 by end 2025.

Efforts to be made to digitalize the curriculum and provide access to learning resources (at least 80%) through internet by end 2025.

An MoU is made with “Green Waves Environmental Solutions” to Dispose e-waste and buy-back option with “RAM Engineering”.

IT Policy Implementation:

1500 network connections through LAN and 63 Wi-Fi access points are available.

A total of 442 computers are available in campus,

Internet facility with 100 Mbps bandwidth is available along with adequate back up facility.

A firewall is installed to avoid misuse of internet facility and access to undesirable websites.

All data related to examination system is on a separate LAN within the institute

To protect from threats Kaspersky antivirus is installed in front end office systems.

Expansion Plans (in the next five years):

Augmenting the Learning Management System

- Digital content management – expansion of internal and cloud storage

The Principal's Office, Administrative Office, Examination Section, Training and Placement Cell and Senior Faculty member cabins and all Departments are well equipped with computer systems, scanners, printers, reprography machines, Wi-Fi routers with advanced configurations.

The computer labs are with internet facility and are respectively installed with licensed software in all departmental labs depending on requirement like MAT Lab, AutoCAD, St ad Pro, Rational Rose, Turbo C++ which are upgraded to meet the standards as provided in the syllabus and in pursuing of student's need, if any.

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

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

Response: 2.14

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

Response: 442

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

4.4 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: 47.08

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
48.37	27.77	37.27	19.53	56.7

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
Provide Links for any other relevant document to support the claim (if any)	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: 85.25

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
808	890	928	1090	1190

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: 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
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 53.57

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
933	620	570	510	450

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

5.2 Student Progression

5.2.1

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

Response: 66.88

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
70	110	111	101	125

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
104	160	167	155	187

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
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 12.89

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
6	7	7	5	8

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

5.3 Student Participation and Activities

5.3.1

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

Response: 60

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
12	14	6	8	20

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 30.4

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
33	36	23	15	45

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:

Vijay Rural Engineering Alumni Association is formed with a vision to encompass a life-long relation between VREC and its alumni, keeping a positive theme of strong inspiration, care and women Empowerment the alumni and students are flourishing. Strong placement record is one among the key achievements of VREC, proving which many key positions are occupied and have a strong eminent history in the different walks of their life. Institute with strong alumni association has built up the camaraderie and network among the management, faculty and alumni. Alumni association and its correlated members are the bridge makers in forming a remarkably alumni active.

Alumni committee formed at VREC with a team size of seven members play a key role in making all the alumni events successful, the members are at different levels starting from home maker to CEO's of few organizations, which allows in spreading and revealing it globally and making the organization a better place for success.

Alumni association with its effortless assimilation is commendable in achieving a huge success. Besides being diligent at its performance following activities are planned to make the alumni a remarkable one.

Alumni Meet – alumni meets are planned once in every two years and efforts are made to celebrate the meet every Year with increase in year of establishment and alumni count.

Sessions by Alumni – alumni association is initiating regular alumni talks from all departments and share their experiences with the juniors which further helps them in their future endeavours.

Fund Raising – Each alumni contributes Rs.100/- as Alumni activities development fee (once during passing out) for the strengthening of the cell.

Helping in Placement – There are a good number of alumni in college who help in placing the final year students with their reference or sometimes in their own organization.

Helping in financial activities for economically challenged students – alumni from initial batches of 2008 and 2009 has helped few economically deprived students.

Helping in strengthening IIIC – The Alumni of this college also came forward to make the IIIC (Industry Institute Interaction Cell) strong and helped the departments to grow.

Best Alumni Award - The Alumni association in collaboration with the college management every year identifies the best Alumni nominated by the department and appreciates their achievement.

Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as by arranging online yoga, meditation, fitness and stress management sessions, which has become a biggest challenge for women in this profoundly competitive world for all registered alumni besides this, suggestions were collected on regular basis for betterment of the institution and students and also feedback has been taken on existing curriculum and updates on emerging trends, etc through various networking platforms email, WhatsApp and Instagram. Based on the suggestion's alumni talks were

File Description	Document
Upload Additional information	View 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:

VREC has established a system of governance that involves the participation of teachers in decision-making and policy formulation in accordance with the regulations set by AICTE and the affiliated university, JNTUH.

Vision

To be among one of the best institutions for engineers and technologists in imparting the quality technical education with social and ethical attitudes, technical skills and knowledge to become an epicenter for creative solutions

Mission

To impart quality technical education with well-established laboratories and instructions to prepare the young engineers with the knowledge of basic sciences ,core values, critical thinking, information competency, effective communication skills and to compete globally in education, research and services with an attitude of entrepreneurial, ethical and social concern.

Quality Policy:

We strive for excellence in all areas at Vijay Rural Engineering college by implementing best practices with dedication and impact.

The Governing Body holds the highest authority within the institution's hierarchy, serving as the main decision-making and governance body. It is comprised of the Chairman of the society, Secretary and Correspondent, Principal of the institution, JNTUH nominee, Educationalist, Industrialist, faculty member, and any other management member as per AICTE guidelines.

Admission, Budget, infrastructure, TLP, placements are in line with the institution's mission. The Governing Body ensures the implementation of all decisions at all levels of hierarchy solely and independently.

Admissions are entrusted to a team of highly active members who ensure progressive admission count every year. Yearly budget is proposed well in advance before the academic year starts which has to be duly discussed in the Governing Body meetings for approval. The institution is equipped with highly sophisticated laboratories and ICT enabled classrooms.

All the proceedings are recorded with action taken reports and all the issues are appraised to the Governing Body regularly.

The Governing Body ensures truly democratic, decentralized and transparent governance with involvement of all faculties, committees, finance department, controller of Exams, TPO and Heads of various committees. The Governing body reviews the TLP, quality measures and is prominent in making overall decisions for the growth of the organisation. Meetings are held regularly to discuss all matters related to development of faculty, students and overall college progress

The Governing Body timely monitors the quality initiatives and activities through Internal Quality Assurance Cell (IQAC).

The governing body at VREC ensures that admissions, budget, infrastructure, and placements align with the institution's mission, vision, and quality policy. Stakeholders are equally involved in decision-making processes.

. The institute's quality policy emphasizes excellence in all aspects through the adoption of best practices. The governing body ensures democratic, decentralized, and transparent governance with the involvement of all stakeholders. Regular meetings are held to discuss faculty development, student progress, and overall college growth.

Decentralization is implemented through the involvement of various committees, statutory bodies, and stakeholders in framing guidelines, mission, vision, and Quality Policy. This approach improves the efficiency and quality of the system.

Through NEP Institute is implementing process that allows for timely feedback on assessment, results so that the instructor can identify any area for improvement.

File Description	Document
Upload Additional information	View 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:

The institute's quality policy emphasizes VREC's commitment to providing high-quality technical education and training to cultivate responsible technocrats for effective nation building. The policy is focused on achieving customer satisfaction and continuously striving for excellence in teaching, training, and human resource development. Faculty and staff are encouraged to work collaboratively as a team, continuously update their knowledge and skills to meet industry demands.

The institute recognizes that human resources are crucial in achieving the goals outlined in its Vision and Mission statements. In today's competitive environment, becoming a world-class institution requires delivering the best possible service to end-users. The quality policy was developed with this in mind, guiding all activities and closely monitoring performance indicators such as pass rates, student rankings, placements, co-curricular achievements, and faculty accomplishments on a semester/yearly basis.

The institution operates through 17 active committees dedicated to student development. These committees, ranging from high-level governing bodies to middle-level committees and various low-level committees, ensure overall institutional growth and development in alignment with the quality policy. A bottom-up approach to decision-making and policy formulation involves teachers and administrative staff at all levels, fostering synchronization and inclusivity for institutional progress.

