VVIT

VASIREDDY VENKATADRI
INSTITUTE OF TECHNOLOGY

Detailed Project Report (DPR) for seeking Deemed to be University Status

for

Vasireddy Venkatadri Institute of Technology

Submitted to

ज्ञान-विज्ञान विमुक्तये
University Grants Commission
Bahadur Shah Zafar Marg,
New Delhi – 110002
website:-www.ugc.ac.in

University Grants Commission,
Ministry of Education, Government of India

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PREAMBLE

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Learning to know   – *Prajnanam Brahma:* **Acquiring Knowledge**
Learning to do   – *Yoga Karmasu Kaushalam:* **Acquiring Skills**
Learning to live together   – *Vasudhaika Kutumbam:* **World is one family**
Learning to be   – *Atma Gyaan/ Brahmajnana:* **Learning to be yourself**

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Vasireddy Venkatadri Institute of Technology (VVIT) (website: https://www.vvitguntur.com) was established in the year 2007, in Nambur village, Guntur, AP, by Er. Vasireddy Vidya Sagar. It is affiliated to Jawaharlal Nehru Technological University (JNTUK), Kakinada. The University Grants Commission (UGC) has granted autonomy to VVIT for ten years from July 2019. VVIT was recognised as the nodal centre for skill development programmes of APSSDC, Govt. of Andhra Pradesh in 2014.

VVIT has been set up by Social Educational Trust (SET) and its Trustees are (1) Er. Vasireddy Vidya Sagar, founder and chairman of this Trust having over 35 years of experience in the field of Education, (2) Smt. Vasireddy Aruna Priya, (3) Sri Vasireddy Mahadev, (4) Sri Vasireddy Mahavir and (5) Sri Vasireddy Vijay Kumar. SET has also established VIVA-THE-SCHOOL-BY-VVIT in 2016, which was the first school in Andhra Pradesh to provide IB Curriculum for Primary Years Program (PYP) and CBSE+2 later.

With the changing economic and geo-political environment, and with India poised to become the 3rd largest economy in the world, there is a sea change in India's youth expectations and aspirations on their careers, choice of work and skill-sets & expertise that they want. VVIT through its over 16 years intense association with its students, faculty and alumni understands the transformative forces at work and has realized that its student, faculty and other stakeholders' interests are best served in transforming itself into a university, under applicable policies and regulations of the University Grants Commission (UGC), Ministry of Education, Government of India.

VVIT's proposed transformation into a university (proposed to be christened as "Vasireddy Venkatadri International Technological University-VVITU") embodies a strategic and progressive move in the realm of education, aligning with the vision laid out

in the National Education Policy 2020. This transformation represents a natural and crucial response to the evolving needs of society, the dynamic job market, and the rapidly changing educational landscape. Elaborating it further into specifics, the proposed deemed to be University would concentrate on scientific evaluation of Indian traditional skills and knowledge and assimilation of it into our regular engineering, management and liberal arts programs and transforming them to multi-disciplinary programs as envisaged by the NEP 2020.

All engineering programs would be transformed to integrate Indian traditional knowledge in Vedic mathematics, architecture, astronomy etc. with existing engineering subjects symbiotically to evolve a distinct curriculum. This path we predict will revolutionize India's journey on Industry 4.0.

School of Business would endeavour to preserve and perpetuate traditional skills utilising modern business skills with a distinct curriculum that integrates the core principles of traditional family businesses with the latest technologies and contemporary management practices.

To achieve this, VVIT is desirous of seeking UGC's approval for being considered as a Deemed to be University under "DISTINCT" category and transitioning to the new construct, should its request be granted, to gain the following tangible benefits, to itself and in turn to all its stakeholders.

- **Greater Autonomy & Governance Model:** The most significant benefit with deemed to be University is increased autonomy as a deemed to be University, the institute would be empowered to award degrees and other distinctions as well as to offer programs in various education sectors, subject to approval of the UGC.

  The system of governance would be prescribed in the Memorandum of Association and the Rules & Regulations of the promoting Society and would have to conform to the guidelines prescribed in the UGC Regulations, 2023. This is expected to be more robust in meeting the requirements of the changing stakeholder expectations.

- **Curriculum Control, Accreditation and Degrees:** As a deemed to be university, the institution can design its own syllabus and course structure, modify it as required to remain relevant in the ever-changing technological landscape

- **Research & Collaboration Opportunities:** As A deemed to be University, VVITU can bestow greater emphasis on research and can attract more funding and partnerships for research projects. It can offer Ph.D. programs, bringing in more research scholars and creating a vibrant research environment.

- **Attract Quality Faculty:** With increased status and opportunities for research, the institution may attract high-quality, experienced faculty members, from all over the country.

- **Enhancement through recognized franchise Institutes:** VVIT, as per its charter, states that it is a standalone institute and therefore can only offer academic programs through on-campus constituent units. But, with VVITU, it can offer educational programs through its Constituent Schools / Institutes of Study which need not all be located on the university campus.

To achieve the goals for taking the nation ahead in the 21st century and beyond, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals, who will endeavour to study one or more specialized areas of interest at a deep level, besides developing character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and futuristic capabilities across a range of disciplines. These include sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The National Education Policy 2020 (NEP 2020) clearly identifies the challenges faced by the higher education system which includes "less emphasis on development of cognitive skills and learning outcomes, limited teacher and institutional autonomy".

The NEP 2020 envisages that moving towards a higher educational system consisting of large, multidisciplinary universities providing a more multidisciplinary undergraduate education with faculty and institutional autonomy is the way forward. The challenges that NEP 2020 presented along with the opportunities arising from participating in the efforts

towards "Nation Building" made the institution go back to its drawing board afresh and start thinking on the future of VVIT in conjunction with NEP 2020 and VVIT's motto of "Miles to go…". VVIT is ready to go that extra mile to contribute to the society. Students, who,

apart from their academic excellence are encouraged to upgrade their skills to suit the industry and country's needs. Developing various avenues to hone their skills at the institution will be the key focus for VVITU in developing its courses and curriculum.

Following extensive discussions and deliberations, it is envisaged that the way forward was to start a University embracing a core philosophy with firm footing in UNESCO's four pillars of education in Indian spiritual context:

Learning to know – Prajnanam Brahma: Acquiring Knowledge
Learning to do – *Yoga Karmasu Kaushalam*: Acquiring Skills
Learning to live together – *Vasudhaika Kutumbam*: World is one family
Learning to be – *Atma Gyaan/ Brahmajnana*: Learning to be yourself

The essence of VVITU's overall philosophy, will be based on the foundation of the above four pillars, would be Sound Academics with emphasis on Skills imbibing Social Responsibility and Spiritual inclination. Accordingly, our aspiration is to attain distinct category status as an institution deemed to be a university, thereby contributing significantly to the educational landscape of Andhra Pradesh. This proposition outlines VVITU's commitment to Trust, Innovation, Sustainability, Inclusivity, Strategic Thinking, Community-Driven Approach, and its alignment with nation's developmental goals.

The commitment of state of Andhra Pradesh to industrialization and job creation for its youth presents a golden opportunity for VVITU, by virtue of its location, to participate in the State's developmental journey as a committed stakeholder to contribute significantly to the state's growth trajectory. VVITU can serve as a hub for skill development, research, and innovation, thus fulfilling both its educational mission and contributing to the state's economic prosperity. The state being a part of economic corridors like Vizag Chennai Industrial Corridor, Chennai Bengaluru Industrial Corridor which envisages participation in Global Value Chains, Manufacturing adopting 4th Industrial revolution technologies, there is a great need for local talent adequately trained for meeting the needs of Industry and services not only locally but also globally. VVITU with its proposed multi-disciplinary

offerings will be well poised to be an active participant in the regional economic development.

VVITU believes in ensuring the all-round development of its students in both academic and non-academic areas. VVITU wishes to 'create' leaders in their respective fields who are not only highly focused, commercially aligned and 'risk-takers' but are also, 'sensitive to their environment' and 'Community-driven' and additionally have a global orientation.

A key philosophy in the establishment of VVITU is the blending of traditional sciences and arts with modernity and contemporary thinking with the objectives of "not forgetting our history" but leveraging it in the current environment as a foundation for the future. A case in point is the thinking behind the proposed (i) Appa School of Business whose curriculum is designed to combine the wisdom of generations with contemporary tools and strategies, so the school can help ensure a sustainable and prosperous future for traditional family owned businesses and (ii) the Centre for Noetic Sciences which aims in integrating classical engineering education with noetic sciences to create a robust, future-focused curriculum with firm foundation in the golden past of India. Consequently, the Vision, Mission & Objectives of the Proposed University have been construed as follows:

VISION:

To emerge as a distinguished institution of higher learning, nurturing holistic development and producing socially conscious engineers, empowered with a strong foundation in skill development, Indian culture, environmental consciousness, and ethical values, to lead advancements in science and technology for a sustainable future.

MISSION:

1. To provide a transformative educational experience that emphasizes critical thinking, creativity, and problem-solving, aligned with industry needs, and equips students with the skills they need to succeed in the workforce and beyond, led by passionate teaching faculty.

2. To provide industry-relevant programs and hands-on experience that bridges the gap between academic learning and real-world applications, ensuring vocational competence.

3. To cultivate an inclusive and diverse campus community that fosters teamwork, collaboration, and respect, and prepares studious and scholarly students for success in a global society.

4. To nurture holistic development, support well-being, and promote sustainability for a responsible future.

OBJECTIVES

1. Provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit, primarily at undergraduate, post-graduate, and research degree levels, fully conforming to the concept of a University; and aligned with industry needs and emerging disciplines.

2. Engage in inter-disciplinary or multi-disciplinary or trans-disciplinary teaching and research in addition to domain-specific specialisation;

3. Provide for high-quality teaching and research recognised nationally and globally;

4. Recognise, identify and foster the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development;

5. Provide multi-disciplinary and a holistic education in the faculties of science, engineering, technology, social sciences, arts, humanities, sports and other disciplines;

6. Transform into research and teaching intensive University over a period of time;

7. Focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and inter-disciplinary research including humanities and social sciences research;

8. Provide flexible and innovative curriculum, which includes credit-based courses and projects in the areas of community engagement and service, environmental education, value-based education, etc.;

9. Contribute for social transformation through socially responsive teaching, learning,

research, and fieldwork;

10. Adopt the provisions of NEP, 2020; and

11. Strengthen the research ecosystem by establishing Research and Development Cell (RDC);

12. Possess such academic and physical infrastructure as may be specified by the Commission or the relevant statutory body, as the case may be;

13. Have teacher-student ratio of 1:20 with a minimum combined faculty strength of not less than one hundred and fifty teachers and a minimum combined student strength of three thousand on rolls under the regular classroom mode, of which not less than one fifth being post-graduate or research or as per the norms of the relevant statutory body; and

14. Shall have an administrative area, library, lecture halls, labs, hostels, health care, common facilities and recreational facilities.

15. To create a learner-centric environment that encourages active participation, experiential learning, and skill acquisition.

16. To collaborate with industry leaders, academic institutions, and research organizations to foster knowledge exchange and enhance career opportunities for students.

17. To provide a platform for students to engage in community service, cultural activities, and sports, promoting holistic development.

18. To integrate Indian culture and heritage into the academic curriculum, creating a sense of pride and appreciation for our rich heritage.

19. To practice sustainable campus management, promoting renewable energy, waste reduction, and environmental conservation.

VVITU is envisaged as a multi-disciplinary university offering courses that are required and relevant for the sustained growth of India's economy, addressing the requirements of (i) National Development, (ii) Industry requirements, (iii) Ensuring required competency and expertise for global relevance of students, (iv) meeting the research and development needs of the country.

Based on its strength of current course offerings in the areas of engineering and technology and building on them, along with other disciplines that can be aligned, VVITU proposes to offer coursed in the following disciplines through the following institutions:

- Institute of Technology(Existing)
- School of Pharmacy
- School of Arts and Sciences
- Appa School of Business
- School of Law

UG and PG and Doctoral programs are to be offered/ proposed in VVITU across the above disciplines.

Admissions to the programs in the University are open to students from all over India and abroad, following the eligibility criteria prescribed by the UGC/ Government of AP for graduate, postgraduate, and research degrees. Merit in the entrance tests conducted by Vasireddy Venkatadri International Technological Deemed to be University Common Entrance Test (VVITUCET) and/or other recognized CETs such as JEE-Main, JEE-Advanced, GATE, CAT, CLAT, and more, along with achievements in sports, games, music, theatre, and community service will form the basis of admissions.

The University will adhere to all statutory reservations applicable in public universities of the State while also making special efforts to admit students with proven achievements in other identified extra-curricular activities and areas of personal development. Adequately funded scholarships will be instituted to ensure that meritorious students are not denied an opportunity for quality education on account of their economic conditions. The decisions regarding the number of students to be admitted and other admission rules in each program will be determined by the Academic Council/Governing Body of the University.

The proposed admissions for various Certificate, Diploma, Degree (UG&PG), and Ph.D. programs for the first 5 years are outlined below:

Programmes	Certificate Courses					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	0	180	180	240	300	360
Management	0	30	30	60	60	60
Pharmacy	0	30	30	60	60	60
Arts, Commerce & Sciences	0	30	30	60	60	60
Total	0	300	300	500	580	660

Programmes	Diploma Programme					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	0	240	240	300	300	300
Pharmacy	0	30	30	60	60	60
Total	**0**	**270**	**270**	**360**	**360**	**360**

Programmes	U.G. Programme					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	1914	1740	1860	1980	2100	2220
Management	0	180	240	300	300	360
Pharmacy	0	60	120	120	120	180
Arts/Commerce/ Science	0	720	720	720	720	720
Law	0	60	60	60	60	120
Total	**1914**	**2760**	**3000**	**3180**	**3300**	**3600**

Programmes	P.G. Programme					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	72	216	216	216	216	216
Management	0	186	246	306	306	432
Pharmacy	0	54	54	54	54	108
Arts/Commerce/ Science	0	252	252	252	252	252
Law	0	72	72	72	72	144
Total	**72**	**780**	**840**	**900**	**900**	**1152**

The proposed student in-take for the first 15 years is as follows:

Total students	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
School of Engineering	6236	7232	8249	9154	10152	10632	11112	11472	11712	11832	11832	11832	11832	11832	11832	11832
School of Pharmacy, VVITU		114	288	408	528	702	816	876	996	1056	1116	1176	1176	1176	1176	1176
School of Arts and Sciences, VVITU		1032	2064	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844
Appa International School of Business, VVITU		366	852	1272	1452	1698	1884	1944	1944	1944	1944	1944	1944	1944	1944	1944
School of Law, VVITU		132	264	324	384	576	708	768	828	888	888	888	888	888	888	888
Total Student Strength	**6236**	**8876**	**11717**	**14002**	**15360**	**16452**	**17364**	**17904**	**18324**	**18564**	**18624**	**18684**	**18684**	**18684**	**18684**	**18684**

VVITU will be a research-oriented university. The Research and Development cell of VVIT University aims to foster a research culture by promoting studies in emerging and challenging frontier areas of Engineering, Technology, Science, and Humanities. It encourages both students and faculty to engage in research within multidisciplinary fields, thereby enhancing their research capabilities.

To support this vision, VVIT University has a well-defined Research Promotion Policy, readily available on its website. An established Research Committee actively

encourages and promotes research initiatives among students and faculty. Faculty members will receive support in applying for research projects offered by various funding agencies.

VVITU will leverage the existing associations VVIT has with corporates through which it has established Centre of Excellences and Research Laboratories. Some of the existing associations include:

- Google Code Labs
- Siemens Centre of Excellence
- Dassault Systems - 3D experience lab
- Amazon Web Services (AWS)
- APSSDC - Skill Development Centre

The proposed VVITU will be managed according to the highest levels of Governance principles being inclusive, accessible, transparent, and trustworthy towards all its stakeholders. Accordingly, for running the operations, the VVITU management and faculty will be the primary stakeholders.

The following positions will be declared as the 'Officers of the University' by way of Statutes / Executive Orders from the competent authority. The Statute concerned gives full details of appointment, qualifications, term of office, duties, responsibilities etc., and these Officers will work under the general control of the Executive Council/ / Vice-Chancellor / Registrar, as the case may be, subject to the provisions of the UGC Regulations / Statutes / Rules and Regulations of the University.

1. Chancellor
2. Vice-chancellor
3. Rector
4. Registrar
5. Chief Finance & Accounts Officer
6. Deans of Faculty/Schools
7. Head of the Departments
8. Controller of Examinations
9. Dean (Admissions)
10. Dean (Planning & Monitoring Board)

11. Dean (Research and Consultancy)

12. Dean (IQAC)

13. Dean (Training and Placement)

14. Dean (Industry Relations)

15. Dean (Collaborations)

16. Dean (Student Affairs)

17. Dean (Alumni Relations)

18. Chief Librarian

19. Chief Warden

20. Executive Engineer

21. Estate Officer

22. Public Relations Officer

The key officials are expected to be appointed within one month from the date of receiving LOI/LOA.

COMMITTEES:

In addition to the statutory authorities and officers in the University, the following Committees, and any others as necessitated for an occasion, will be constituted by the competent authority in the proposed University, for specific purposes.