Effective leadership involves the smooth functioning of the Internal Quality Assurance Cell (IQAC), which is responsible for monitoring the quality activities of the institution. The Governing Body (GOB) regularly and periodically monitors the quality activities of the IQAC and provides timely suggestions when necessary. The decentralization of governance into various committees aims to strengthen the administration and work towards the institution's vision and mission, while adhering to the Quality Policy. Therefore, the Governing Body implements good governance to ensure the active participation of various stakeholders for the overall progress of the institution.

A well-structured hierarchy and organizational framework are crucial for making effective decisions and formulating policies. VREC has implemented a systematic hierarchy that ensures the sustainable, consistent, and efficient involvement of external members in various Committees.

The Principal, along with experts in key positions within the hierarchy, takes responsibility for decision-making and policy formulation. Additionally, the Principal, HODs, and faculty members actively participate in reviewing the institution's progress through participative management, which involves the formation of various Committees. The management always values the opinions and suggestions put forth by the faculty members in order to propel the institution forward.

VREC has established a well-defined organizational structure to facilitate the decision-making process, ensuring consistency throughout. This structure includes a multitude of Committees that contribute to decentralized management activities, promoting smooth functioning and effective learning for the students.

The Principal, HODs, and faculty members collaborate to assess the progress and address any challenges faced by the Committees. The faculty's active involvement can be witnessed across all the Committees.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View 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
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Various welfare measures are provided for the teaching and non teaching faculty to ensure their well being and values their contribution towards the progress of the institution.

Teaching Staff:

- Providing Training to teachers for excellence in upgrading their credentials and skill sets. Sponsoring Faculty & Staff for pursuing higher education.
- Sponsoring Faculty & staff for attending workshops, conferences at national level by granting academic leave.
- TA and DA allowances provided for FDP, workshops, seminar and training programmes to the teaching faculty.
- Organizing Faculty development programmers periodically and regularly. Systematic organization of professional society activities.
- Development of its teaching and non teaching staff.
- Provident Fund for eligible Faculty.
- Technical assistance to meet emergency medical expenses of staff. Medical leave for hospitalized staff members.
- Maternity benefits, Paternity leaves, bereavement leaves. Free mobile facility for eligible staff

Non-Teaching Staff:

Festival advance as and when required.

Crash Course in Computer Basics for the interested Supporting Staff. Casual Leaves are provided for all the Supporting Staff.

Fee concession for the faculty's children.

Festival bonus as and when required On-Duty for attending JNTUH

File Description	Document
Upload Additional information	View 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: 85.29

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
75	74	85	80	86

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

6.3.3

Percentage of 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: 64.93

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
52	53	68	70	68

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
2	2	2	2	2

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

6.4 Financial Management and Resource Mobilization

6.4.1

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:

The distribution of funds plays a crucial role in financial management and planning, shaping the development of the institution. VREC implements a financial management system that includes both internal and external financial audits.

The college has a strong finance committee that is responsible for organizing and overseeing all financial requirements of the institution on a regular basis.

The State Government provides reimbursement of tuition fees to eligible students through the Telangana State Admission and Fee Regulatory Committee (TAFRC). The AFRC conducts a review of the fee structure every three years.

The finance committee conducts internal audits, reviewing the budget and receiving quarterly statements of expenses. They thoroughly examine records, investigate all transactions, and check all financial documents annually. An external Chartered Accountant is appointed by the Ideal Educational Society to audit college accounts each year. The Governing Body reviews budget proposals and audit reports, making necessary changes and providing feedback to auditors for future audits. Transactions are meticulously verified and investigated every financial year. Based on internal audit findings, appropriate actions are taken, and reports are retained for future reference. The external statutory auditor visits the Institute office once a year for vouching audit and submits the final audit report. Various proposals are made for expenses related to the library, laboratory, infrastructure, salaries, sports facilities, and maintenance. Auditors prepare and submit income and expenditure statements, balance sheets, and depreciation statements. The previous year's auditor report, audited balance sheet, and income &

expenditure account are published on the college website for stakeholders' reference. Once approved, financial accounts and documents can be used for all statutory purposes. Accounts are finalized in April/May, and audited statements are prepared in June/July, signed by the Chartered Accountant.

The finance committee conducts internal audits. It reviews the budget and receives quarterly statements of expenses every year. At the start of each financial year, a proposed budget is prepared based on expected expenditures and presented to the Budget Committee for approval. Once approved by the Budget Committee, it is then forwarded to the Governing Body for final approval.

In addition to contingency expenses, student fund revenue, and utilization, special attention is given to utilizing the development fund for infrastructure projects. The state government reimburses fees for all eligible students enrolled in the college, ensuring transparency and accessibility of receipts to the public

File Description	Document
Upload Additional information	View 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:

The Internal Quality Assurance Cell (IQAC) was established in the year 2017 to develop a system for consistent improvement in the quality of academic and administrative processes.

Ensuring the quality of Teachers:

1. Recruitment of highly qualified and capable teaching and technical staff.
2. Continuous monitoring of classroom teaching quality by Principal.
3. Encourage faculty to attend FDPs on Outcome Based Education.

Ensuring the quality of Teaching & Learning:

1. Monitor the implementation of academic calendar.
2. Collect feedback from all stakeholders on teaching-learning, curriculum, infrastructure, student support system, governance for analyzing and initiating corrective measures.

- 3.Ensure the quality of teaching by conducting faculty orientation classes.
- 4.Monitor the training sessions conducted by the departments on modern tools to students and staff.
- 5.Support to faculty for upgradation towards latest technologies through NPTEL and STTPs.
- 6.Ensuring continuous incremental growth in PO attainments; identifying and plugging the gaps.
- 7.Recommending to HoDs for adequate industrial visits and internships to students.
- 8.Conduct academic audit on aspects of curricular planning, delivery and assessment process of the institute.

Ensuring the quality of research:

- 1.Establishing faculty linkage with premier institutes to do quality research work.
- 2.Encouraging faculty to carry out research projects sponsored by government/nongovernment agencies.
- 3.Policies to promote publications in Scopus and SCI indexed journals.
- 4.Encouraging publications in peer reviewed journals through financial support and recognitions to faculty.
- 5.Recommendations to HoDs to purchase latest software and hardware to strengthen the project and research laboratories.
- 6.Motivating faculty to file patents.

Ensuring quality of Placements:

- 1.Special classes on communication skills for rural and semi urban students.
- 2.Offering advice to T&P Cell on company specific skills sourced from the industry personnel.
- 3.Continuous follow up on training classes.
- 4.Encouraging students to do NPTEL courses in emerging technologies.
- 5.Inviting alumni for motivational talks.

Impact:

- 1.Steady increase in program attainments.
- 2.Steady increase in number of placements and packages from A.Y 2017-18 to A.Y 2021-22.

File Description	Document
Upload Additional information	View 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:** B. Any 3 of the above

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

Vijay Rural Engineering College (VREC) maintains Gender Equity and Gender Sensitivity. IQAC and WEC perform Gender Audits in the institute.

Gender Audit: IQAC and Women Empowerment Cell (WEC) have done an audit on Student and Staff (Teaching & Non-Teaching) participation in Curricular and Co-Curricular activities. In the audit, it has been identified that of students; identified there are 66 female students out of a total of 88 students and the remaining are male students. According to the audit of staff, there are 56 female staff out of a total staff of 109, remaining are male staff. The audit indicates that the women's count is less and need to strengthen women's participation. WEC has come up with an action plan. The IQAC has done an audit on Curricular and Co-Curricular activities. The total participation of students in all the activities is 120, in which the total male student participation is 40 and the female student participation is 80. After the audit, it has been observed that there is more women's participation and it is stated that VREC has maintained Gender Equity in the campus.