1. Admission Committee

2. Evaluation Committee

3. Research Mentoring Committee

4. Library Committee

5. Co-curricular Activities Committee

6. Extracurricular Activities Committee

7. Grievance and Redressal Committee

8. Alumni Committee

9. Anti-Ragging Committee

10. Disciplinary Committee

11. Economically Weaker Section Student Welfare Committee

12. Women Protection Cell

FACULTY in each discipline will include the following positions:

1. Professor
2. Associate Professor
3. Assistant Professor
4. Adjunct Faculty from Industry
5. Resource Persons from Academia
6. Off campus Faculty from Industry and academia

The faculty strength for the first 15 years is estimated to be as follows:

Summary	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
						No of years from grant of Deemed to be University Status										
Deans of Faculty/Schools	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Head of the Departments	12	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Professor	39	34	50	64	71	79	85	88	90	91	92	92	92	92	92	92
Associate Professor	75	114	149	176	191	207	219	226	230	232	233	234	234	234	234	234
Assistant Professor	172	340	441	522	568	615	653	673	687	694	696	698	698	698	698	698
Adjunct Faculty from Industry	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Resource Persons from Academia	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Off campus Faculty from Industry and academia	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Total	**303**	**589**	**798**	**944**	**1027**	**1116**	**1184**	**1217**	**1240**	**1253**	**1257**	**1260**	**1260**	**1260**	**1260**	**1260**
Management																
Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pro-Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Vice-chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rector	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Registrar	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Finance & Accounts Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Controller of Examinations	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Deans (non Academic)	0	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Chief Librarian	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Warden	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Executive Engineer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Estate Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Public Relations Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Management & Non Academic officers	**3**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**	**21**

Consequently, the student faculty ratio will be as follows:

Student Faculty ratio (overall)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	No of years from grant of Deemed to be University Status														
No of students in VVITU	8636	11297	13462	14700	15872	16784	17264	17604	17784	17844	17904	17904	17904	17904	17904
No of faculty	589	798	944	1027	1116	1184	1217	1240	1253	1257	1260	1260	1260	1260	1260
Ratio	15	14	14	14	14	14	14	14	14	14	14	14	14	14	14

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| Student Faculty ratio (overall)	No of years from grant of Deemed to be University Status														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
No of students in VVITU	8636	11297	13462	14700	15872	16784	17264	17604	17784	17844	17904	17904	17904	17904	17904
No of faculty	589	798	944	1027	1116	1184	1217	1240	1253	1257	1260	1260	1260	1260	1260
Ratio	15	14	14	14	14	14	14	14	14	14	14	14	14	14	14

To ensure effective and efficient Governance and day to day management of VVITU, the following organization chart showing the key position holders, hierarchy and reporting structure is proposed:
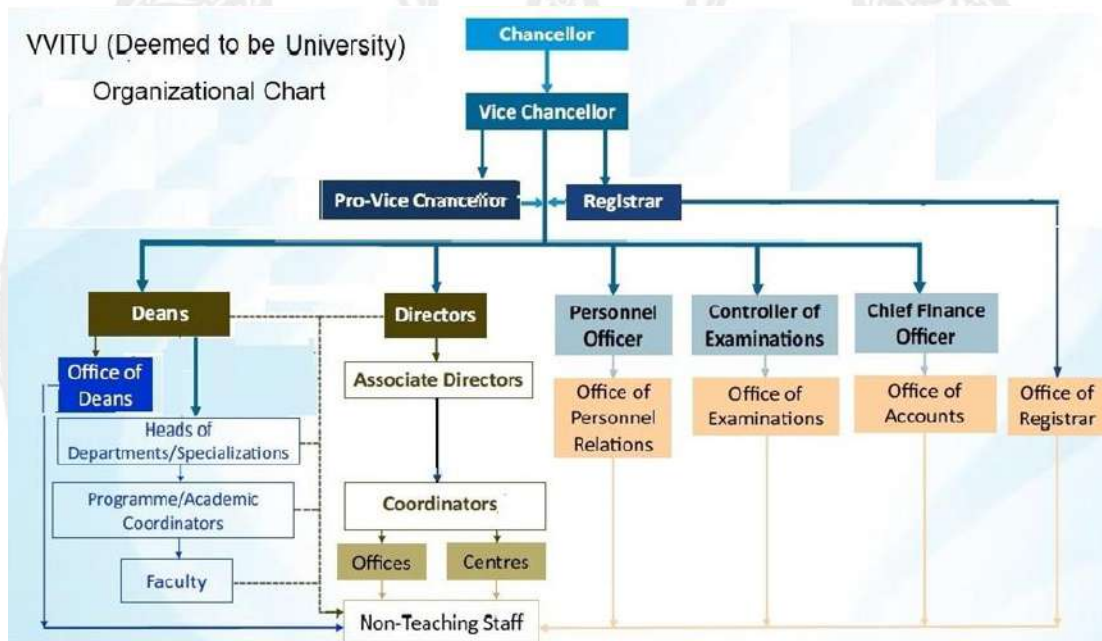
VVITU will be established on property owned by Social Education Trust. The existing VVIT which is intended to be transformed into VVITU is situated on 42 acres of land in Nambur, Guntur district of Andhra Pradesh. This land parcel has adequate space for the proposed construction of additional infrastructure and facilities required for the 4 new schools proposed as part of VVITU.

The proposed VVIT University campus already has 41398.80 square meters of built-up area for academics and 9,220.7 square meters for hostels and other amenities. An additional 53,532.92 square meters of built-up area is planned for construction from 2023-24 to 2025-26. An area of 3 acres will be set aside for a greenbelt to maintain ecological and sustainable development.

An integrated building complex will be designed and constructed to accommodate the following activities in addition to the existing facilities.

The complex will include the following constituents:

- Additional Academic Blocks

- R&D Centers/Laboratories

- Incubation Laboratories

- Central Instrumentation Center

- Additional Workshop

- Auditorium

- Student Residences/ Hostels

- Student Amenities center

- Additional Faculty Residences/ Quarters

- Additional Guest House

- Meeting Halls

- Conference Rooms

- Mini Auditorium

- Indoor Stadium

- Yoga& Recreation Centre

- Sports and Games Complex

Based on the financial projections for 15 years, the proposed VVITU will be financial sustainable, with surpluses being generated from the 5th year of operations when the deficits of earlier years will be made up. The income and expenditure over the projection period is given below:

DPR for Deemed to be University status to VVIT

Income & Expenses		No of years from grant of Deemed to be University Status															
Rs Lakhs	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Revenues																
Course Fees	5352.5	8817.7	12893.35	16772.04	20099.27	22397.58	24646.73	26422.67	28073.71	29527.57	30767.92	32057.89	33340.26	34673.93	36060.96	37503.49
Bus Fee collection	898.0	1326.6	1850.7	2056.3	2297.7	2682.0	2643.6	2904.0	3183.5	2852.9	3107.7	3351.9	2883.4	3099.7	3332.2	3582.2
Hostel & Mess Collections	1009.8	1469.2	2072.0	3836.1	4246.6	4916.5	7346.7	8146.8	8858.6	12056.0	12765.3	13660.3	17474.2	18631.7	19866.8	21184.9
Placement Cell Collection	467.7	642.75	837.375	990.75	1079.1	1171.05	1243.5	1279.5	1305	1318.5	1323	1327.5	1327.5	1327.5	1327.5	1327.5
Total Revenues (Rs)	7728.0	12256.2	17653.3	23655.2	27722.6	31167.1	35880.5	38753.0	41420.9	45754.9	47963.9	50397.6	55025.3	57732.8	60587.5	63598.0
Expenses																
Faculty Compensation	2960.4	6032.8	8257.9	10624.4	12049.7	13672.8	15179.2	16373.7	17508.4	18565.4	19576.5	20609.1	21639.5	22721.5	23857.6	25050.5
Bus Expenses	538.8	795.9	1110.4	1233.8	1378.6	1609.2	1586.2	1742.4	1910.1	1711.7	1864.6	2011.2	1730.0	1859.8	1999.3	2149.3
Hostel & Mess Expenses	605.9	881.5	1237.8	2279.3	2510.9	2889.9	4295.0	4734.7	5118.6	6920.1	7288.9	7752.9	9860.0	10451.7	11078.8	11743.6
Placement expenses	280.6	385.7	502.4	594.5	647.5	702.6	746.1	767.7	783.0	791.1	793.8	796.5	796.5	796.5	796.5	796.5
Non-faculty staff expenses	624.0	900.9	1230.4	1528.1	1750.3	1991.0	2223.2	2401.9	2570.8	2727.2	2873.4	3027.3	3178.7	3337.6	3504.5	3679.7
Electricity and OG Maintenance	267.6	422.4	611.1	794.0	948.8	1067.8	1178.2	1259.2	1332.1	1396.4	1455.3	1516.4	1577.1	1640.2	1705.8	1774.0
Repairs & Maintenance	133.8	211.2	305.5	397.0	474.4	533.9	589.1	629.6	666.0	698.2	727.6	758.2	788.5	820.1	852.9	887.0
Labs Maintenance	25.0	28.0	31.0	35.0	39.0	43.0	48.0	53.0	59.0	65.0	72.0	80.0	88.0	97.0	107.0	118.0
Administration & Other Maintenance	267.6	422.4	611.1	794.0	948.8	1067.8	1178.2	1259.2	1332.1	1396.4	1455.3	1516.4	1577.1	1640.2	1705.8	1774.0
Marketing Expenses	152.9	321.1	337.2	354.1	371.8	390.3	409.9	430.4	451.9	474.5	498.2	523.1	549.3	576.7	605.5	635.8
Misc. Expenses	124.7	172.7	225.9	336.6	367.5	396.8	419.6	517.9	528.1	533.5	624.5	626.6	626.6	716.2	716.2	716.2
Depreciation	636.6	668.4	701.9	737.0	773.8	812.5	853.1	895.8	940.6	987.6	1037.0	1088.8	1143.3	1200.4	1260.4	1323.5
Rates & Taxes	15.5	20.5	25.0	30.0	31.0	33.0	34.0	35.0	40.0	41.0	42.0	43.0	45.0	48.0	49.0	50.0
Interest & Finance Charges	508.2	406.5	325.2	260.2	208.2	166.5	133.2	106.6	85.3	68.2	54.6	43.7	34.9	27.9	22.4	17.9
Interest on fresh loans		500.0	1000.0	1500.0	1350.0	1200.0	1050.0	900.0	750.0	600.0	450.0	300.0	150.0	0.0		
Total Expenses (B)	7141.7	12170.2	16512.8	21497.7	23850.2	26577.2	29922.9	32107.1	34075.9	36976.4	38813.6	40693.2	43784.6	45933.8	48261.7	50715.9
Surplus (A) - (B)	586.3	85.9	1140.5	2157.5	3872.4	4589.8	5957.6	6645.9	7345.0	8778.5	9150.3	9704.4	11240.8	11799.1	12325.8	12882.1
Profit Margin (%)	7.6%	0.7%	6.5%	9.1%	14.0%	14.7%	16.6%	17.1%	17.7%	19.2%	19.1%	19.3%	20.4%	20.4%	20.3%	20.3%

Given that the proposed VVITU is an existing institution having infrastructure and facilities catering to its school of Engineering, as stated above, for the purpose of expansion with the addition of 4 new schools, there is a need to construct additional classrooms and hostels. The planned expansion is as follows:

Buildings	Existing Sq ft	ADDITIONS	No of years from grant of Deemed to be University Status								TOTAL
		Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
Academic Blocks	445613	83207	83207	83207	83207	83207	60000	60000	60000	60000	1101648
Administrative Block	29665										29665
Boys Hostel	27602		17536	17536	17536	17536	25000	25000	25000	25000	197746
Girls Hostel	71651	27836	27836	27836	27836						182995
Total area (Sq Ft)	574531	111043	128579	128579	128579	100743	85000	85000	85000	85000	1512054
Cost per Sq Ft		2500	2750	3025	3328	3660	4026	4429	4872	5359	
Total Cost (Rs Lakhs)		2776.1	3535.9	3889.5	4278.5	3687.4	3422.3	3764.6	4141.0	4555.1	34050.5

DPR for Deemed to be University status to VVIT

Accordingly, existing capital cost and the additional Project cost for the expansions are as follows:

The Funding for the above is expected to be met from (i) Term loans from Bank Rs 150 crores and (ii) balance amount will be provided by the promoting Trust and internal accruals

Project Cost	Rs. Lakhs
Existing Assets to be transitioned	
Land	3000
Buildings	6000
Total	**9000**
New Assets	
Buildings	34050
Furniture	1250
Machinery & Equipment	1600
Amenities and Misc. Equipment	1200
Vehicles (40) Buses	1400
Library Book	250
CORPUS FUND	2500
Total	**42250**

CHAPTER 1: INTRODUCTION

1.1 Background

Vasireddy Venkatadri Institute of Technology (VVIT) (website: https://www.vvitguntur.com) was established in the year 2007, with an intake of 240 students of four B. Tech programs under Social Educational Trust in Nambur village, Guntur, AP, by Er. Vasireddy Vidya Sagar. It is affiliated to Jawaharlal Nehru Technological University (JNTUK), Kakinada.

VVIT is located strategically between Guntur and Vijayawada in the state capital of Andhra Pradesh. In a short span of 16 years, with an annual intake capacity of 1740 and 72 students into B.Tech and M. Tech programmes respectively, today more than 6000 students, 303 teaching staff and 370 non-teaching staff strive to fulfil the vision of VVIT.

In tune with the commitment, setting itself a benchmark as very best in terms of education, extracurricular activities and placements, VVIT has arguably emerged as numero uno among Engineering Colleges from the state of Andhra Pradesh.

With the changing economic and geo-political environment, with India poised to become the 3rd largest economy in the world, there is a sea change in India's youth expectations and aspirations on their careers, choice of work and skill-sets & expertise that they want. VVIT through its over 16 years intense association with its students, faculty and alumni understands the transformative forces at work and has concluded that its student, faculty and other stakeholders' interests are best served in transforming itself into a university, under applicable policies and regulations of the University Grants Commission (UGC), Ministry of Education, Government of India.

VVIT's transformation into a distinct university (proposed to be christened as "**Vasireddy Venkatadri International Technological University-VVITU**") embodies a strategic and progressive move in the realm of education, aligning with the vision laid out in the

National Education Policy 2020. This transformation represents a natural and crucial response to the evolving needs of society, the dynamic job market, and the rapidly changing educational landscape.

1.2 About Social Education Trust & Vasireddy Venkatadri Institute of Technology

Social Educational Trust (SET) was established in 2006 with an aim of providing exceptional and quality education at the primary, secondary, and higher levels by establishing educational institutions, in Guntur district, Andhra Pradesh. With a sacred ambition and triple purified (Trikarana Shuddi) mission, the trust has been laying its every stepping stone to transform itself in to a steady force to establish educational institutions where an eternal bliss of learning skills, for social well-being will be realized.

Er.Vasireddy Vidya Sagar is the founder and chairman of this Trust has over 35 years of experience in the field of Education and rich experience in the field of Academics and industry with an empathetic heart and philanthropic soul.

The main objectives of the Trust as enshrined in SET's bye-laws are as follows:

a) To organize, start, run, develop, or improve any school, college or educational institution including an Engineering College or adopt, assist, or help any existing educational institution without profit motive for the benefit of the public in India.

b) To organize, promote, start, run, develop, or improve any educational institution connected with primary, secondary, or higher education including Post Graduation in any discipline and vocational courses.

c) To organize, start, run, or assist, any program either by itself or by assisting or coordinating with other educational or other institutions for coaching, guidance and counselling, vocational training, or training for preparation for any entrance or competitive tests for recruitment for jobs including All India and State Service examination or for admission to professional or other educational institutions.

d) To encourage and start research and study on subjects of Engineering, Medical, Legal, Arts and Social Sciences.

e) To promote and foster education among poor and deserving students, whether of primary, secondary, graduate, post-graduate or vocational courses by all means and make such education available to weaker sections of the of the community.

f) To give donations to educational institutions which are run on a non-profit basis subject to such conditions consistent with the objectives of the Trust.

g) To constitute scholarships to poor and deserving students to enable them to continue their studies and to give grants for fees and other charges or reimbursement for costs of books, food, instruments, and other educational aids for their educational pursuits.

h) To help the establishment of students' hostels or to give other assistance for poor and deserving students to find inexpensive living accommodation to enable them to prosecute their studies.

i) To constitute prizes for outstanding achievements of students in educational institutions either in the examinations, sports, general knowledge, or such other proficiencies.

j) For the benefit of the trust and for more effectively carrying out the objectives, to borrow if need be against the security of the assets of the trust by way of bank overdraft, loan or otherwise, as may be necessary, and to bind the trust property for the purposes and enter into any agreement and sign any such documents and also take if required help from individual trust members or any one, outside to stand as guarantors or by way of offering collateral securities.

k) To undertake these and other incidental activities without profit motive which are consistent with the above objectives and are not inconsistent with the object of the trust being promotion of education.

l) The money disbursed for the purposes of education in pursuance of the above objectives will be confined to Indian shores.

The present Trustees comprise

The following educational Institutions are sponsored by SET

S.No	Name of the Institution	Year of Establishment	Programs offered
1	**Vasireddy Venkatadri Institute of Technology (VVIT)**	2007	UG, PG and Ph.D Programs in Engineering and Technology
2	**VIVA the school by VVIT**	2016	K-12 Schooling

About VVIT

The seed for genesis for establishment of VVIT started 29 years ago, in 1994 in collaboration with APTECH, a proven platform for technical training for many engineering aspirants and the students who aspire for their higher prospects in information technology domain. Social Computers has flourished and spread the technology through technical training for all sections of the people. With the support of State Government, Social Educational Trust has taken up AP Schools computerization project and trained successfully over 1,00,000 children annually in over 350 schools for over a decade in Computer Education and has established its name and fame across the state.

VVIT initially started with UG programs ECE, CSE, INF, EEE in the field of engineering and technology with an intake of 240 students. Later with the demand and needs of engineering community Civil Engineering, Mechanical Engineering branches have been established with the intake of 120 each, Six M. Tech (CSE, VLSI&ES, DECS, PEED, MD, SE) programmes of intake 126 and an MCA with an intake of 60 was also added. In recent years, with the growing demand for emerging technologies, UG programmes in allied branches like AI&ML, AI&DS, IOT, Block Chain and cyber-Security were introduced.

This indeed is a big achievement as far as the intake of students aspiring for engineering education is considered. With the establishment of the emerging programmes, VVIT has become one of the largest autonomous engineering colleges affiliated to JNTU Kakinada, in Andhra Pradesh. The intake for all branches including allied courses soared to 1740 at UG

level and 72 in PG level, in the field of engineering and technology to meet the demands and needs of the industry.

VVIT has a primary motto to impart quality education through exploration and experimentation; to bring technical awareness among budding engineers, imparting societal ethics and moral values along with basic education and instil human values in the aspirants of Engineering and Technology. This has motivated the Hon'ble Chairman of VVIT to add social and human angle in imparting technical education in diversified fields of engineering and technology.

In recent times promotion of Research in the field of engineering and technology has become necessary to explore and experiment in the evolving technologies to meet the needs of society. This has inspired the VVIT to establish the research centres for all science and engineering disciplines. These 6 research centres strive to promote the essential needs in fostering innovation, advancing knowledge and addressing various societal challenges.

The University Grants Commission (UGC) has granted autonomy to VVIT for ten years from July 2019.

VVIT was recognised as the nodal centre for skill development programmes of APSSDC, Govt. of Andhra Pradesh in 2014.

Please refer Annexure 1 for the list of key milestones achieved by VVIT.

VIVA the school by VVIT
With the inspiration from Sainik School, Korukonda, which has been educating over thousands of students from several decades, the promoters moved to impact schooling education for budding generation. VIVA-THE-SCHOOL-BY-VVIT is the first school in Andhra Pradesh to provide IB Curriculum for Primary Years Program (PYP) and CBSE+2 later for facing the competitive world.