Gender Equity and Sensitization: Gender Equity and Sensitization are a part of VREC's institutional values and ethics. As proof of this, the chairperson of the Governing Body and the General Secretary of VREC are women. Hence, Various events were organized to create awareness among faculty and students on Gender Equality like the Safety & Security of students from Social media, Hygiene, and Sanitization for a Healthy living environment, a Program on Stress Management to have a balanced life, a Program on Gender Champions to promote Gender Sensitive learning environment, Program on Women Empowerment, etc. There is a Women Grievance Cell, Redressal Cell, and WEC to safeguard and empower the rights of Female members in the institution.

Curricular & Co-Curricular Activities:

In Curricular & Co-Curricular Activities, girls and boys actively worked together at the department and college levels. The students actively organized, participated, and won prizes in various competitions like Essay-Writing, Poster Presentation, Sports and Indoor Games competition, Rangoli Competitions etc., and the prizes were distributed by senior female faculty

Facilities for Women on Campus:

The institute is closely guarded by surveillance cameras and round-the-clock security personnel manning all the vantage points in the college to ensure the safety and security of girls and women. VREC has

made it compulsory for all the students and staff to have the Disha App in their mobiles for reducing sexual harassment in and outside the campus. Common rooms, and medical help for women are handy to address medical issues.

Safety and Security Facilities:

Few Classrooms and all corridors are installed with Hi-Tech CCTV cameras to monitor the activities and also for the safety and security of students.

A fire extinguisher is placed in each floor. Suggestions and complaint boxes are provided to receive the complaints of women and ensure the secrecy of the complainants. The Senior Faculty Members counsel the girl students regarding their safety.

File Description	Document
Upload Additional information	View 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
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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:

Institutional initiatives for an inclusive environment:

Vijay rural engineering college (VREC) is actively taking efforts in providing an inclusive environment in which everyone feel respected by and connected to one another. VREC believes in cultural diversity and cultural tolerance as key to social harmony and has different range of student bodies as well as employees from different regions.

Students are admitted through the CONVENOR/SPOT admission process reflect Inclusive-ness at the appearance level and acceptance of all students from different regions, academic backgrounds, and linguistic competencies.

VREC follows a tolerant hiring policy with recruitment of staff from all parts of the India. This has resulted in cultural identity a united one.

Cultural and Regional activities:

Fresher's day Program will be conducted for the fresher's as per the university order to mingle all the students without discrimination of religion and caste etc. Fresher's celebrations will be conducted every year in the month of November in order to reflect the healthy friendship between the seniors and juniors and bring harmony towards unity among them.

Sports to improve student's mental and concentration level VREC engages them in sports activities. During the Fresher's day, Prizes will be distributed.

Students and staff of different departments perform rangoli during Sankranthi, festivals.. VREC celebrates various cultural events such as ethic day, Holi, Bathukamma, and state festival Bonalu, etc., to respect cultural & communal diversity.

Socio-Economic Activities:

VREC under its social responsibility has undertaken various initiatives to create awareness in the community around campus area towards Harita haram, Swachh Bharat Abhiyan, to make India green and clean. As a part of this program, students proactively participated and maintained the campus green and clean.,

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

While working towards academic excellence, the institute also helps to develop students as responsible citizens of India. Staff and students are proactively involved in all the programs arranged for driving these obligations. Awareness programmes on "Say No Plastic" & gender sensitization were organized to create awareness about the harmful effects of plastic.

Impact

- There has been no irritating incident of cultural, regional, linguistic, communal, or socioeconomic difference on the campus.
- Perfect harmony and cordiality are preserved among the staff, students, and parents.
- More than 70% of students have taken part in innumerable NSS activities.