Key Highlights of recent activities to Improve the state of readiness in adopting NEP 2020 and changing Teaching and Learning methodologies, being implemented by VVIT are as follows:

- The institute has a 16-year-old legacy; its alumni have attained distinction all over the globe during the past decade maintaining a steady growth over the years. A commitment to quality has always been the defining principle at VVIT. The administration is transparent and decentralized and the policies are well documented.

- During the last five years, a large number of quality initiatives have been taken by the IQAC in-line with the national policies, guidelines of regulatory bodies, UN's sustainable development goals, guidelines of the outcome-based education (OBE), global market needs & trends resulting in the present Flexible Curriculum of the institute with integration of NEP-2020 provisions. The quality practices adopted by the institute are dynamic and revised as per the changing needs and monitored continuously.

- The institute, after declaration of NEP 2020, prepared an exhaustive Action Plan for implementing NEP-2020. Out of the 22 targeted parameters for the year 2024-2025, twenty parameters have already been undertaken; they are either completed or are being manifested through various endeavors.

- The existence of ~~large~~ number of student clubs & chapters, mandatory multidisciplinary electives, in house and industrial internship programmes, award of U.G. degree with Minor Specialization in other disciplines or Honors in parent discipline are some of the unique practices.

- Quality is a journey and the major milestones achieved by the institute during the last five years are development and effective implementation of Flexible Curriculum with integration of the key NEP-2020 parameters and provisions, creating a culture of self-

learning through online courses/MOOCs, facilitating credit transfer through MOOCs and establishing a dynamic teaching learning-evaluation environment. With these initiatives, VVIT has emerged as a leader in the field of technical education in the state and region.

● Thus, the institute has established a unique curricular and teaching-learning structure, making full use of the autonomy granted by the UGC and is now ready to take on the mantle of a 'Deemed to be University.' This status will immensely help in taking the quality initiatives to the next level and in fulfilling the government mandate of providing a holistic system of technical education that can prepare well rounded individuals for serving the future global needs and strengthen the nation in becoming the Vishwa Guru.
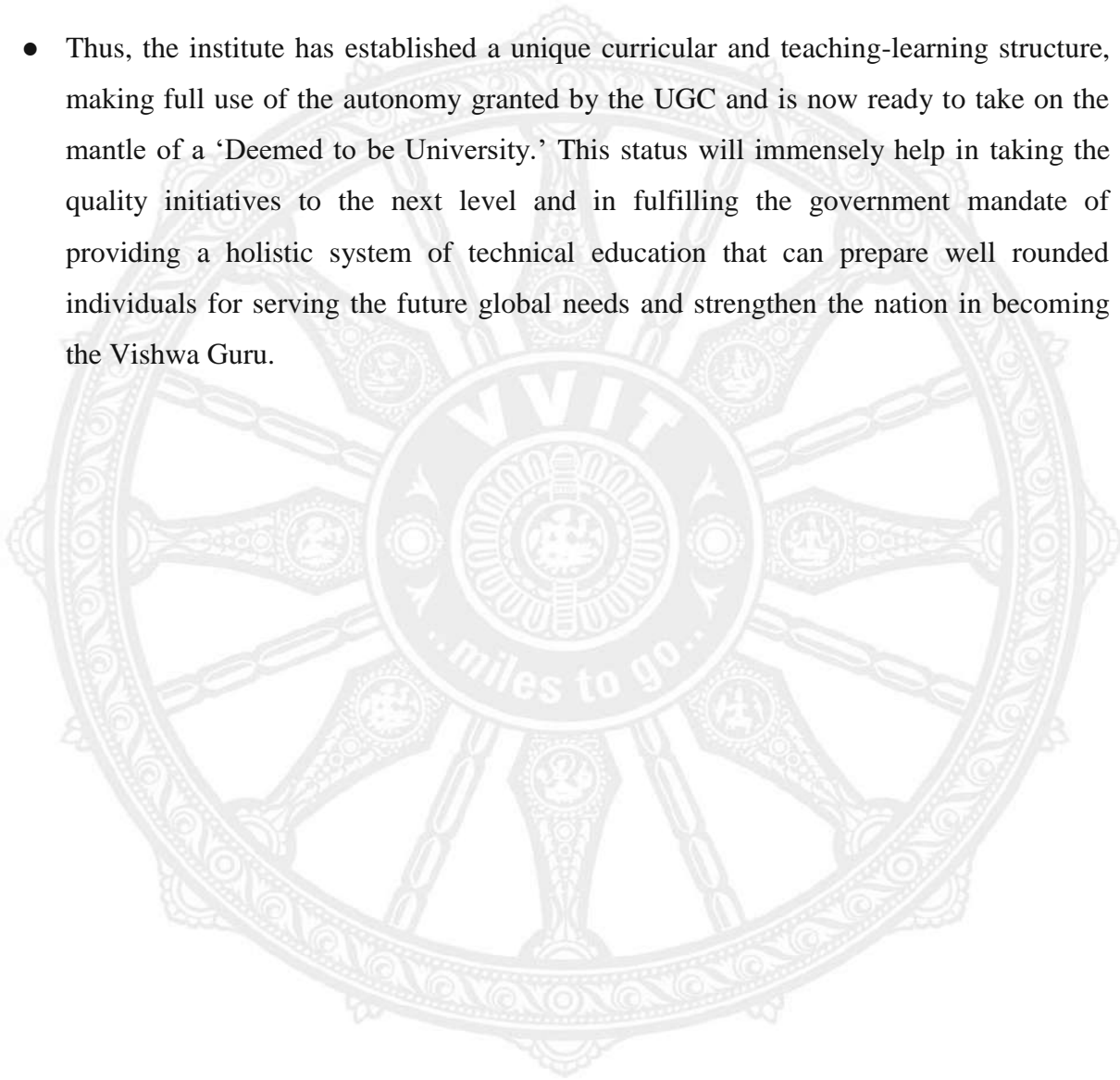
A SWOT (Strength, Weakness, Opportunities and Threats) assessment conducted for VVIT is presented below:

Strengths	Weaknesses
● More than 25% of the faculty are Ph. D holders with vast experience ● Well-developed infrastructure with state-of-the-art laboratories as per AICTE norms. ● Accredited by NAAC with 'A' grade. ● B. Tech ECE, CSE, EEE, MEC, CIV & INF programs (all the eligible programs) are accredited by NBA starting from 2016. ● Permanent affiliation to Jawaharlal Nehru Technological University Kakinada. ● An ISO 9001:2009 certification. ● VVIT is among the two private engineering colleges out of 300 engineering colleges in the state selected by AP State Government to host Siemen's Center of Excellence. Under this Center of Excellence, 15 state of the art industrial laboratories were established. ● First private engineering college in AP to establish Google Code lab by Google Inc., USA through APSSDC. ● Established Skill Development Center of APSSDC to impart skills to enhance employability of the students and unemployed youth in the region. ● The first College in the region to have installed a roof top solar power plant of 250 KW with commitment for producing green power. ● Conducting 'TEP' (Technology Entrepreneurship Program) of Indian School of Business (ISB) through Entrepreneurship Development Cell at the campus. ● Through campus Connect and 'iSpark program' by INFOSYS Technologies students are trained on the coding platforms used by Infosys. ● VVIT students achieved many awards and prizes in National Level Technical contests conducted by various premier institutions like IITM, VIT, JNTUK and other Universities. ● Developed 54 Mobile apps with innovative ideas through APSSDC. ● 25 Industrial MOUs like Infosys Campus Connect, Hyderabad, Kalpah Innovations, Visakhapatnam, Robotics Core School, Quality People, Vijayawada etc. are at force. ● University Innovaion Fellow (UIF) Stanford University, USA through APSSDC	● Students, being from rural area, strive to meet national and global standards in technical education and face language barriers. ● Institute must upgrade their teaching community for more funded projects; quality research and development; and patents and consultancy. ● There is a need for strengthening industry collaboration for faculty training, conduction of corporate training programmes and industry sponsored research projects. ● Requirement of an auditorium, indoor sports facilities, & accommodation for labs and students/staff. ● Up-gradation of Networking of Campus. ● Being affiliated institute, has to follow rigid processes of affiliating University

- MoU with Stanford University, USA through APSSDC, for University Innovative Fellowship (UIF) program.
- MOU with IUCEE (Indo Universal Collaboration for Engineering Education) for imbibing international best practices in teaching learning.
- Training MOUs with Cocubes, Monster, Seventh Sense, Ikya Global, Talents Show, Oompfh etc.
- Established Centers of Excellence in partnership with VIRTUSA, EPAM, SSIT, and COGNIZANT, delivering cutting-edge technology training, internships, and excellent placement opportunities for our students.
- Expertise in offering Inter disciplinary programs in UG level, Pedagogy embodied programs with hybrid mode of teaching.
- Facilitating internships in prestigious organizations like CELONIS, PALOALTO, JUNIPER, and UiPath RPA through EDUSKILLS, AICTE portal, SALESFORCE, AWS, MICROSOFT AZURE, GOOGLE CLOUD, HYUNDAI, KIA, RE etc., empowering students to gain real-world experience.
- Established strategic MoU with STEINBEIS University of Germany for an innovative placement-linked PG program with exceptional employment opportunities in Germany.
- Strategically located and well connected.
- UGC autonomy and NAAC accreditation since 2016.
- A blend of eminent persons from society, administration, academia and industry, constitute the Governing Body who are closely associated with the development of the institute.
- The institute has effectively implemented the Flexible Curriculum for 2019-2022 (1st Autonomous) batch onwards and integrated NEP-2020 parameters and provisions from 2020- 2021 batch onwards.
- The examination reforms have been implemented and are in practice.
- The faculty are experienced, qualified and the retention is good.
- The institute has a state-of-the-art digital studio to facilitate development of MOOCs by the faculty.
- A beautiful building, green & environmentally conscious campus, and excellent academic/other infrastructure.

Opportunities	Threats
● Unlimited potential since VVIT being situated in a known education zone where society gives utmost importance for education. ● Ever increasing demand for technical education at UG & PG level of Engineering & Technology. ● ~~Many~~ more opportunities for tie-ups with both established and start-up companies in India and abroad for enhancing learning outcomes. ● The path has been paved for acquiring the status of a Deemed to be University. ● Multiple mode teaching-learning-evaluation system is developed by the institute enabling attainment of higher order thinking skills (HOTs) ● The faculty is developing their own MOOCs. ● Active participation in community development programme for regional needs ● Strengthening collaboration with local industry for student projects and learning ● Good air & train connectivity with other parts of the country, particularly to the national capital ● NEP-2020 advocating for multi-disciplinary, multi-entry multi-exit, academic bank of credits, networking.	● Institute has competition from other technical universities. ● Fast changing world with cutting edge technologies. ● To constantly update and upgrade curriculum, faculty skills and laboratory infrastructure to fulfil stakeholder/market needs. ● The lack of exposure to new technology/facilities can become a hurdle for imparting high-quality education to the students. ● Lucrative financial packages as well as facilities / resources provided by the private/foreign competitors can cause migration of good faculty members. ● Due to fast changes in government policies (in education sector), new foreign universities, private universities are coming up, which will cause great challenges and competition. ● Fast obsolescence of engineering programs with technical developments needing additional investment.

Going forward, VVIT has devised a strategy to build upon its strengths and exploring ways to benefit from the present opportunities, while addressing its assessed weaknesses as well as adopting measures for mitigating risks presented through the perceived threats. Based on its assessment, VVIT has concluded that to meet its goals and ambitions for better serving its students as well as in becoming a key contributor in agenda for the Nation's development and participant in the Nation's economic and social growth, it may be advantageous to transition VVIT to a deemed to be university.

VVIT is desirous of seeking UGC's approval for being considered as a Deemed to be University and transitioning to the new construct, should its request be granted, to gain the

following tangible benefits, to itself and in turn to all its stakeholders.

- **Greater Autonomy & Governance Model:** The most significant benefit with deemed to be University is increased autonomy. VVIT currently has recognition from the AICTE to operate as a standalone Institute. As a recognized standalone Institute, empowerment to award degrees or to offer academic programs is not there. But as a deemed to be University, the institute would be empowered to award degrees and other distinctions in its own right as well as to offer programs in various education sectors subject to approval of the UGC. The system of governance would be prescribed in the MOA and the Rules & Regulations of the promoting Society and would have to conform to the guidelines prescribed in the UGC Regulations, 2023. This is expected to be more robust in meeting the requirements of the changing stakeholder expectations. In the aspect of administrative policies, VVIT now follows AICTE guidelines with respect to student admission, faculty and staff recruitment, financial functioning, and so on, as applicable to standalone institutes. But with VVITU, the Institute would follow UGC guidelines with respect to student admission, faculty and staff recruitment, financial functioning, etc. as applicable to a deemed to be University. With VVIT, the Procedure for affecting regulatory changes, is subject to affiliation of program with the university and accreditation of courses with AICTE. But with VVITU, any need-based changes in the MOA and the Rules & Regulations of the promoting Society would be subject to approval of the UGC.

- **Curriculum Control, Accreditation and Degrees:** As a deemed to be university, the institution can design its own syllabus and course structure, modify it as required to remain relevant in the ever-changing technological landscape. It can innovate in education to meet industry demands or unique student needs. VVIT currently has autonomy to develop its academic plan including framing of the curriculum for individual programs/courses, the system for student academic performance evaluation, the educational pedagogy, etc. in line with market demand. It would however be constrained to offer courses/programs only in the Technical Education Sector. Also, it would require AICTE approval for introducing new programs beyond those approved initially at its establishment. But with VVITU, we would have autonomy to develop its

academic plan including framing of the curriculum for individual programs/courses, the system for student academic performance evaluation, the educational pedagogy, etc. in line with current and perceived future market demand. It would also be able to offer courses/programs covering all aspects of the emerging sectors. The institution can grant its own degrees, and students may potentially have more international recognition and acceptance of their degrees.

- **Research & Collaboration Opportunities:** As VVITU, deemed to be University, it can have a greater emphasis on research and can attract more funding and partnerships for research projects. It can offer Ph.D. programs, bringing in more research scholars and creating a vibrant research environment. As a deemed to be university, VVITU may be able to forge stronger links with international universities, leading to more robust exchange programs, collaborative research, and enhanced global exposure for students. In the aspect of funding, as VVITU, we may have more opportunities for funding from various sources, including grants and endowments. This could lead to better infrastructure, faculty, research opportunities, etc.

- **Attract Quality Faculty:** With increased status and opportunities for research, the institution may attract high-quality, experienced faculty members, from all over the country.

- **Enhancement through recognized franchise Institutes:** With VVIT, as per the charter of the institute provides that it is a standalone institute and therefore can only offer academic programs through on-campus constituent units. But, with VVITU, we can offer educational programs through its Constituent Schools / Institutes of Study which however need not all be located on the university campus.

Hence, VVIT is keen to catch-hold of the above tangible benefits and eager to cater to the society, the aspiring technocrats, with rich skillset, civic sense, and a comprehensive candidature as per the aim of institute.

Chapter 2: CONSIDERATION FOR DEEMED TO BE UNIVERSITY STATUS

2.1   The Higher Education Scenario in India and Andhra Pradesh – An Overview

India's higher education system has witnessed substantial growth with increased universities, colleges, and institutes offering diverse programmes to meet the country's rising demand. The government's efforts, like "Rashtriya Uchchatar Shiksha Abhiyan" (RUSA) and "Study in India," aim to expand enrolment and enhance facilities, faculty quality, and research capabilities. Accreditation bodies like NBA and NAAC evaluate institutions, while NEP 2020, digitalization, skill development, and international collaborations offer promising avenues for further progress.

The Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) enjoy global recognition for their expertise in engineering and management education. India produces many competent STEM graduates, attracting technology firms and research organizations. Some Indian universities rank high globally. The cost of education in India is comparatively lower, appealing to domestic and international students seeking affordable higher education.

Higher education emphasizes research and innovation, supported by government grants and incentives. Online education has surged, especially post-COVID-19, with universities offering flexible and accessible courses and degree programs nationwide.

Indian universities actively pursue international partnerships and attract global students, reflecting India's ambition to be a leading education powerhouse. There are 780 degree-offering institutions, including 46 Central Universities, 340 State Universities, 130 Deemed Universities, 230 private universities, and about 50 Institutions of National Importance, alongside 39,000 Degree Colleges. The inception of Calcutta, Bombay, and Madras Universities in 1857 marked the beginning of Indian higher education. From 30 universities and 695 colleges in 1950, India has grown to 750 universities and other higher education institutions today.

Higher education in India nurtures entrepreneurship through incubation centers and ecosystems, empowering students to explore their business ideas and start-ups. This robust system caters to future demands by fostering innovation, entrepreneurship, and enhancing public institutions.

In **Andhra Pradesh**, the higher education sector has experienced remarkable growth and transformation, boasting prestigious universities like Andhra University, Sri Venkateswara University, and Jawaharlal Nehru Technological University. These institutions offer diverse courses, providing ample choices to students. The state government's initiatives, such as scholarships, fee reimbursement, and reservation policies, promote inclusivity and enable access to higher education for economically disadvantaged students, fostering participation from all sections of society.

Andhra Pradesh has achieved notable progress, with institutions emphasizing academic excellence and research, advancing knowledge in various domains. The government ensures quality education through accreditation and assessment, with the National Assessment and Accreditation Council (NAAC) evaluating institutions based on predefined parameters. These fosters improved academic standards, enhancing the overall quality of higher education in the state.

The Andhra Pradesh government has undertaken various initiatives to advance education and enhance higher education prospects. Among these, the establishment of new universities and colleges with state-of-the-art facilities caters to the growing demand. Additionally, the government's emphasis on skill development and vocational training, in collaboration with industry, ensures specialized courses that align with the job market, equipping students with practical skills for better employment prospects.

The government's focus on research and innovation, through research centers and academic-industry collaboration, has transformed Andhra Pradesh into a hotspot for cutting-edge innovations, patents, and publications. The state's commitment to diversity, skill development, and research has driven significant positive changes in higher education, benefiting students and society. A degree from a reputable Andhra Pradesh university

enhances employment prospects and opens doors for career growth within and beyond the state.

Justification for Converting VVIT into a University:

Vasireddy Venkatadri Institute of Technology's transformation into a distinct university (Vasireddy Venkatadri International Technological University-VVITU) embodies a strategic and progressive move in the realm of education, aligning with the vision laid out in the National Education Policy (NEP) 2020. This transformation represents a natural and crucial response to the evolving needs of society, the dynamic job market, and the rapidly changing educational landscape.

Outlined below are some compelling justifications that underscore the significance of this conversion, in line with the guiding principles of NEP 2020:

1. Diversification of Academic Programs

With its engineering-centric focus and limited B. Tech and M. Tech offerings, VVIT as an engineering college has traditionally served a specific niche. However, in response to the changing demands of the job market, society, and the need for interdisciplinary education, there is a growing call for a more comprehensive approach. By transitioning into a university, VVIT can expand and diversify its academic programs, introducing faculties in sciences, business, community-oriented skill-based courses, and more. This transformation will open doors to a broader range of undergraduate and postgraduate courses, featuring multiple entry and exit points, thus accommodating a wider spectrum of students with varied interests and career aspirations.

2. Holistic Approach to Education

Compared to an autonomous engineering college affiliated to a university, universities typically offer a more comprehensive and holistic education due to their greater autonomy. The implementation of a Choice-Based Curriculum and Credit System promotes interdisciplinary collaboration, enabling students to explore subjects beyond their core discipline. This enhances critical thinking, problem-solving skills, and creativity, fostering an environment that nurtures well- under graduates capable of addressing complex challenges. (Annexure-2 highlights some popular skill courses).

3.   Learning by Engaging with the Industry and Community

As a distinct university, the institution can collaborate with local communities and industries to tailor its curriculum, identifying pertinent and sought-after skill-based courses. The integration of traditional Indian knowledge systems, including Ayurveda, yoga, Vastu Shastra, traditional crafts, and sustainable agriculture, alongside technical subjects, will offer students a well-rounded education, blending modern expertise with timeless wisdom.

4.   Industry-Academia Collaboration

With its autonomy, the university can cultivate robust partnerships with local industries and community organizations, identifying job market skill gaps and requirements. This collaboration facilitates the design of skill-based courses aligned with community needs, fostering a workforce that is both technically proficient and culturally sensitive. Regular industry interactions offer students valuable internships, on-the-job training, and practical exposure, enhancing their employability and adaptability.

5.   Research and Innovation Hub

VVIT garners greater recognition when elevated to university status, attracting diverse talents including faculty, researchers, and students. This transformation fosters an augmented focus on research and innovation, enabling the establishment of research centres, laboratories, and collaborations with industries and academic institutions. Emphasizing research on Indian traditional knowledge and Ancient Indian technologies, the university will drive technological advancements, stimulate economic growth, and emerge as a regional or national hub for cutting-edge research. (Kindly refer to Annexure-3 for a list of Research initiatives cantered on Indian Knowledge Systems and Thought.)

6.   Learning by Doing

The university's flexible academic program and course structure promote experiential learning methodologies, encouraging active student engagement in projects and fieldwork. By working on community-oriented projects, students address real-world challenges faced by local communities, bypassing bureaucratic red tape. This approach enhances technical skills and fosters social responsibility and empathy towards community needs, while also

encouraging the integration of Indian traditional knowledge systems into innovative solutions for contemporary problems.

7.   Entrepreneurship and Start-up Incubation

As a university, fostering entrepreneurship and start-up culture becomes a priority, particularly ventures harnessing Indian traditional knowledge systems. With an expanding senate and broader inclusion in the Think Tank, the potential for a Shark Tank-like initiative that funds and promotes start-ups becomes feasible. The university can provide mentorship programs, seed funding, and incubation support to aspiring entrepreneurs, nurturing socially responsible business leaders who value both technical expertise and traditional wisdom.

8.   Attracting High-Quality Faculty and Students

Elevating to university status enhances the institution's prestige, attracting top-tier faculty and students. Accomplished professors and researchers are enticed by research opportunities, academic freedom, and a diverse student body. Prospective students seeking comprehensive education and diverse opportunities are more inclined to choose a university. This influx of talent elevates academic standards and fosters a vibrant academic community. Introducing University Chairs and Lecture Series honoring eminent academicians and professionals further emphasizes the significance of Indian Traditional Thought and Knowledge Systems, instilling respect and love for the country.

9.   Preserving and Integrating Indian Traditional Knowledge

The university can allocate funds to host workshops, seminars, and guest lectures featuring traditional experts, artisans, and practitioners. Through these interactions, students gain insights into the richness of Indian traditional knowledge systems. This exchange of knowledge preserves valuable traditions and instills in students an appreciation for their cultural heritage, inspiring them to seek innovative ways to integrate it into their technical education.

10.   Global Recognition and Collaborations

VVIT's international recognition and credibility gets enhanced on becoming a University, paving the way for collaborations with foreign universities, research institutions, and industries. These partnerships facilitate student and faculty exchange programs, joint research initiatives, and global exposure, fostering cross-cultural understanding and enhancing the institution's global standing.

11.   Alumni Engagement and Endowments

University status strengthens alumni connections, engaging a wider base in diverse programs, mentorship, and philanthropy. Eligibility for grants, endowments, and government funding as a university enhances resources for scholarships, infrastructure development, and research projects, further supporting the institution's growth and impact. In conclusion, the transformation to a university aligns VVIT with evolving education and job market needs, emphasizing community skilling and Indian traditional knowledge systems. Enabling academic diversification, holistic education, advanced research, top talent attraction, global recognition, and alumni engagement, the university plays a pivotal role in shaping the future of education and innovation. Moreover, by adopting ethical and sustainable practices, incorporating eco-friendly technologies, waste reduction, and principles from traditional knowledge systems, VVIT promotes a sustainable and responsible approach across its campus and curriculum.

2.2   Why we are qualified under the "Distinct Category"

The National Education Policy (NEP) 2020 in its opening remarks, emphasizes on the importance that higher education plays in promoting human-values, societal well-being and in developing India into a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all, as envisioned in its Constitution by the founding fathers.

Higher education evidently and significantly contributes towards sustainable livelihoods and economic development of any nation. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive

contribution to the society. It must eventually prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

To achieve the national goals for taking the nation stride ahead in the 21st century and beyond, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals, who will endeavour to study one or more specialized areas of interest at a deep level, besides developing character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and futuristic capabilities across a range of disciplines.

These include sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 clearly identifies the challenges faced by the higher education system which includes "less emphasis on development of cognitive skills and learning outcomes, limited teacher and institutional autonomy" etc.

NEP 202O further strives to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.   The NEP 2020 envisages that moving towards a higher educational system consisting of large, multidisciplinary universities providing a more multidisciplinary undergraduate education with faculty and institutional autonomy is the way forward. Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of NEP 2020. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring about and that India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

About 'us'

We at VVIT, a relatively young engineering college established in 2007 and now with the highest annual intake in Andhra Pradesh of 1740 through APEAPCET, were flush with our relative success at the time NEP 2020 came out. This vigor and enthusiasm with which the NEP 2020 wanted to overhaul the higher education system set us at VVIT thinking and strategising to achieve the laudable objectives stated.

Our motto at VVIT is "Miles to go…"and were always ready to go that extra mile to contribute to the society. Students, apart from their academic excellence are encouraged to upgrade their skills to suit the industry and country's needs and various avenues to hone their skills at the college were developed.

Google Codelabs by Google was the first ever codelab set up by Google in India and VVIT was the proud host to the labs. The Google funded lab was the space that ignited many enthusiastic ideas in the students. Google USA organized a statewide workshop for the engineering faculties to drive this Google endeavor throughout the state of Andhra Pradesh.

When Andhra Pradesh State Skill Development Corporation tied up with Industry giant Siemens to set up Centre of Excellence with over 15 labs to act as Skill training hubs to the engineering and polytechnic students in the neighboring districts, VVIT was one of the two private engineering colleges chosen to take that responsibility of skill training in around 100 engineering colleges in the neighboring districts.

The challenges that NEP 2020 presented made us go back to our drawing board afresh and set us thinking on the future of VVIT in conjunction with NEP 2020. Luckily for us, we came up with a solution wherein we didn't need to reinvent anything but only consolidate and strengthen what we have been doing so far, albeit with formal sanctity of being our core integrated curriculum.

'Essential Human Values'

After extensive discussions and deliberations, we envisaged that the way forward was to start a University embracing a core philosophy with firm footing in UNESCO's four pillars of education in Indian spiritual context:

Learning to know – Prajnanam Brahma -Acquiring the Knowledge

Learning to do – *Yoga Karmasu Kaushalam*: Acquiring Skills

Learning to live together – *Vasudhaika Kutumbam* and

Learning to be – Learning to be yourself (*Atma Gyaan/ Brahmajnana)*

Learning to Know

This type of learning is radically different from 'acquiring itemized codified information or factual knowledge', as often stressed in conventional curriculum and in 'rote learning'. Rather it implies 'the mastering of the instruments of knowledge themselves'. 'Acquiring knowledge in a never-ending process and can be enriched by all forms of experience'. 'Learning to know' includes the development of the faculties of memory, imagination, reasoning, problem-solving, and the ability to think in a coherent and critical way. It is 'a process of discovery', which takes time and involves going more deeply into the information/knowledge delivered through subject teaching. 'Learning to know' calls upon the power of concentration, memory and thought, so that it enables children to benefit from ongoing educational opportunities continuously arising (formally and non-formally) throughout life. Therefore 'learning to know' is regarded as both a means and an end in learning itself and in life. As a means, it enables individual learners to understand nature, about humankind and its history, about our environment and about society at large. As an end, it enables the learner to experience the pleasure sof knowing, discovering and understanding as a process.

Learning to Do

Yoga Karmasu Kaushalam: Yoga is excellence in work. Learning to do simply means the application of what learners have learned or known into practices; it is closely linked to vocational-technical education and work skills training. However, it goes beyond narrowly defined skills development for 'doing' specific things or practical tasks in traditional or

industrial economies. The emerging knowledge-based economy is making human work increasingly immaterial. 'Learning to do' calls for new type of skills, more behavioral than intellectual. The material and the technology are becoming secondary to human qualities and interpersonal relationship. Learning to do thus implies a shift from skill to competence, or a mix of higher-order skills specific to each individual. 'The ascendancy of knowledge and information as factors of production systems is making the idea of occupational skills obsolete and is bringing personal competency to the fore'. Thus 'learning to do' means, among other things, the ability to communicate effectively with others; aptitude toward teamwork; social skills in building meaningful interpersonal relations; adaptability to change in the world of work and in social life; competency in transforming knowledge into innovations and job-creation; and a readiness to take risks and resolve or manage conflicts.

Learning to Live Together

Vasudhaika Kutumbam – "The world is one family": In the context of increasing globalization, it implies an education taking two complementary paths: on one level, discovery of others and on another, experience of shared purposes throughout life. Specifically it implies the development of such qualities as: knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behavior in caring and sharing; respect of other people and their cultures and value systems; capability of encountering others and resolving conflicts through dialogue; and competency in working towards common objectives to realize *Vasudhaika Kutumbam.*

Learning to Be

It was based on the principle that 'the aim of development is the complete fulfilment of man (*Atma Gyaan/ Brahmajnana* in our spiritual parlance), in all the richness of his personality, the complexity of his forms of expression and his various commitments – as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer'. Learning to be may therefore be interpreted in one way as learning to be human, through acquisition of knowledge, skills and values conducive to personality development in its intellectual, moral, cultural and physical dimensions. This implies a curriculum aiming at cultivating qualities of imagination and creativity; acquiring

universally shared human values; developing aspects of a person's potential: memory, reasoning, aesthetic sense, physical capacity and communication/social skills; developing critical thinking and exercising independent judgment; and developing personal commitment and responsibility.

In essence, the four pillars of the proposed university would be Sound Academics with emphasis on Skills imbibing Social Responsibility and spiritual inclination.

Our principles towards 'Education'

Our aspiration is to attain distinct category status as an institution deemed to be a university, thereby contributing significantly to the educational landscape of Andhra Pradesh. *This proposition outlines our commitment to Trust, Innovation, Sustainability, Inclusivity, Strategic Thinking, Community-Driven Approach, and our alignment with nation's developmental goals.*

Trust and Innovation:

We recognize that trust is the foundation of any educational institution. Our commitment to innovation ensures that we continuously adapt and improve our educational methodologies. *Through cutting-edge research and innovative teaching practices, we aim to be a trailblazer in providing quality education.* This approach will not only attract students and faculty but also foster trust within the community.

Sustainability:

Sustainability is at the core of our institution's philosophy. We believe in creating a sustainable educational ecosystem that not only addresses current challenges but also prepares future generations to tackle them. Our curriculum includes sustainability-focused courses, and we are working towards a *green and eco-friendly campus.*

Inclusivity:

We value diversity and inclusivity, and we strive to provide an inclusive
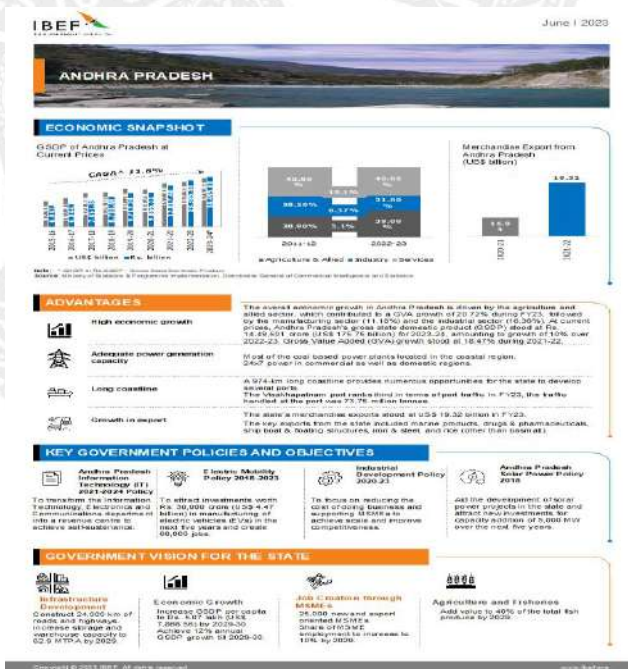
educational environment for all. Our programs ensure that education is accessible to students from diverse backgrounds, contributing to a more *just, equitable and plural society*.

Strategic Thinkers:

We nurture strategic thinkers by encouraging critical thinking, problem-solving, and leadership skills. Our students are our future leaders who will contribute to the growth and development of Andhra Pradesh, Tamil Nadu which are in the immediate geography and thereby the nation.

Community-Driven:

Our institution actively engages with the local community. We believe in a two-way exchange of knowledge and resources, ensuring that our growth benefits the region as a whole. Our community-driven initiatives include skill development programs and collaborative research projects.

'Advantage Andhra-Pradesh'

The importance of the institution's location in Andhra Pradesh cannot be understated. The state's commitment to industrialization and job creation for its youth presents a golden opportunity. The recent structural reforms undertaken by the government to accelerate industrialization have created an ecosystem ripe for investments. By leveraging this favourable environment, the institution can contribute significantly to the state's growth trajectory. It can serve as a hub for skill development, research, and innovation, thus fulfilling both its educational mission and contributing to the state's economic prosperity.

Andhra Pradesh has established itself as one of the most prominent connection points with major world markets such as Japan, South Korea and South-East Asia.[1]

The State is a logistics marvel on the eastern coast of India. With a coastline of 974 km, it is the second-longest in India. New business opportunities in Andhra Pradesh are plenty as the state has 6 major ports, 6 airports, 7303 km of national highways, 14,714 km of state highways and 3,900 km of rail routes.[2] With 354 project proposals and investments worth INR 13 Lakh Cr committed at the Andhra Pradesh Global Investor Summit 2023, the State is

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[1] https:www.investindia.gov.in/state/Andhra-pradesh (ref. 1-4)

poised for growth in marquee industries spanning across automobile & auto-components, electronics, food processing, biotechnology & life sciences, capital goods and IT/ITeS among others.[3]

Sri City Special Economic Zone that houses 180 companies from 27 countries, is a key example of well-planned infrastructure that has created employment and generated industrial growth for the state. Andhra Pradesh is also strategically located in proximity to other industrial behemoths such as Tamil Nadu, Karnataka, Orissa, and Telangana.[4]

'Differentiator'

Moreover, research and innovation initiatives undertaken by the institute can address the specific needs and challenges that businesses may encounter while expanding their reach into these regions. In-depth research can provide valuable insights into trade regulations, cultural nuances, and emerging market trends. This knowledge can be crucial for businesses planning their market entry strategies and conducting sustainable operations. Language and cultural sensitivity training programs offered by the institute can bridge communication gaps and foster better relationships between businesses in Andhra Pradesh and their counterparts in Japan, South Korea, and South-East Asia. Understanding the language and culture of these regions is not just about communication; it's also about building trust and establishing meaningful connections.

To provide students and professionals with practical experience, the institute can facilitate internship and exchange programs with universities and businesses in the target countries. This hands-on exposure can significantly enhance cross-border collaboration and allow participants to gain first-hand knowledge of the business environment in these markets.

- New and Pathbreaking Courses having job and entrepreneurial prospect.
- State of The Art Infrastructure

This 'forward preparedness' is aimed to offer primarily tremendous 'entrepreneurship prospects'.

Furthermore, the institute can organize trade missions, seminars, and networking events that bring together key stakeholders, including businesses, government officials, and academic

experts. These events serve as platforms for forging valuable connections, sharing knowledge, and exploring collaborative opportunities that can benefit both Andhra Pradesh and its international partners.

By offering these educational, research, and networking initiatives, the institute can contribute significantly to Andhra Pradesh's position as a gateway to major world markets. It can help businesses in the region navigate the complexities of international trade, foster cultural understanding, and create a conducive environment for mutually beneficial collaborations with Japan, South Korea, South-East Asia, and beyond. In doing so, the institute can play a crucial role in driving economic growth and global connectivity for Andhra Pradesh.

1. **Agricultural Significance**: Guntur district is known for its significant contribution to agriculture, particularly in the production of chilies and cotton. The institution can collaborate with local farmers and agricultural experts to conduct research and develop sustainable farming practices. This would not only benefit the local agricultural community but also align with the institution's commitment to sustainability.

2. **Skill Development**: Given the government's focus on industrialization, the institution can offer skill development programs tailored to the needs of local industries. This would not only help in creating a skilled workforce but also strengthen the institution's ties with the local business community.

3. **Environmental Conservation**: The institution can engage in research and initiatives related to environmental conservation, waste management, and renewable energy. This aligns with the sustainability commitment and can have a positive impact on the local environment.

4. **Community Outreach**: Building on the idea of being community-driven, the institution can establish community outreach programs that provide educational support that would not only fulfill a social responsibility but also create goodwill and trust within the local community.