Celebration of Commemorative days and events

Important national days like 15 August “Independence Day” and 26 January “Republic Day” is celebrated to remind the faculty and the students about the loss made by our freedom fighters and their contributions. During these celebrations, the chairman and principal speak about the rights and constitution of India.

Impact

- No incident of gender perception has been reported on campus so far.
- Enriched percentage of appointments of women faculty from 30% to 50% in the last five years. Students are reinforced with emotional balance and ethical values.
- Students and staff consume shown an enhanced sense of loyalty and social responsibility.

File Description	Document
Upload Additional information	View 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:

Vijay Rural Engineering College has adopted many best practices aimed at the holistic development of students and mould them into responsible citizens of society. The mentorship program ensures that students are properly guided during their course period to achieve the best possible result. Personalized care, keeping the strengths and weaknesses of the students in mind, is the uniqueness of the approach. The teaching and training of the underperforming students adopt a specialized approach which includes remedial classes and backlog classes. The study hours conducted for the fresher's ensure their smooth transition from intermediate education to the engineering stream. two best practices are chosen to be crucial to meet the ever-changing job requirements and the emerging market.

Best Practice I "Career Advisory and Augmented Services" is chosen to train the students academically and the Best Practice II "Grooming the Students into responsible citizens" is chosen to mould the students into good individuals with integrity by imparting moral values and social responsibility among them.

Best Practice-I

Title of the Practice: Career Advisory and Augmented Services (CAAS)

Objectives of the Practice

1. Increase access and effectiveness of career guidance:

2. Streamline the job search process

Career Advisory and Augmented Services (CAAS) plays a crucial role in augmenting the performance of the majority of the intake, who are mostly from a rural and economically underprivileged background. CAAS has been successfully imparting comprehensive training for better academic performance, securing good placements, planning for higher education, and excelling in competitive exams since 2018. Several training and orientation programs are conducted through CAAS for the overall development of the students. The programs include Mathematical, Qualitative, and Quantitative Aptitude Training, improving vocabulary, Verbal ability, Reasoning and logical abilities, and Coding skills like C, C++, Java, SQL, Python, etc., Improving Communication Skills through elocution, resume writing, improving Soft Skills through Group discussions, etc. CAAS also conducts Personality Development programs,

Motivational talks, Orientation programs to plan for higher education, Career awareness programs, Placement training like interview skills, etc., The yawning skill gap which is generally witnessed among students from underprivileged backgrounds leaves them at a disadvantage. Hence, there is a need for concerted skill development programs to re-skill and up-skill these students to make them competitive.. All these programs have yielded positive outcomes in terms of better academic results, an improved placement record, increased enrollment for higher education, and a higher percentage of students qualifying in competitive exams. CAAS is responsible for the overall improvement in the performance of the students and it complements the efforts of the Government of Telangana in uplifting the condition of the socially and economically underprivileged sections of the society through its fee reimbursement and other financial incentive schemes. Qualitative, skill-oriented, and innovative teaching and training programs contribute to positive social and economic impacts. .

Evidence of Success

- Students stated that integrated advance teaching and learning prepared them to learn at ease and helped them to understand the subject.
- Number of the students responded well during their placement interviews to the questionnaires.

Problems Encountered and Resources Required

- Identify the difficulty of faculty compatibility
- Develop a platform for sharing advanced teaching capabilities among other faculty
- Organize classes in the room in which the mode of teaching is supported

Best Practice-II

Title: Grooming the Students into Responsible Citizens

Objectives of the practice

1 Promote Social Responsibility

2. Embrace Cultural Understanding

3. Promote Collaboration and Teamwork

The practice of grooming students into responsible citizens in Indian higher education aims to go beyond academic learning and foster values, ethics, social responsibility, and civic engagement. It recognizes the importance of holistic development and provides opportunities for students to engage in extracurricular activities, community service, and leadership roles to develop empathy and a sense of responsibility towards society. However, the practice faces challenges. The education system's focus on rote learning and examination-centric approach limits opportunities for active citizenship engagement. Additionally, the lack of standardized frameworks for citizenship education and financial constraints hinder comprehensive student development. Despite these challenges, VREC witnessed the positive impact of the practice. Students showed increased awareness and understanding of critical issues like environmental sustainability, ethical conduct, public property protection, and resource management. The

problems encountered in implementing the programs include students' initial lack of awareness or interest, resistance to change, resource constraints, and sustaining long-term interest. To address these challenges effectively, trained facilitators, relevant educational materials, interactive platforms, and supportive infrastructure are required. Collaboration with external organizations and experts can also enhance the programs' impact. Several initiatives have been taken by VREC to influence the behavior and actions of the students toward responsible citizenry. As we believe that today's students are tomorrow's leaders, their active involvement in these best practices will guide them to grow into responsible leaders in their chosen fields of activity and take the society and nation on the path of healthy and holistic development. Overall, nurturing responsible citizens in Indian higher education is essential for shaping individuals who contribute positively to society. By addressing the challenges and providing the necessary resources, institutions can continue to develop socially conscious and responsible individuals who make a meaningful difference in their communities and the world. VREC provides the right platform and wherewith to achieve this goal.

Evidence of success:

- **Increased civic participation:** Look for a rise in student voter registration and turnout rates, participation in community service projects, or leadership roles in student government or clubs.
- **Improved social responsibility:** Track student initiatives to address social issues, like organizing charity drives or volunteering programs.
- **Enhanced ethical behavior:** Monitor instances of student conflict resolution that reflect respect, empathy, and a commitment to fairness.

Problems Encountered and Resources Required

- **Societal Influences:** Students are bombarded with messages through media and social media that may contradict values of social responsibility and civic engagement.
- **Family Dynamics:** Family backgrounds and socioeconomic factors can influence student values and priorities, making it difficult to ensure a consistent message across all students.
- **Teacher Training and Resources:** Equipping teachers with the skills and resources to effectively integrate civic education and social-emotional learning into their curriculum can be challenging.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:**Institutional Distinctiveness**

Vijay Rural Engineering College is a co-educational institution situated in a rural area of Nizamabad district. The institution offers diploma and UG courses to the aspiring youths of the district. At present six departments offer B.Tech, Every year number of rural students is admitted to various courses offered by the institution and the institution makes it sure to provide all the basic need-based facilities to students as per the direction of the JNTUH and the Telangana Government to empower both men and women to serve society.

The institution has set out on a mission to transform the students from lower and middle-class families in semi-urban and rural areas into confident, capable, and well-groomed professionals through a comprehensive framework. Students from these focus areas make up more than 50% of the total enrolment. Both the government of Telangana and the institution provide excellent support for low-income students in the form of fee reimbursement through Merit Cum Means and E-pass scholarships. Each student gains the necessary confidence to meet the social and technical requirements as a result of their participation in a variety of extracurricular and co-curricular activities such as games and sports, and participating in cultural activities.

In Academic and placement drive programs a strategic plan is created to address recruiting hiring practices.

All students have access to academic, administrative, technical, and financial support for their involvement in various initiatives and events each year, with a variety of results.

Besides, the college also organizes industrial visits, workshops, seminars, etc., to apprise students of the burning international and national issues. Therefore, it can be said that the institution provides quality education and opportunities to students as well as to local people for their intellectual and emotional growth through different programs that are relevant and responsive to the needs of the rural and educationally backward society of this region of the state.