Incorporating these specific elements into the institution's mission and initiatives would further strengthen its role as a catalyst for positive change in Guntur district and beyond. It

would enable the institution to make a more profound impact on the local community while aligning with its broader goals of innovation, sustainability, inclusivity, and strategic thinking.

A snapshot picture of the present growth story of our beloved State has been captured by IBEF and is reproduced below as an attachment for reference where we would merge our processes to align with the goals and objectives of the State Govt. of Andhra Pradesh.

Apart from Agriculture and Agriculture marketing, the State of Andhra Pradesh has taken several initiatives which include the segments where we would like our students to eventually participate include Agro & Food Processing, bulk drugs and pharmaceuticals, IT & ITES, Biotechnology, Textile Automotive & Auto Components & Tourism which bring about immense opportunities for employment and entrepreneurship. The industrial infrastructure created by the state which includes Mega Food Parks, Mega Textiles Parks, National Industrial Manufacturing Zones (NIMZ) Apparel Parks, SEZ, Bio-tech have ensured that the State of Andhra Pradesh is in the top five states that are exporting from India and the production includes marine products, agriculture commodities, drugs and pharmaceuticals, chemicals organic and in-organic, petroleum products and textiles.

The state has set out 17 Sustainable Development Goals (SDGs) which they aspire to achieve by the year 2023 and which include social, economic, and environmental parameters. We as a college and university and our students who will be future leaders of Andhra Pradesh would like to participate in this endeavour to achieve these SDGs. We would like our students, especially those belonging to Scheduled Caste and Scheduled Tribe categories and the 'Women' segment to participate in the state initiatives for promotion of entrepreneurship among special categories. To this extent, they have initiated a program under the "YSR Jagananna Badugu Vakasam Scheme" to set up manufacturing and service enterprises under the State Industrial Policy of 2020-2023.

We will ensure that we will develop skills accordingly in our students and also take the benefit of the YSR Multi-Skills & Development Centre (MSDC) and have a tie-up with them to initiate or conduct programs in our university for the benefit of the students. Our students would be benefited by these programs as they will help us in building in them skills

of improvement in technology, skills of quality, skills of obtaining market access, both domestic and international and also easy access to financing and capital. The promotion of sustainable manufacturing technology cannot be undermined and the green production processes and products will be taught extensively within the campus. Our location is very strategic as mentioned earlier and we are definitely going to take benefit of the State Government initiatives along with the other neighbouring states in the Vizag Chennai Industrial Corridor Development Program (VCIC) which will offer opportunities to our students for manufacturing sector, logistics sector, infrastructure-development sector, development of SMEs, entrepreneurship along this corridor. The socio-economic impact of these projects cannot be undermined and our students would be taking benefit of the opportunities provided or thrown up under the social and economic offshoot of these industrial and logistic developments.

A similar corridor is the Chennai-Bangalore corridor which is also going to benefit our students.

We also strive to conduct development programs for our Teachers, Administrator, Staff and Faculty to enhance and upgrade knowledge which is new and advanced teaching methods and which include research of new frontiers on emerging technologies which will enable the teachers to process the new learning methods, the new developments in the environment and to translate and transform it to the students to make them adept and usable by the industry for future applications.

The aim is to create a more developed and functional Andhra Pradesh, a better nation and a better state to live in where opportunities for creating employment is available for entrepreneurship and eventually for contributing to society in such a way that our students are able to perform and contribute towards eradication of poverty by sustainable methods and by taking everybody together in a pluralistic fashion.

We wish to 'create' leaders in their respective fields who are not only highly focused, commercially aligned and 'risk-takers' but are also, 'sensitive to their environment' and 'Community-driven' and additionally have a global orientation.

A key philosophy in the establishment of VVITU is the blending of traditional sciences and

arts with modernity and contemporary thinking with the objectives of "not forgetting our history" but leveraging it in the current environment as a foundation for the future. A case in point is the thinking behind the proposed business school and the Centre for Noetic Sciences as described below:

'Appa' School of Business', being named after the father of the chairman and also meaning 'father' in various Indian and international languages, is a fitting tribute to traditional values and family businesses.

The school's vision to facilitate the passing on of traditional businesses like the Mangalagiri handlooms, Tenali Brass artisanship, Durgi Stone sculptures, Kondapalli toys from one generation to another is the need of our times. Integrating the traditional businesses with the latest technologies is essential in the modern business landscape to ensure they remain competitive and relevant. This approach acknowledges the importance of preserving and nurturing traditional practices while embracing innovation and modernization.

By preparing traditional businesses to be 'nextgen ready,' the school aims to equip the future leaders with the necessary skills and knowledge to steer these enterprises into the future successfully. The unique crafts and skills associated with traditional are not only a part of regional heritage, but they are also a source of local livelihoods that are sustainable and inclusive. The issue, however, is that many traditional businesses are facing increasing competition from modern manufacturing methods that often produce goods faster and cheaper. This is where the integration of the latest technologies into these traditional businesses can play a pivotal role in ensuring their survival and growth.

In the context of Mangalagiri handlooms, for instance, digital technology could be used to create online platforms that directly connect weavers with customers, bypassing middlemen and allowing for fair prices for both parties. Similarly, AI-based design software can help artisans create new designs while preserving traditional elements, thus making their products more appealing to younger generations.

For Tenali Brass artisans, advancements in metallurgical technologies and new techniques in casting and molding could allow for greater precision and complexity in their work,

while reducing the physical labor required. This could increase their productivity and allow for more intricate and innovative designs that can appeal to a broader market.

Durgi Stone sculptures can also benefit from technologies like 3D scanning and printing. Artists can create replicas of their works in various sizes and materials, thus diversifying their offerings. This technology can also be used for restoration purposes, preserving the heritage for future generations.

In the case of Kondapalli toys, online marketing and sales platforms could open up new markets both domestically and internationally. Digital storytelling could also be used to educate customers about the history and cultural significance of these toys, adding value to the products and fostering a sense of connection between the artisans and customers.

Moreover, the integration of the latest technology is not just about improving production and sales. It's also about enhancing the training and education processes. With the help of augmented reality (AR) and virtual reality (VR), the newer generations can learn these traditional crafts in a more immersive and interactive manner. Preserving family-owned businesses and their unique legacies is crucial for local economies, cultural heritage, and community development. 'Appa' School of Business recognizes this significance and intends to play a vital role in securing the continuity of traditions and growth of these businesses.

This initiative holds the potential to make a positive impact on traditional businesses and the communities they serve. By combining the wisdom of generations with contemporary tools and strategies, the school can help ensure a sustainable and prosperous future for these businesses. Designing a formal curriculum for the 'Appa' School of Business needed a careful balance between traditional business practices and modern business education. A curriculum outline that integrates the core principles of traditional businesses with the latest technologies and contemporary management practices has been planned to achieve the fine balance.

The 'Appa' School of Business can continually update and refine the curriculum to adapt to changing market conditions and technological advancements, ensuring that the program remains relevant and valuable to the students and the family businesses they represent.

Noetic Research Centre will fill the vacuum between the traditional beliefs and the new age scientific thoughts so as to make the next generations proud of scientific base of their rich Heritage.

A novel approach to integrating classical engineering education with noetic sciences to create a robust, future-focused curriculum with firm foundation in the golden past of India. It merges traditional scientific principles with exploratory, subjective insights to create a well-rounded learning environment that prepares students for both the known and the unknown. The Noetic Research Centre is an institution that seeks to bridge the gap between traditional beliefs and new-age scientific thought. This could mean conducting research into consciousness, spirituality, and human potential—areas often deemed subjective or intangible—using rigorous scientific methodologies.

Noetic sciences study phenomena that are not traditionally explored by the physical sciences. They investigate the nature and potentials of consciousness including perceptions, beliefs, attention, intention, and intuition. This is a unique approach, one that might challenge the conventional objective-subjective dichotomy in scientific research.

In this proposed undergraduate program, classical engineering curriculum forms the 'hard science' backbone of the education. Students would learn the core principles of their chosen engineering discipline—whether that's mechanical, electrical, civil, or another—and gain the skills necessary to solve complex problems, design systems, and understand the technological infrastructure of our world.

Integrated into this classical curriculum would be the study of noetic research. This could mean that alongside their technical subjects, students would take courses in areas such as cognitive science, philosophy of mind, psychology, or even quantum physics as it relates to consciousness. This would provide them with an understanding of the subjective, experiential aspects of human existence that are often overlooked in the conventional science curriculum so that they can look at our rich Vedic traditional knowledge with fresh scientific perspective.

For example, students might explore the role of intuition in problem-solving, studying how unconscious insight can contribute to the engineering design process. They might investigate the effect of mindset on productivity and innovation or examine the intersection of technology and consciousness.

The goal of this integrated program would be to foster a generation of engineers who are not only technically competent but also have a broader understanding of our unique spiritual heritage with the aid of modern engineering technology. They would be trained to view problems and solutions from multiple perspectives and would be equipped to bring an innovative, holistic approach to engineering.

Such a curriculum would also be a celebration of India's scientific heritage hitherto neglected. By integrating traditional beliefs with modern scientific thought, it pays homage to the wisdom of the past while also forging new paths into the future. In this way, the program would create a unique educational experience that drives students to innovate and explore new frontiers equipped with ancestral wisdom and engineering acumen.

Chapter 3: VISION, MISSION, VALUES, OBJECTIVES AND ACADEMIC PHILOSOPHY

Vision, Mission & Objectives of the Proposed University are given below:

3.1 Vision

To emerge as a distinguished institution of higher learning, nurturing holistic development and producing socially conscious engineers, empowered with a strong foundation in skill development, Indian culture, environmental consciousness, and ethical values, to lead advancements in science and technology for a sustainable future.

3.2 Mission

- To provide a transformative educational experience that emphasizes critical thinking, creativity, and problem-solving, aligned with industry needs, and equips students with the skills they need to succeed in the workforce and beyond, led by passionate teaching faculty.
- To provide industry-relevant programs and hands-on experience that bridges the gap between academic learning and real-world applications, ensuring vocational competence.
- To cultivate an inclusive and diverse campus community that fosters teamwork, collaboration, and respect, and prepares studious and scholarly students for success in a global society.
- To nurture holistic development, support well-being, and promote sustainability for a responsible future.

3.3 Objectives

1. Provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit, primarily at undergraduate, post-graduate, and research degree levels, fully conforming to the concept of a University; and aligned with industry needs and emerging disciplines.

2. Engage in inter-disciplinary or multi-disciplinary or trans-disciplinary teaching and research in addition to domain-specific specialisation;

3. Provide for high-quality teaching and research recognised nationally and globally;

4. Recognise, identify and foster the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development;

5. Provide multi-disciplinary and a holistic education in the faculties of science, engineering, technology, social sciences, arts, humanities, sports and other disciplines;

6. Transform into research and teaching intensive University over a period of time;

7. Focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and inter-disciplinary research including humanities and social sciences research;

8. Provide flexible and innovative curriculum, which includes credit-based courses and projects in the areas of community engagement and service, environmental education, value-based education, etc.;

9. Contribute for social transformation through socially responsive teaching, learning, research, and fieldwork;

10. Adopt the provisions of NEP, 2020; and

11. Strengthen the research ecosystem by establishing Research and Development Cell (RDC);

12. Possess such academic and physical infrastructure as may be specified by the Commission or the relevant statutory body, as the case may be;

13. Have teacher-student ratio of 1:20 with a minimum combined faculty strength of not less than one hundred and fifty teachers and a minimum combined student strength of three thousand on rolls under the regular classroom mode, of which not less than one fifth being post-graduate or research or as per the norms of the relevant statutory body; and

14. Shall have an administrative area, library, lecture halls, labs, hostels, health care, common facilities and recreational facilities.

15. To create a learner-centric environment that encourages active participation, experiential learning, and skill acquisition.

16. To collaborate with industry leaders, academic institutions, and research organizations to foster knowledge exchange and enhance career opportunities for students.

17. To provide a platform for students to engage in community service, cultural activities, and sports, promoting holistic development.

18. To integrate Indian culture and heritage into the academic curriculum, creating a sense of pride and appreciation for our rich heritage.

19. To practice sustainable campus management, promoting renewable energy, waste reduction, and environmental conservation.

3.4 Academic Philosophy

The shift from *Teacher centric* to *Learner centered* approach, United Nations Educational, Scientific, and Cultural Organization (UNESCO), has provided a comprehensive framework for shaping holistic education globally.

These pillars are:

Learning to Know: This pillar emphasizes the acquisition of knowledge, skills, and the ability to think critically and creatively. It encourages students to explore a wide range of subjects and disciplines, fostering intellectual curiosity and a lifelong passion for learning.

Learning to Do: This pillar focuses on practical skills, vocational training, and hands-on experiences that enable individuals to apply their knowledge in real-world situations. It promotes the development of problem-solving abilities, adaptability, and readiness for the workforce.

Learning to Be: Learning to be is about personal development, including emotional, social, and ethical aspects. It encourages self-awareness, emotional intelligence, and the cultivation of values such as empathy, respect, and responsibility. It aims to nurture well-rounded individuals who are capable of contributing positively to society.

Learning to Live Together: This pillar underscores the importance of intercultural understanding, cooperation, and peaceful coexistence. It promotes tolerance, diversity, and the ability to work collaboratively with people from different backgrounds, fostering global citizenship.

The limited flexibility of an affiliated institution despite its autonomous status under AICTE guidelines warrants an aspiring Deemed to be University to integrate these Four Pillars of Education with enhanced academic freedom under UGC guidelines. Connecting

these Four Pillars of Education to VVITU involves aligning the institution's educational philosophy, curriculum, and practices with these principles. Thus, the Vision, Mission, Objectives and Values of VVITU are defined to include *Curriculum Design* supported by faculty development toward imparting *Holistic Education* based on standardized assessment and evaluation practices while encouraging *Cultural Diversity and Inclusivity* to promote *Community Engagement* through research and innovation.

By aligning with the Four Pillars of Education, VVITU can provide a well-rounded education that prepares students not only for successful careers but also for a meaningful and responsible life as global citizens. This approach can help create a positive impact on society by producing graduates who are not just knowledgeable but also socially conscious and ethically grounded.
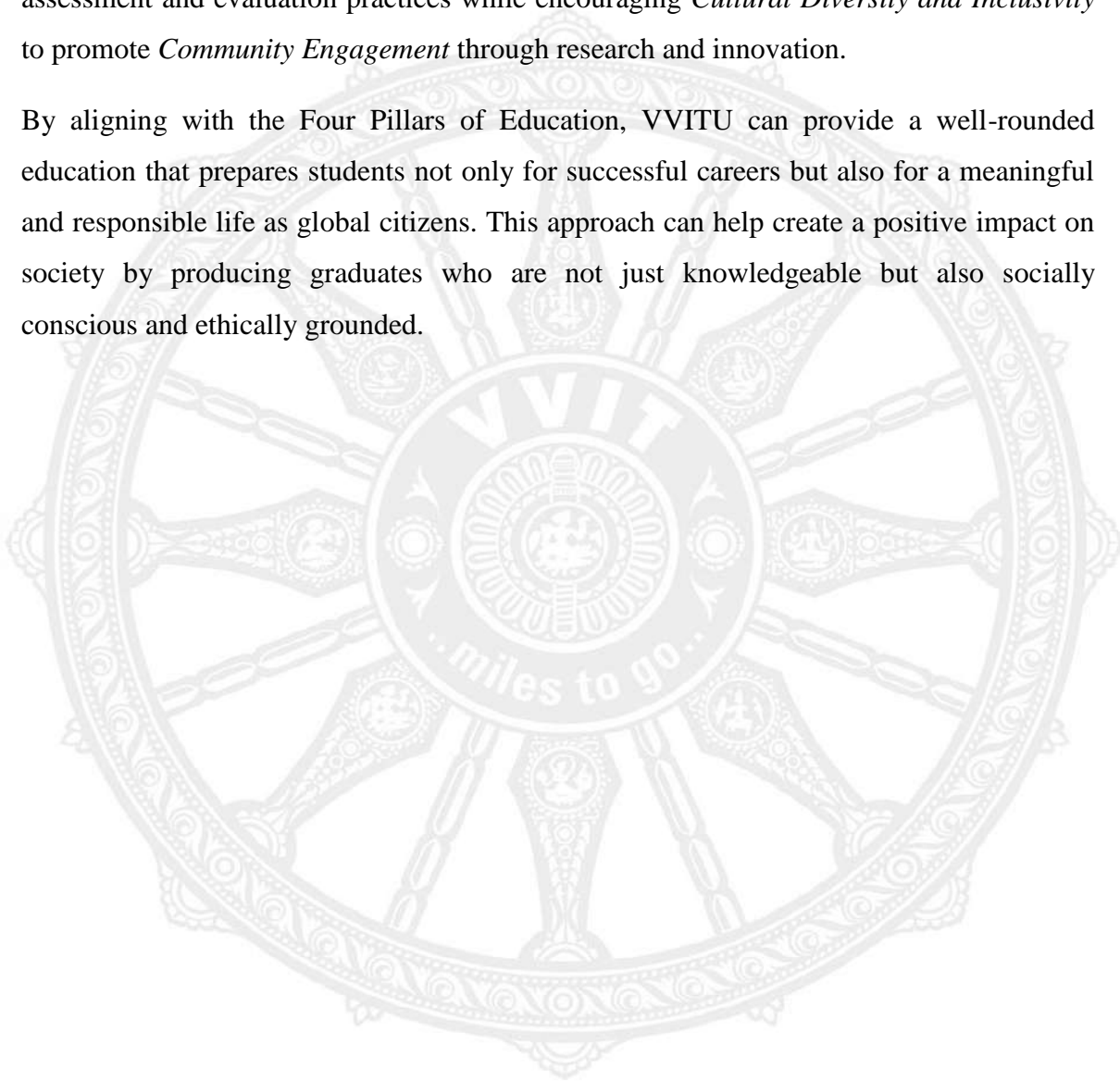
Chapter 4: EDUCATIONAL OFFERINGS AT PROPOSED VVITU

4.1 Types of Programs

VVITU is envisaged as a multi-disciplinary university offering courses that are the required and relevant for the sustained growth of India's economy, addressing the requirements of (i) National Development, (ii) Industry requirements, (iii) Ensuring required competency and expertise for global relevance of students, (iv)meeting the research and development needs of the country.