1. **Career Planning from the First Year:** Arranging induction /orientation program for the newly joined students. The institution provides training in arithmetic and reasoning concepts support to participation in CRT programs with communication and soft skills.
2. **Training and Development Activities from the Second Year Students:** The second years are trained with the “Essentials of Competitive Programming” course required to gain knowledge on basic problem-solving concepts, intensive training in Python, java and C Language to meet current MNC requirements.
1. **Enhancement of Technical Knowledge & Skill areas beyond academics in the Third Year:** Industrial visits to the Public Sector and Core industry Workshops are conducted to enhance the students’ technical knowledge.
2. **Events in the fourth year: leading to successful placement and higher education Awareness Programs on Higher Education and employment. Conduction ON campus and off-campus drives every year, Conduction**

company-specific training programmes every year, and Mock Interviews. In addition to this Innovative projects are an attractive feature of the institute. It provides a hands-on learning environment and also caters to creative space for innovation. Students carry out innovative projects in the final year this practice enriches their knowledge of recent technologies. It acts as the right platform to nurture and cultivate interpersonal skills, team building, leadership skills, empathy, knowledge sharing, and assertiveness. As they play a prominent role in the selection process, enhance their employability.

The institution has demonstrated unwavering success in elevating students from low-income, rural, and agricultural backgrounds with a variety of learning problems to a high performance level. The pupils are positioned effectively and dispersed over the globe in a variety of higher education and industry roles. Their time on college has guaranteed them a happy and fulfilling life. The numbers below show that, for the last five admitted batches, the growth rate of the students from these targeted sectors has been remarkable.

Last five years' student placements detail from lower and middle class of rural and semi-urban Areas

Batch	Number of students		Total number of students	Number of students placed	Percentage
	Rural areas	Semi-urban areas			
2019-2023	11	31	42	41	97.61%
2018-2022	11	18	29	27	93.10%
2017-2021	5	14	19	0	0% (due to covid)
2016-2020	7	17	24	20	83.33%
2015-2019	9	11	20	15	75%

Therefore, it is clear from the data that the administration and faculty's efforts have enabled the targeted students to fulfill their aspirations of being placed successfully. The school considers it an honor to thank each student's parents for their contribution and commitment in influencing the future of their children. As a result, the institution has established itself as a unique one-stop shop for technical education for female students, particularly those from lower- and middle-class backgrounds living in rural and semi-urban sections of the area.

Impact:

Institute is successful in uplifting hundreds of students from socially and economically backward families, by implementing the aforementioned steps. Many students being placed in reputed multi-national companies and other companies has resulted in families becoming economically stable and are ever grateful to the Institution. Thousands of people have testified about how the Institute has helped them and their families transform their social and economic standing. This will always be the Institute's pride and success story.

During the last five years on average 70% of students belonging to socially and economically weaker sections are placed in reputed organizations.

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

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

Vijay Rural Engineering College is the oldest engineering college in nizamabad established with a view providing technical education to rural and poor students. In a short span of time, the college has emerged as one of the most prestigious educational institutions in this locality. Students from all parts of the state are ambitious to see themselves in this institution. More than 67% of our students are girls which stands as a testimony to the faith and trust of the parent's the institution's stringent and no-compromise attitude in discipline matters. With good ICT facilities available on the campus, inspiration for students is just a lecture away. The faculty members are the driving force for the students' excellence and inspiration to learn and carve out the best careers in their lives. The faculty is assigned numerous duties to transform students into future engineers and managers. The faculty with their diversified backgrounds help students gains a wider perspective of the world. They share a distinctive relationship with students which are characterized by openness, approachability and warmth. The college strongly believes that Sound Mind Dwells in a Sound Body. Physical fitness plays an important role in developing the overall personality of a student since a physically balanced student is mentally balanced too. VREC equally emphasizes the need to develop physical activities and encourages sports and games making them an integral part of the curriculum. Various sports facilities are provided to the students. Encouragement is given to both the boys and girls in various sports competitions such as inter-departmental, Intercollegiate, and Inter University help in developing team spirit among the students. Our Teaching Learning mechanism has established the credibility of the system, infused confidence among both faculty and students, increased active participation by motivated persons, improved mutual trust and has given a fillip to educational commitment and optimism.