Based on its strength of current course offerings in the areas of engineering and technology and building on them, along with other disciplines that can be aligned, VVITU proposes to offer coursed in the following disciplines through the following institutions:

- Institute of Technology (Existing)
- School of Pharmacy
- School of Arts and Sciences
- Appa International School of Business
- School of Law

The following UG and PG and Doctoral programs are being offered/ proposed in VVITU.

Programs being offered in VVIT

Programs	Level	Duration	Courses
B. Tech	UG	4 Years	- Civil Engineering - Electrical and Electronics Engineering - Mechanical Engineering - Electronics and Communication Engineering - Computer Science and Engineering - Information Technology - Computer Science and Engineering (Artificial Intelligence and Data Science) - Computer Science and Engineering (Artificial Intelligence & Machine Learning) - Computer Science and Engineering (Internet of Things) - Computer Science and Engineering (IoT and Cyber Security including Block Chain Technology) - Artificial Intelligence & Machine Learning
M.Tech	PG	2 Years	- Computer Science and Engineering - Machine Design - VLSI & ES - Structural Engineering - Power Electrical and Electronics Drives

Programs proposed to be offered in School of Engineering & Technology, VVITU

Programs	Level	Duration	Courses / Programs
B. Tech	UG	4 Years	● Civil Engineering ● Electrical and Electronics Engineering ● Mechanical Engineering ● Electronics and Communication Engineering ● Computer Science and Engineering ● Information Technology ● Courses / Programs in Emerging Technologies
M.Tech	PG	2 Years	● Computer Science and Engineering ● Machine Design ● VLSI & ES ● Structural Engineering ● Power Electrical and Electronics Drives ● Specializations in Emerging Technologies
BCA	UG	3 years	● Computer Applications
MCA	PG	3 Years	● Computer Applications

Programs proposed to be offered in School of Pharmacy, VVITU

Programs	Level	Duration	Courses
B. Pharmacy	UG	4 Years	● Bachelor of Pharmacy
M.Pharm	PG	2 Years	● Pharmaceutics ● Pharmaceutical Analysis ● Specializations in Emerging Areas of Pharmacy

Programs proposed to be offered in School of Arts and Sciences, VVITU

Programs	Level	Duration	Courses
B. Sc (Honors)	UG	3 Years	● Mathematics ● Physics ● Chemistry ● Statistics ● Electronics ● Computer Science ● Biotechnology ● Zoology ● Microbiology ● Biochemistry ● Agriculture ● Emerging Areas of Science
B. Com (Honors)	UG	3 Years	● Commerce
M. Com	PG	2 Years	● Information Systems ● Business Analytics ● Finance ● Marketing
M. Sc.	PG	2 Years	● Mathematics ● Physics ● Computers ● Electronics ● Organic Chemistry ● Analytical Chemistry ● Biochemistry ● Microbiology ● Agriculture ● Emerging Areas

Programs proposed to be offered in Appa International School of Business, VVITU

Programs	Level	Duration	Courses
BBA	UG	3 Years	● Bachelor of Business Administration
MBA	PG	2 Years	● Marketing, ● Human Resources and Management ● Finance ● International Business ● Information Systems ● Business Analytics ● Emerging Areas

Programs proposed to be offered in School of Law, VVITU

Programs	Level	Duration	Courses
LLB	UG	5 Years	● Legislative of Law
LLM	PG	2 Years	● Corporate Law ● Human Rights Law ● Intellectual Property Law ● Cybersecurity and Privacy Law

Course Structure, Curriculum, and Pedagogic Practices

The educational approaches that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently showed positive learning outcomes, including increased creativity and innovation, critical thinking, and higher-order thinking capacities, problem-solving abilities, teamwork, communication

skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning.

In line with the NEP 2020, VVIT University is committed to offer programmes that envisage broad based, multi-disciplinary and holistic education at various levels of UG, PG and research programmes to develop skills, Indian culture, and environmental consciousness based on four pillars of education as stated below:

1. Learning to know – Prajnanam Brahma - Acquiring the Knowledge
2. Learning to do – Yoga Karmasu Kaushalam – Acquiring Skills
3. Learning to live together – Vasudhaika Kutumbakam and
4. Learning to be – Learning to be yourself (Atma Gyaan/ Brahmajnanam)

Multiple Entry and Exit Options

To bring major reforms in the Higher Education System, National Education Policy (NEP) 2020 has provided a system of entry and exit in academic programs. In this system the students shall be free to choose their programs and academic pathways in Higher Education that will support the Academic Bank of Credit (ABC). Multiple Entry and Exit System (MEES) are the fundamental recommendations of University Grants Commission (UGC), to encourage flexible learning in Higher Education Institutions (HEIs) which is important for life-long learning of the students and to choose their academic path leading to the award of certificate, diploma, and degree. Under this system there will not be drop out of students. These guidelines of Entry and Exit system will tend to reduce the dropout rates with considerable improvement of Gross Enrolment Ratio (GER) to ensure no-loss to students in the case of exiting in between.

Process of MEES implementation

- Multiple entry points shall be available for students every year.
- The course structure of any programme shall include different courses semester wise, out of which the students may choose Entry or Exit.
- The students who have successfully completed Grade 12 School Leaving Certificate shall be eligible for admission to a first-degree programme.

The university shall earmark seats for lateral entrants to the Second year/Third year/Fourth year of a first-degree programme, if the student has either

1. successfully completed the First year/Second year/Third year of the same programme in any institution,

2. Already successfully completed a first-degree programme and is desirous of pursuing another first-degree programme in an allied subject.

Course Structure of MEES

The course structure for undergraduate, post graduate and research programmes is described as follows:

- The course structure and curriculum for various Programmes offered by VVITU will be flexible by allowing creative combinations of subjects where skill education will be an integral part.

- The students will have an opportunity for multiple entry and exit (MEE) facility with appropriate certification.

- Students are allowed to continue or leave a course/program as per their convenience/passion.

- Students with intermediate or tenth+2 qualification enter at 1st year level and if they wish to exit after one year, an appropriate course completion certificate will be issued.

Undergraduate Programmes for Engineering & Technology / Pharmacy

The Undergraduate Programmes for Engineering & Technology / Pharmacy will be of Four-Year (bachelor's degree) duration.

Students with intermediate or tenth+2 qualification can enter at 1st year level, and they can exit as Diploma in Engineering / Pharmacy after two years (4 semesters), Bachelor of Science after three years (6 semesters) and Bachelor of Technology/ pharmacy after 4 years (8 semesters) of study as shown in Fig. 1.

Students with diploma in engineering/B.Sc degree qualification from recognized institutions can enter at 2nd year level and they can exit as Diploma in Engineering / Pharmacy after one year (2 semesters), Bachelor of Science after two years (4 semesters) and Bachelor of Technology/ pharmacy after 3 years (6 semesters) of study as shown in Fig.1.
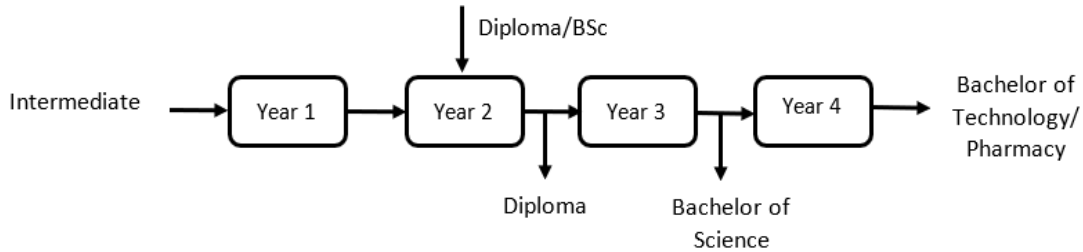
Fig.1 MEE based course structure for UG programmes in Engineering and Technology/ Pharmacy.

Undergraduate Programmes for Arts, Sciences and Business Administration

The UG Programme for Arts, Sciences and Business Administration will be of Three-Year (bachelor's degree) duration.

Students with intermediate or tenth+2 qualification can enter at 1st year level, and they can exit as Diploma in Engineering / Pharmacy after two years (4 semesters), Bachelor of Science after three years (6 semesters) of study as shown in Fig.2.

Students with diploma in sciences qualification from recognized institutions can enter at 2nd year level and they can exit as Diploma after one year (two semesters) and bachelor's degree after two years (4 semesters) as shown in Fig.2.
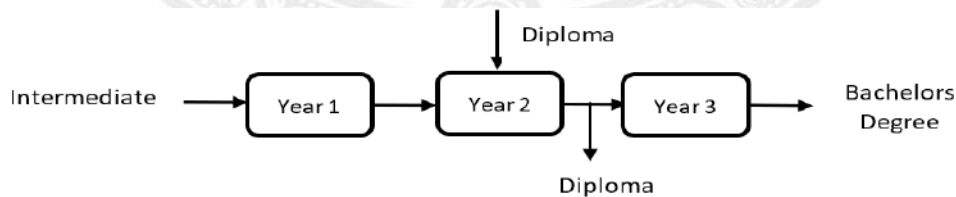
Fig.2 MEE based course structure for UG programmes for Arts, Sciences and Business Administration

Integrated Five years Master's Degree Program

There will also be provisions for Integrated Five- Year Master's Programme in Technology / Pharmacy/ Business Administration.

Students with intermediate or tenth+2 qualification can enter at 1st year level and they can exit as Diploma in Engineering / Pharmacy after two years (4 semesters), Bachelor of Science after three years (6 semesters), Bachelor of Technology/ pharmacy after four years (8 semesters) and Mater of Technology/ Pharmacy/ Business Administration of after Five years (10 semesters) of study as shown in Fig.3.

Students with diploma in engineering/B.Sc degree qualification from recognized institutions can enter at 2nd year level and they can exit as Diploma in Engineering / Pharmacy after one year (2 semesters), Bachelor of Science after two years (4 semesters), Bachelor of Technology/ pharmacy after 3 years (6 semesters) and Mater of Technology/ Pharmacy/ Business Administration after Four years(8 semesters) of study as shown in Fig.3.
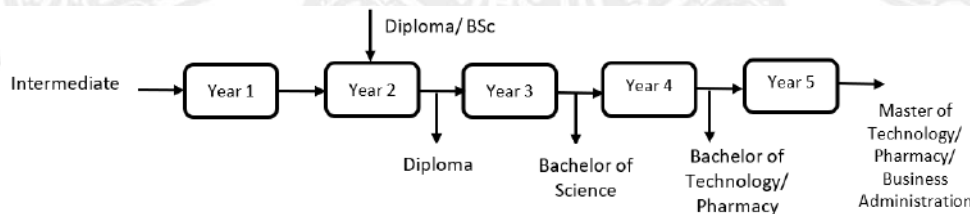
Fig.3 MEE based course structure for Integrated PG programmes for Technology / Pharmacy/ Business Administration.

Undergraduate Programme in LAW

There will be flexibility for Undergraduate Programme in LAW with Five-Year duration. Students with intermediate or tenth+2 qualification can enter at 1st year level, and they can exit as UG Degree in Law (BL) after three years (6 semesters) and Integrated LLB after five years (10 semesters) of study as shown in Fig.4.

Students with any UG degree qualification from recognized institutions can enter at 3rd year level and they can exit as UG Degree in Law (BL) after one year (2 semesters) and Integrated LLB after three years (6 semesters) of study as shown in Fig.4.
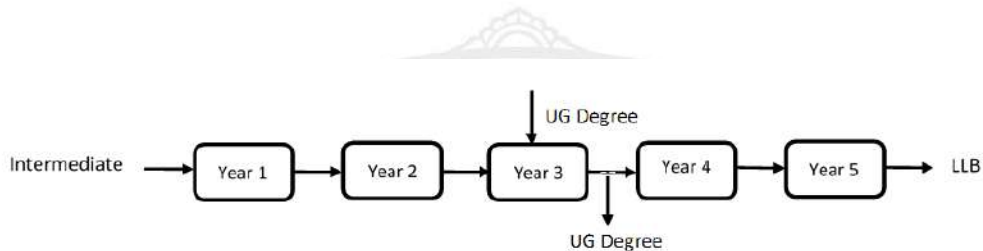
Fig.4 MEE based course structure for LLB.

Master's Programmes in Technology/ Arts/ Sciences/ Pharmacy/ Business Administration

There will be flexibility in the Master's Programme in Technology / Arts/ Sciences/ Pharmacy/ Business Administration offered by VVIT University viz. a Two-Year Master's Degree after UG Programme.
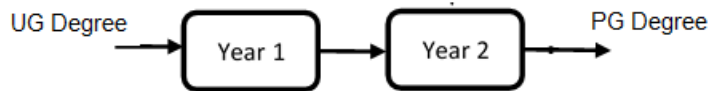
Fig.5 Course structure for All PG programmes

Ph.D. Programme

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy, uplifting society, and continuously inspiring a nation to achieve even greater height. To achieve a greater height in various fields of research, VVIT University will continue to offer Ph.D. Programme where higher quality Inter-disciplinary Research will be encouraged.

Students with a Master Degree Qualification from any recognized University are eligible for pursuing PhD Program through Research Centres of VVITU in the offering specializations.

Ph. D Programme in Engineering / Pharmacy

Entry into Ph. D Programme in Engineering / Pharmacy shall be opened to candidates with:

a) A Two-Year Master's Degree obtained after completing a Four-Year Bachelor of Engineering / Pharmacy Programme
b) An Integrated Five-Year Master's Degree

Ph. D Programme in Arts, Sciences and Business Administration

Entry into Ph. D Programme **in Arts, Sciences and Business Administration** shall be opened to candidates with:

A Two-Year Master's Degree obtained in relevant area after completing UG Programme

In line with the proposal of NEP 2020 (15.9), the following shall be incorporated in the Ph.D. Programme:

● All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period.

● Some academic departments (for e.g., Education, English) in the University may be entrusted to develop credit-based courses in teaching/education/pedagogy/writing for Ph.D. course work. Concerned departments may offer the course/s in a blended mode in which theory part may be imparted in an online mode whereas practical part may be done in an offline mode. Ph.D. students may also offer Massive Open Online Courses (MOOCs) or other recognized distance or online courses related to teaching/education/pedagogy/writing.

● Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines.

● Ph. D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.

● Ph.D. programmes at VVIT University will be reoriented for this purpose.

NOTE: VVITU will conduct Common Entrance Tests for various Programmes offered. Candidates should qualify with minimum cut-off marks and the selection will be on Merit Basis.

Curriculum wise Course Categorization and Credit Distribution

In ensuring a holistic and multi-disciplinary education, the UG, PG and research programme structure of VVIT University will be imaginative and flexible in nature with creative combinations of credit-based courses categorized as follows.

Course Categorization and Credit Distribution for UG Programme

The different category of courses to be offered in the UG Programme of VVIT University shall comprise of different courses given in table.1 across the semesters with total of 18-22 credits in each semester. The detailed credit distribution is given in Appendix

Table.1: Course categorization and credit distribution for UG Programmes in Engineering and Technology/ Pharmacy (Four Year)

S.No	Course category	Credit distribution	
		UGC guidelines	Proposed for VVITU
1	Disciplinary Major (DMJ)	40-56	80
2	Skill/Vocational Studies	12-18	22
3	Field projects and Internship	24-32	26
4	Global Citizenship education (GCE)		4
5	Language skills and communication (LSC)		4
6	Environmental studies (EVS)		4
7	Research project (RP)		12

S.No	Course category	Credit distribution	
		UGC guidelines	Proposed for VVITU
8	Value based courses or MOOCS		8
1	**Total**		**160**
2	Disciplinary Honors (DH) or Inter-disciplinary Minor (IDMI)	20-28	20
	Total		**180**

Table.2: Course categorization and credit distribution for UG programmes in Arts, Sciences and Business Administration (Three Year)

S. No	Course category	Credit distribution	
		UGC guidelines	Proposed for VVITU
1	Disciplinary Major (DMJ)	40-56	52
2	Skill / Vocational Studies	12-18	12
3	Field projects and Internship	24-32	24
4	Global Citizenship education (GCE)		4
5	Language skills and communication (LSC)		4
6	Environmental studies (EVS)		4
7	Research project (RP)		12
8	Value based courses or MOOCS		8
	Total		**120**
9	Disciplinary Honors (DH) (or) Inter-disciplinary Minor (IDMI)	20-28	20
	Total		**140**

Table.3: Course categorization and credit distribution for UG programmes in Law (Five Year)

S. No	Course category	Credit distribution	
		UGC guidelines	**Proposed for VVITU**
1	Disciplinary Major (DMJ)	40-56	82
2	Skill/Vocational Studies	12-18	26
3	Field projects and Internship	24-32	46
4	Global Citizenship education (GCE)		4
5	Language skills and communication (LSC)		8
6	Environmental studies (EVS)		4
7	Research project (RP)		18
8	Value based courses or MOOCS		12
	Total		**200**

Course Categorization and Credit Distribution for PG/Master's Programme (Two year)

The different category of courses to be offered in the two years PG/Master's Programmes of VVIT University shall comprise of different courses given in Table.4 across the four semesters. The detailed

Table.4: Course categorization and credit distribution for two years PG/Master's degree programmes

S. No	Course category	Credit distribution
		Proposed for VVITU
1	Disciplinary Major (DMJ)	32
2	Skill/ MOOCS Courses	14
3	Field projects and Internship	4
4	Dissertation	18
	Total	**68**

Table.5: Course categorization and credit distribution for Integrated M.Tech/MBA (5 Year)

S. No	Course category	Credit distribution	
		UGC guidelines	Proposed for VVITU
1	Disciplinary Major (DMJ)	40-56	102
2	Skill/Vocational Studies	12-18	26
3	Field projects and Internship	24-32	26
4	Global Citizenship Education (GCE)		4
5	Language skills and communication (LSC)		8
6	Environmental studies (EVS)		4
7	Research project (RP)		18
8	Value based courses or MOOCS		12
	Total		**200**

Description of Courses

To have better understanding of **different category of courses** offered by VVIT University under the NEP 2020, description of courses is presented below:

● **Disciplinary Major (DMJ)**

Disciplinary Major (DMJ) Courses are the core courses which require in-depth knowledge in the subject and these are offered/floated by the parent department for a particular degree.

Examples:

❖Suppose the Major in Graduate Program is Physics, the DMJ courses will be Basic Physics, Maths, Electricity, Magnetism, etc.

❖Suppose the Major in Graduate Program is Civil Engineering, the DMJ courses will be Surveying, Concrete Technology, FM and SM etc.

● **Disciplinary Honor (DH)**

To cater to the knowledge thirst of advanced learners/high achieving students, an Honors program can be an enriching experience and enhances a student's overall undergraduate experience. For the UG Programmes in Engineering and Technology/ Pharmacy, a B.E/B.Tech/B.Pharm Honors degree includes additional coursework and research opportunities beyond the regular major program. Aiming at the potential long-term benefits of a UG Honors degree for the students, VVITU ambitious to include Honors (DH) in its programs to inculcate the greater depth of knowledge and expertise in a specific field or subfield of technology. It aims to increase opportunities for research and innovation. DH encapsulates more diverse and challenging coursework that can prepare students for advanced study at the graduate level and beyond. This DH gives higher earning potential and better job prospects in their fields. This B.Tech/B.Pharm Honors degree, makes the students more qualified and capable, in employer's view. VVITU affirms that its DH courses provide students with greater ability to contribute to the advancement of technology and society in meaningful ways.

Example:

❖ **ECE department** may offer/float the Honor courses in advanced/ emerging technologies such as 5G and Beyond, Flexible and Foldable Electronics, Biomedical Electronics, Advanced Antenna Technologies etc.

❖ **CSE department/Allied programs** may offer/float the Honor courses in advanced/ emerging technologies such as Cybersecurity and Privacy Enhancements, Advanced Deep Learning, Biotechnology and Computing Integration, Neuromorphic Computing, Gaming etc.

● **Inter-disciplinary Minor (IDMI)**

A minor course provides additional breadth and depth to the main program. It is secondary academic discipline which supplements and complements the major of the program. The minors may be of the choice of students which may be opted from other departments of their interest. The departments may offer/float the Minor courses available

for the students of other disciplines. Each minor is to be intact and provide a flavour of that course. The student will get a major degree from parent department and minor degree from chosen department.

Example:

- ❖ ECE Department may offer/float the minor courses such as Signals and Systems, Introduction to DSP, Power Systems etc.
- ❖ CSE Department may offer/float the minor courses such Database Management Systems, Advanced Java Programming, Computer Networks etc.

- **Skill/Vocational Studies**

  Vocational Studies (VS) shall form an integral part of the academic programmes of VVIT University. Guidelines for implementation of VS in VVIT University is presented in Appendix-5.

- **Field Projects/Internship**

  The students, as a part of their course, will be given opportunities to enrol for Field Project(s) in the areas of community engagement and service and Internship (FP/INTERN).

- **Language Skill and Communication**

  Courses on Language Skill and Communication (LSC) also forms a part of the academic programmes. Under this category, English, Communication, soft skills, Foreign language papers shall be offered. These papers shall focus on development and enhancement of soft skills such as communication, discussion and debate emphasized by NEP 2020 (11.1).

- **Environmental Studies**

  Course on Environmental Studies (EVS) carrying 3 credits shall also be offered. This paper will include areas such as climate change, pollution, waste management,

sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living as suggested by NEP 2020 (11.8).

● **Value-Based Courses**

Value-Based Course (VBC) shall also be included in the academic programmes. VBC of 3 credits each shall be offered in the fourth and sixth semesters. These courses will aim at the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct(dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills as suggested by NEP 2020 (11.8).

A pool of courses shall be prepared by the University which may include courses like Ethics and Culture/ Ethics and Self-Awareness; Co-curricular; Sports/NCC/NSS; Health and Wellness; Social and Emotional Learning; Innovation and Entrepreneurship; IT Skills, Data Analysis and Mathematics; Science and Society, etc., out of which three courses could be selected which shall be on offer to the students.

● **Global Citizenship Education**

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will also be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies (NEP, 2020, 11.8). To fulfil this vision of NEP 2020, VVIT University shall offer a 3 credits GCE course in the fifth semester.

● **Research Project**

Research Project (RP) is earmarked for students taking a 4-Year Bachelor's degree with Honours/Research. A total of 18 credits shall be allotted for RP. The students are expected to complete 8 credits of the RP works in the seventh semester- writing of project/research proposal, review of related literature or studies and collection of the required data. The remaining 10 credits of RP works is earmarked for eighth semester

where the students shall complete writing the research project report and submit the final copy to the concerned authority at least one week before commencement of end semester examination

Credit Requirements:

MEES shall allow the students to be their own decision makers and shall motivate them to resume learning from the point they left in between and help them to achieve their career goals in life. Certificate, Diploma or Degree are organized in levels ranging from Level 3 to Level 10 for convenience. Each level of academic qualification has certain credit requirement, and these are presented in the Table below.

Table.6: Certification of Qualification and Credit Requirement for Engineering and Technology/Pharmacy

Levels	Qualification	Credit Requirement
Level-3	Certificate (1 Year or 2 Semesters)	38-42
Level-4	Diploma (2 Years or 4 Semesters)	72-80
Level-5	Bachelor of Science Degree (3 Years or 6 Semesters)	108-120
Level-6	Bachelor of Technology/Pharmacy Degree (4 Years or 8 Semesters)	144-160
Level-6	Bachelor of Technology/Pharmacy Degree with Minor/Honors	180
Level-7	Bachelor of Law	200
Level-8	Master's Degree in Technology/Pharmacy	62-68
Level-9	Integrated Master's Degree in Technology / Management	200
Level-10	Doctoral Degree	Minimum prescribed Credits for course Work and a thesis with published work

Table. 7: Certification of Qualification and Credit Requirement for UG programmes in Arts, Sciences and Business Administration

Levels	Qualification	Credit Requirement
Level-3	Certificate (1 Year or 2 Semesters)	38-42
Level-4	Diploma (2 Years or 4 Semesters)	72-80
Level-5	Bachelor's Degree (3 Years or 6 Semesters)	108-120
Level-6	Bachelor's Degree with Minor	140
Level-8	Master's Degree (2 Years or 4 Semesters after 3- Year Bachelor's Degree)	62-68
Level-11	Doctoral Degree	Minimum prescribed Credits for course Work and a thesis with published work

Inter-University Transfer: For the eligible students meeting minimal requirements, who want to migrate from one university to another university, with in the degree duration, due to their own intrinsic reasons, VVITU facilitates them to join in any year-of-study.

The courses that the candidate completed at the former University/Institute will be scrutinized by the Board of Studies concerned and a scrupulous curriculum plan of study will be laid out appropriately.

In the aspect of Credit Transfer, VVITU eases this process by having articulation agreements with other competing Universities. Then VVITU will evaluate the courses the transfer candidates completed at their former institution and determines which credits can be transferred towards the new degree that the candidate opted for.

Generally, universities will have certain eligibility criteria for accepting inter-university transfer candidates. These criteria may include a minimum GPA, completion of a certain number of credits, and meeting specific course prerequisites. The application for inter-

university transfer may require transcripts, letters of recommendation, a statement of purpose, and other documents.

The entry or re-entry of students from the University or other HEIs is allowed at the odd semester and the exit will be allowed after the even semester. The requirements for entry and exit are as follows:

Academic Bank of Credits (ABC)

ABC shall support MEES to promote flexibility in curriculum ensuring mobility of learners across the universities of their choice.

The students shall also get an option to gain the credits by learning quality Massive Open Online Courses (MOOC) from UGC approved digital platforms such as Study Webs of Active Learning for Young Aspiring Minds (SWAYAM). This national-level credit account will facilitate the digital storage of earned credits from different HEIs and the certificate/diploma/degree shall be awarded in line with the accumulated credits in a specific duration at the Undergraduate and Master's levels.

After registration in the national ABC framework, Multiple Entry Exit System for smooth execution of multidisciplinary and flexible learning with impeccable credit count, credit transfer and credit acceptance from students' account shall be implemented.

Purpose of the Policy

● To reduce dropout rate and boost GER.

● Withdraw the fixed boundaries of diploma/degree completion period.

● Allow different discipline combinations such as to enable multiple entry exit points.

● Taking students' choice of courses in consideration for a flexible curriculum approach.

- A support system towards credit recognition, credit accumulation, credit transfers, and credit redemption to encourage flexible and lifelong learning.
- Although these policies shall boost vocational opportunities and enhance practical knowledge leading to national and global progress, the actual execution of such endeavours may bring real-life issues with them.

Pedagogic Practices

Pedagogical practices are the practices that educators need to be well-aware of in promoting student learning. The major factors that need to be put into practice in shaping pedagogical practices are, research, reflections, documentation, and learning. Research needs to be conducted through various sources, i.e., internet, books, articles, projects, reports, and other reading materials. The educators make visits to other educational institutions as well and communicate in terms of pedagogical practices with other educators. Reflections are referred to the change of the direction. Reflective teaching means that one takes a look at what one does within the classroom settings. Furthermore, the individuals think in terms of the causes that lead to the implementation of various tasks and activities. Reflective teaching is an example of professional development. Documentation is referred to any communicable material that is used to describe, explain, and instruct regarding the attributes of the objects, systems, or procedures. The instructors as well as the students need to put emphasis on documentation in their job duties and tasks. Learning is a lifelong concept. The individuals are required to learn on a continuous basis throughout their lives. In leading to up-gradation of the pedagogical practices, the individuals need to learn and generate awareness in terms of various factors.

New pedagogical practices are able to prove to be effectual and worthwhile in bringing about improvements in the system of education and achieving academic goals, particularly when the individuals are well-equipped in terms of usage of technologies. In other words, the computer-centred learning environment needs to be created within the educational institutions at all levels. When the students are well-equipped in terms of usage of technologies, they are able to facilitate self-guided learning. For instance, they have not been able to acquire an efficient understanding of lesson plans and need to work on a

homework assignment. In such cases, when they make use of the internet, they are able to understand the concepts and prepare their homework assignments.

In accordance to the research studies, the students get enrolled in higher educational institutions to pursue Bachelors, Masters, and Doctoral programs. The pedagogical practices are implemented in accordance to the academic subjects and academic goals of the students. Within the course of pursuance of Bachelors programs, the instructors impart information in terms of lesson plans and give assignments. Instructors guide the students that they need to utilize technologies and internet and obtain the books, articles, and other materials to acquire an efficient understanding of the lesson plans. In master's programs as well, lectures are given. In the pursuance of doctoral programs, the students are required to work on research projects. The supervisors provide them adequate understanding and guide them throughout their thesis. The students pursuing Bachelors, Masters and Doctoral programs are encouraged to participate in competitions and make presentations in seminars and workshops. Hence, group learning, computer-centred learning, project-based learning, active learning, distance learning, and transformative learning are the various types of learning that are introduced through pedagogical practices. Furthermore, they are also encouraged by their instructors to augment their teaching skills. They are required to take classes in the absence of the instructors. In this manner, they get prepared, if they aspire to take up teaching professions. Therefore, it is understood, the main objective of pedagogical practices focuses upon augmenting the competencies and aptitude of the students, so they are able to do well in their programs, achieve academic goals, enhance their career prospects, attain empowerment, and render a significant contribution in enriching the system of education.

Types of Pedagogical Practices

The various types of pedagogical practices are put into operation at all levels of education. These are, interpretative, institutional, tactical, inquiry-based, and performative. These are stated as follows:

- **Interpretative Practice**

Interpretative practice focuses upon the practices that are related to interpreting and understanding the world around the individuals. The interpretative practice focuses on providing a humanistic perspective on pedagogy by relating it to the interpretative practices of the particular public educators.

- **Institutional Practice**

The instructors make provision of knowledge and understanding to the students in achieving academic goals and in upgrading the overall system of education. Within the classroom settings, an environment should be created, which would facilitate learning. In educational institutions at all levels, charts, pictures, images, other types of teaching-learning materials and technologies are provided within the classrooms.

- **Tactical Practice**

The instructors are vested with the job duty of guiding the students that they need to utilize technologies and internet, books, articles and other materials to acquire an efficient understanding of the lesson plans. The primary job duty of the instructors is to impart knowledge and understanding to the students in terms of academic concepts and lesson plans.

- **Inquiry-Based Practice**

The instructors are vested with the job duties and responsibilities of leading and supervising the students. The main objective of their guidance is to ensure that the students do not experience any problems and setbacks within the course of performance of their job duties. The aspects in terms of which the instructors impart knowledge and understanding to the students are telling

● **Performative Practice**

In educational institutions at all levels, the students are required to work on class assignments, homework assignments, prepare for competitions, tests, exams and participate in other academic activities. They need to ensure they enhance their performance through the implementation of well-ordered measures, practices, and approaches.

● **Innovative Teaching Practices**

The instructors, particularly in higher educational institutions make sure that they will use these methods to improve the skills among the students.

● **Lecture method and Interactive learning**

The faculty use chalk and board and audio-visual aids in teaching. Students are encouraged to interact with faculty members during the lecture hour for clarifying the doubts on the spot.

● **Smart Classroom**

Almost all faculty members follow advanced lecture methods besides conventional teaching and learning processes. However, chalk and talk methods have traditionally occupied a pivotal place in teaching the students with lucid illustrations. All classrooms are provided with LCD projector and internet facility. Faculty members are using SMART classrooms to provide interactive sessions through video lectures, PPT, Animated videos, NPTEL courses, webinars, SWAYAM and lectures by eminent Professors.

Availability of the internet in the classroom has taken the teaching-learning processes to newer heights as shown in figure. The students make the best use of this facility during the lean times for downloading the latest information/ PowerPoint study materials/ YouTube lectures. Thus, this facility made students listen to lectures of eminent teachers and Nobel laureates across the globe.

● **Google Classroom**

The Google Classroom is an effective dashboard tool, effectively used on our campus for every course. Faculty members add all students to it before commencement of every semester for every course. They also upload course plans, eBooks, course materials, video lectures, question banks etc. It helps the students to come prepared to the class. The tools in the Google classroom facilitate online assessment of students, which can be used to measure the outcomes of each course.

● **Chart and Model-based teaching**

The faculty use working models and visual charts in the classrooms which creates an interest in the course among the students.

● **Self- learning Courses**

The registration and participation of students in MOOC Courses like NPTEL, Edx and Coursera evidence of their self- learning capabilities. The above courses enable students to enrich their subject knowledge, give exposure to recent technological advancements and also serve as a platform to strengthen their interdisciplinary skills. It is also considered as a key for lifelong learning. A separate hour/week is allotted for discussion of assignments given in NPTEL/SWAYAM courses.

● **Cooperative Teaching/ Peer learning**

Students share knowledge or discuss topics in a small group or peer mode as shown in figure. The students are taught to work as a team to improve their knowledge and working skills. Solving assignments/question papers in groups usually during coaching classes/whenever required. The bright students of the class are helping the weak students to solve the problems under the guidance of the course coordinator.

● **Laboratory/ Video-based Demonstration**

Demonstration of systems or parts of a real-world system using modern tools. The approach is much suitable for basic level engineering courses so that the student recollects the basic concept every time he looks at the items.

● **Assignments Based Problem-Solving**

Assignments are given to students on problems and they are solved by themselves. Assignments are based on COs which helps to achieve Program Outcomes. Impact: The students have improved their self-study and problem-solving skills.

- **Snap Talk**

Faculty members conduct a five minutes snap talk during their lecture hour and review it to help students understand where they stand. Snap talk is a technique that helps the students to improve their English communication and to overcome stage fear.

- **Blended Learning**

The library has online courseware, e-learning resources, and internet facilities. The libraries of the constituent units have a host of e-journals which cater to the demands of postgraduate students, research scholars and faculty members. The Wi-Fi enabled campus encourages blended Learning by way of providing access to various websites containing-learning resources. The internet connections are available in all the libraries which enhance the scope of e-learning and the orientation Programme by the library staff help the faculty members and students to make the optimum use of the library facilities.

4.2 Projected Student Strength

Student Admission Plan

Admissions to the programs in the University are open to students from all over India and abroad, following the eligibility criteria prescribed by the UGC/ Government of AP for graduate, postgraduate, and research degrees. Merit in the entrance tests conducted by Vasireddy Venkatadri International Technological Deemed to be University Common Entrance Test (VVITUCET) and/or other recognized CETs such as JEE-Main, JEE-Advanced, GATE, CAT, CLAT, and more, along with achievements in sports, games, music, theatre, and community service will form the basis of admissions.

The University will adhere to all statutory reservations applicable in public universities of the State while also making special efforts to admit students with proven achievements in other identified extra-curricular activities and areas of personal development. The decisions regarding the number of students to be admitted and other admission rules in each program will be determined by the Academic Council/Executive Council of the University.

The proposed admissions for various Certificate, Diploma, Degree (UG&PG), and Ph.D. programs are outlined below:

Programmes	Certificate Courses					
	Base Line	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Engineering & Technology	0	180	180	240	300	360
Management	0	30	30	60	60	60
Pharmacy	0	30	30	60	60	60
Arts, Commerce & Sciences	0	30	30	60	60	60
Total	**0**	**300**	**300**	**500**	**580**	**660**

Programmes	Diploma Programme					
	Base Line	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Engineering & Technology	0	240	240	300	300	300
Pharmacy	0	30	30	60	60	60
Total	**0**	**270**	**270**	**360**	**360**	**360**

Programmes	U.G. Programme					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	1914	1740	1860	1980	2100	2220
Management	0	180	240	300	300	360
Pharmacy	0	60	120	120	120	180
Arts/Commerce/ Science	0	720	720	720	720	720
Law	0	60	60	60	60	120
Total	**1914**	**2760**	**3000**	**3180**	**3300**	**3600**

Programmes	P.G. Programme					
	Base Line	2024-25	2025-26	2026-27	2027-28	2028-29
Engineering & Technology	72	216	216	216	216	216
Management	0	186	246	306	306	432
Pharmacy	0	54	54	54	54	108
Arts/Commerce/ Science	0	252	252	252	252	252
Law	0	72	72	72	72	144
Total	**72**	**780**	**840**	**900**	**900**	**1152**

Programmes	Ph.D. Programme					
	Base Line	2023-24	2024-25	2025-26	2026-27	2027-28
Engineering & Technology	0	25	30	30	35	35
Arts/Commerce/ Science	0	15	20	25	30	35
Management	0	10	10	15	20	25
Pharmacy	0	5	5	10	10	15
Law	0	5	5	10	10	15
Total	**0**	**60**	**70**	**90**	**105**	**125**

Students Support & Progression

Year	2023-2028	2028-2033	2033-2038	Status	Interventions
1	Providing scholarship and financial support from institute and other sources.			Limited	Numbers will be increased
2	Conducting Capability enhancement & Development scheme – Soft skill development, remedial coaching, language lab, bridge courses, yoga, Meditation, personal counselling and mentoring			100% implemented	100% Effectiveness
3	Guidance for competitive exams			Full Support	Increase in Participations
4	Organizing Induction & Orientation programs for all UG & PG students.			In-Place	Continued
5	Students grievances redressal system			In-Place	Minimum Grievances
6	Prevention of sexual harassment and ragging			Measures are in-place	Reducing complaints to Zero
7	Support for Career Counselling, Placement, Students progression for higher education & entrepreneurship			Up to 80%	100%

Year	2023-2028	2028-2033	2033-2038	Status	Interventions
8	Increase in Students qualifying in state/national /international level examination (GATE/CAT/ GRE/TOFEL/Civil Services/State Govt. Services.			30% Approx.	60%
9	Organizing Sports and cultural activities/competitions			Yes	Increase in numbers
10	Enhancing Participation of students in cultural activities/competitions at national & international level			Adequate	Increase in Numbers
11	Involvement of Students representations in academic & administrative bodies/committees of the Institute			IQAC, T&P Cell, OBE, Anti-Ragging & Grievances Redressal committee, Woman Grievances, SWAYAM etc.	Participation will be increased
12	Providing support and counselling through Professional counsellor and medical practitioner			Full Support	100% Effective
13	Conducting annual student satisfaction survey			Adequate	Increased Parameters & Effectiveness
14	Providing Adequate facilities for PhD students & Special training for PhD students for Teaching and Entrepreneurship			Adequate	Industry connect
15	Promotion and support for learning by doing			At initial stage	100% Effective
16	Supervised internships for students in industry for longer duration			Implemented	More Industry will be connected

Year	2023-2028	2028-2033	2033-2038	Status	Interventions
17	Providing Self – Learning facilities, materials for learning beyond syllabus, Webinars, Podcast, MOOCs etc.			Adequate	Increase Effectiveness via Self Developed e-learning materials
18	Conduction of Co-curricular and Extracurricular Activities through sports and cultural facilities, NCC, NSS and other clubs, Annual students' activities			Adequate	National & International Level
19	Opening Professional societies / chapters and organizing engineering events			12	22

Engagement with Alumni, Industry & Society

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
1	Establishment of an "Alumni Development Cell" at the Institute to support alumni visits, activities and engagement.			Adequate	Effective Development
2	Development of alumni support system for continued learning and career improvement.			Partial	Full Development
3	Development of "Online Learning Modules" for Alumni for Lifelong learning.			Under Process	Full Development

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
4	Alumni interaction through: ● Interaction between alumni and students, ● Involvement of alumni for students mentoring, ● Interaction between alumni and faculty, ● Alumni members in Departmental BOS for curriculum development, ● Alumni linkage for student placements and internships, ● Alumni representation in IIIC, IQAC and BOG of the Institute. ● Enhancing the innovation ecosystem ● Enhance alumni interaction during technical, cultural and sports activities organized by Institute.			Partial	Effective Interaction
5	Engagement of alumni as adjunct faculty/visiting faculty.			Limited	Increase in Number
6	Conduction of courses/workshops/networking events for alumni.			Limited	Increase in Frequency
7	Development of online portal on Institute website to promote engagement between alumni, students and faculty members.			Portal Developed	Engagement through portal will be increased
8	Meetings/activities organized by Alumni Association			Adequate	Increase in Frequency
9	Development of "Extension & Outreach Cell" to explore the support and services towards community.			Through Different Committees	Effective Development
10	Effective use of "Business Development Centre" for Industry Linkage, start-up and incubation strengthening.			Established	Increase in Effectiveness
11	Motivating Joint Intellectual Property (IP) commercialization with industries.			Partial	Full Support
12	Effective use of entrepreneurship development cell in the institute.			Adequate	Increase in Activities
13	Development of dedicated cell for research on societal problems.			Under Process	Development of Research Group

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
14	Enhancing interaction with industries, educational and research organizations in the region for versatile exposure to students and faculty.			Implemented	To be continued
15	Conduction of joint workshops/activities with govt. & NGO for students and local community.			Limited	Increase in Number
16	Conduction of joint research, workshop & Training programs with industries.			Limited	Increase in Number
17	Organizing Public lectures/colloquia/competitions on global issues.			Limited	Increase in Number
18	Enhancing faculty engagement with industries.			Limited	Enhance through research & Development Activities
19	Conduction of training programs for Govt. staff/industry personals and other organizations.			Adequate	Increase in Activities
20	Conduction of students Competitions on city and state problems			Conducting through clubs & societies	Level & Quality Enhancement
21	Joint conduction of sport and cultural activities with other institutions and organizations.			Adequate	Increase in Activities
22	Establishment of MITS foundation to contribute to technical education and to address various social issues including development of financial resources			Under Progress	Effective Development

Internationalization

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
1	Increase in the activities of international affairs cell to attract international students for admissions			Initiative Taken	Enhancement in Effectiveness
2	Enhance Institute information availability and publicity in target countries to attract students			Limited	Fully Developed System
3	Development of linkage with international universities			At Initial Stage	Adequate

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
4	Facilitate student exchange and joint-PhD programmes			--	Implementation of Student Exchange Program
5	Attract international faculty and students on short term engagement in conferences, GIAN courses & Conferences			Partial	Increase in Frequency
6	Attract international faculty on long term engagement in research and development activities			Limited	Effective Engagement
7	Increase percentage of international students (exchange students and regular students)			--	1%
8	Increase in admissions of International Students			--	25/per year
9	MOU with International University/Organization			Limited	Effective Collaboration for Micro level Activities

Chapter 5: ACADEMIC DIVISIONS

The proposed University by VVIT will constitute various Schools to facilitate academic administration and planning during next 5 years.

Each school will comprise a group of Departments that are related and is headed by a Dean who will be designated as an officer of the university. The school is the channel through which the departments communicate with the university authorities on any academic matters including proposals for starting new programs. The list of Faculties and the Departments that are planned are given below:

List of Schools and Departments

S. No	School	Department(s)
1	Engineering & Technology	- Civil Engineering - Electrical and Electronics Engineering - Mechanical Engineering - Electronics and Communication Engineering - Computer Science and Engineering - Information Technology - Courses / Programs in Emerging Technologies
2	Arts & Sciences	- Arts - Commerce - Science
3	Management Studies	Commerce, Management Studies
4	Pharmacy	Pharmacy
5	Law	Law and Legal Studies

Traditional Research Centres

1	Traditional Skill Centre	● Agricultural Research
		● Aquaculture research
		● Horticulture
		● Fire starting, Sewing Research
2	Noetic Research Centre	● Astro Physics
		● Physical Sciences
		● Tesla
		● Cosmos
		● Cellular and Molecular oncology
		● Fashion
3	Telugu Language Research	● Telugu Language Appreciation
		● Mass Communication

The scrupulous integration of traditional sciences with the latest technologies fosters cross-disciplinary collaboration and encourages a more comprehensive approach to problem-solving and innovation. It enables us to leverage the strengths of both traditional knowledge and modern advancements for the betterment of society and the world. VVITU knows that it is essential to do this integration respectfully, acknowledging the cultural significance and intellectual property rights associated with traditional knowledge.

The modern technologies are increasingly being intertwined in various fields, leading to significant advancements and innovative solutions for all challenging problems in every other domain.

1. School of Engineering & Technology

The inclusion of new age engineering and technology courses in university curricula serves important purposes, keeping in mind the rapidly evolving landscape of technology and the needs of modern society as VVITU believes.

VVITU by virtue, with a strong ideology towards the pillar "Yogah Karmasu Koushalam", is ready to address Emerging Technological Trends, planning to incorporate New age engineering and technology courses to stay current and relevant in a rapidly changing technological world. By including emerging fields like artificial intelligence, blockchain, cybersecurity, Internet of Things (IoT), and renewable energy, our plan is to prepare students for the jobs and challenges of the future.

VVITU believes the importance of incorporating the new age engineering and technology courses in its curricula to meet the demands of a rapidly changing world. These courses enable us to produce skilled graduates, drive innovation, contribute to sustainable development, and remain relevant in the technological landscape. By preparing students to embrace and shape the future of technology, VVITU firmly adheres to its foundation policies to play a vital role in societal progress and transformation.

VVITU keeping an eye on the Industry 4.0 constantly for the benefit of its stakeholders. Industry 4.0, is characterized by automation, digitization, and data-driven decision-making, is transforming various sectors, VVITU endeavors to equip students with the skills needed to navigate this technological revolution effectively.

New age engineering and technology courses often include sustainable practices and eco-friendly solutions. VVITU integrates these topics in the curriculum to promote environmental consciousness among students and drive sustainability efforts. As technology continues to reshape industries worldwide, countries strive to remain competitive on the global stage and VVITU stringently plays its stint in realizing and easing this situation.

2. School of Arts and Science

Under **visual and performing arts**, the founder having flair in the arts, VVITU introduces Traditional Music and Theatre Arts. This school of Visual and Performing Arts, educates the aspiring students with Traditional musical instruments and artistic techniques, being blended with digital technologies to create new forms of art and entertainment, such as virtual reality experiences and interactive installations, ambitiously.

3.   Appa School of Business

Appa School of Business is a fitting tribute to traditional values and family businesses

VVITU believes that the establishment of a School of Business and Management Studies is crucial for meeting the growing demand for business education and addressing the complexities of the modern business landscape. We endeavor to provide valuable skills and knowledge to aspiring entrepreneurs, managers, and professionals, fostering economic development by nurturing a skilled workforce.

The name "Appa" taken from the Founder's father's name "Sri Vasireddy Appa Rao", which globally means "Father" in many domestic and international languages. Typically, a father becomes the first Management Guru for any person in his early life, so the name meant relevant, for the VVIT UNIVERSITY's in turns and all.

It will promote innovation, leadership development, and sustainable business practices, contributing to the overall growth and prosperity of the region by creating a solid foundation for the business community. Additionally, the school can facilitate knowledge exchange, global exposure, and research collaborations, making it a hub for intellectual and entrepreneurial excellence while empowering individuals to drive positive change in both local and global contexts.

4. School of Pharmacy

VVITU respects the mantra "Vaidyo Naraayano Harihi", the belief that the people of olden days kept in their heart and their life spanned more years, evidentially. The recall of those ancient days' techniques and tips with new age pharmaceutical techniques would definitely bring out successful medicines. Traditional medical knowledge, such as herbal medicine and ancient healing practices, is being combined with modern biotechnology and genetic engineering. This integration has led to the development of personalized medicine, gene therapies, and advanced diagnostic tools.

5. The School of Law

The proposed school of law holds significant importance in the academic landscape and society at large for several reasons. It provides specialized education and training for individuals aspiring to become legal professionals, including lawyers, judges, legal scholars, and legal support staff. It plays a crucial role in shaping the next generation of legal practitioners and leaders.

The inclusion of Traditional skill center, Noetic Sciences and Telugu Language Appreciation etc along with Engineering and Technology is to open avenues for inter-disciplinary research and development among the students to uplift the primary purpose of our VVITU's foundation to provide Skill Development, Indian culture, and Environmental Consciousness.

1. Traditional Skill Centre

The founder and foundation stone laid belong to this land of agriculture. The urge to serve the people of this land and across the Telegu states, VVITU initiates this traditional skill center. It educates the aspirants with Traditional agricultural practices that being combined with precision farming techniques, remote sensing, and data analytics. The new age farmers can be empowered with modern technologies like drones and satellite imagery to monitor crops, optimize irrigation, and improve overall efficiency, whether it is agriculture, aquaculture or horticulture. Traditional knowledge of materials is utilized alongside nanotechnology and advanced manufacturing techniques to develop new materials with enhanced properties and applications.

2. Noetic Research Centre

Absolutely being the brainchild of the founder, VVITU endeavors to introduce NOETIC Research Center, where astrophysics to fashion courses will enlighten the aspiring students with the necessary skills.

Traditional observational astronomy and astrophysics is integrated with cutting-edge telescopes, space probes, and data analysis techniques. Modern space missions explore the cosmos using advanced technology to capture images and collect data from distant celestial bodies.

Indigenous knowledge and practices are being incorporated into AI and machine learning models to address environmental and social challenges more effectively, such as in weather forecasting and land use planning. Physical Sciences, Tesla, Cosmos, Cellular and Molecular oncology are upfront in the most needed courses for the future generations.

Traditional ecological knowledge from indigenous communities is being incorporated into modern environmental science and conservation efforts. Combining traditional wisdom with modern technologies helps in understanding ecosystems and implementing sustainable practices.

Traditional psychological approaches are complemented by brain imaging technologies and computational models, leading to a deeper understanding of the brain and mental processes.

3. Centre for Telugu Language Appreciation

A Center for Telugu Language Appreciation at the university level in India could play a crucial role in promoting and preserving the Telugu language and culture. The Centre will endeavor to develop and maintain a comprehensive archive of Telugu literature, both classical and contemporary. Alongside developing Research and Scholarship that encourages research on Telugu language, literature, linguistics, and related subjects and publishing research papers, journals, and books that contribute to the understanding and appreciation of the Telugu language, the Centre will embark on Cultural Promotion by organizing cultural events, festivals, and seminars to promote Telugu arts, music, dance,

and theater in collaboration with artists, performers, and cultural organizations to showcase the richness of Telugu culture.

Finally, VVITU, to uphold its ideology, endeavors to introduce the above mentioned faculties / schools to involve a convergence of multiple disciplines. By integrating these courses, VVITU encourages interdisciplinary learning, fostering collaboration among students from different academic backgrounds with different ambitions and aspirations in their life. The proposed university is planning to offer well designed programs to award of undergraduate, postgraduate and PhD degrees, besides Diplomas. While designing the programs the university is going to adhere NEP – 2020, with multiple entry and exist options.

The mission of the university is to pioneer in each proposed stream, and the programs will be chosen accordingly while paying equal attention to those in other professional areas including theatre arts, cine production, liberal arts etc. The list of thrust areas identified for launching in Phase – I are presented below.

List of Additional Degree Programs and Thrust areas / Specializations proposed.

S.No	School	Degrees	Thrust areas / Specializations
1.	Engineering & Technology	B Tech	● Agricultural Engineering ● Electronics and Computers Engineering Aerospace Engineering ● Biomedical Engineering Chemical Engineering
		B.Tech (Integrated)	● B.Tech with MBA ● M.Tech
		M Tech	● Emerging Areas in all Disciplines
		PhD	● In all eligible Disciplines

S.No	School	Degrees	Thrust areas / Specializations
2.	Architecture	B. Arch, M. Arch	• Architectural Engineering
3.	Arts & Science	B A	• Journalism
		B.Sc	Visual Communication Electronic Media Life Sciences Hospitality and Hotel Administration
		B.Com	Accounting and Finance with Computers
		MA	Mass Communication and Journalism
		M.Sc	Information Technology Visual Communication Life Sciences Chemical Sciences
4.	Management Studies	BBA	Bachelor of Business Administration
		MBA	Hospitality and Tourism Management Hospital Administration
5.	Law	BL BA / B. Com with LLB (Integrated)	Law Programs
6.	Physical Education	B P Ed M P Ed	Bachelor of Physical Education Master of Physical Education

Academic Plan

The academic plan for the next fifteen years for following activities/process is prepared considering the SWOC analysis, requirement of Quality Assurance agencies and NEP-2020 recommendation for the Holistic, Multidisciplinary, Value Based Education and Flexibility to learners. The roadmap for transitioning of VVIT's current academic programs to the proposed VVITU is presented below:

Curriculum Development roadmap:

S.No.	Year			Status	Intervention
	2023-28	**2028-33**	**2033-38**		
1	Curriculum Design & Development			Once/Year	Dynamically
2	Introduction of new courses focused on employability/entrepreneurship/skill development			Included in the curriculum from first year onwards as life skills and Technical Training	Technology based /Skill specific
3	Revision of Syllabus			Once/Year	Continuous Improvement based on current Societal and Industrial need
4	Industry & alumni involvement in the program design and Curriculum			Direct & Indirect	Continues Improvement
5	A Balanced and Structured Curriculum to attain the Program Outcomes (POs) & Program Specific Outcomes (PSOs)			Implemented from 2017-18	Continues Improvement

6	Implementation of Academic Flexibility through Flexible Curriculum System	Implemented from 2017-18	To be continued
7	Curriculum Enrichment via audit courses	Implemented from 2018-19	Dynamically
8	Implementation of Feedback System to collect feedback from Students, Teachers, Employer & Parents for Curriculum development	Through Online Offline feedback mechanism	To be continued
9	Conduction of Value-added courses to impart transferable and life skills	Implemented from 2017-18	Need Based
10	Provision of Internship (in-house/Industrial) in every academic year of study	In IV year of B.Tech. Student has to do Internship (Industry/Institute)	To be mandatory from II year
11	Encouraging for Industrial Projects to solve the real time Industrial problems	Partial Financial Support for Industrial and Interdisciplinary projects	All Deserving

| 12 | Review and improvement in attainment levels of Cos, Pos & PEOs. Availability of COs embedded in the syllabi. Course Articulation Matrix (Mapping of CLOs with COs) table. Program Articulation Matrix (Mapping of CLOs with POs) tables. Development of assessment tools and processes used to gather the data upon which the evaluation of Course Outcome is based. Attainment of Course Outcomes of all courses with respect to set attainment levels. Development of assessment tools and processes used for assessing the attainment of each of the POs & PSOs. Evaluation of each PO & PSO. | The Cos, Pos and PSOs are prepared and revised as per NBA guidelines. The attainment level of each CO is evaluated and corrective measures are taken for improvement in attainment levels. | |

Academic Plan (Next Five Years) -- 2023-28:

Student Academic Plan:

Attributes	Present Status	Future Plan	Strategies
Multidisciplinary Education (Minor and Honors Degree with additional credits)	Existing in the present Curriculum	Enhancement of Minor Specialization Disciplines and courses	Collaboration with the experts of other prominent academic or industrial organizations
Cross Disciplinary Thinking (Open Electives)	Provisioning of open elective courses from other disciplines	Increased diversification of Open electives	1. Provisioning MOOC based courses from various learning platforms and prominent institutions 2. MOUs with other academic institutions
On-line Education (SWAYAM/NPTEL/ MOOC)	Existing in the present curriculum	MOOCs of other prominent Indian and Global Universities and platform for credit transfer	High Bandwidth Internet connection availability Registration and exam fee support for the bright students.
Holistic Education and Informal Knowledge through novel engaging courses	Diversification through Club Mentoring System	Novel Engaging Courses through internal and external mentoring endeavors	External mentoring support and collaborations

Attributes	Present Status	Future Plan	Strategies
Continuous and Comprehensive Evaluation	LMS is used for evaluation and assessment	Enhancement in continuous assessment	Training on exam reforms and ICT tools for digital evaluation and assessment
Humanities and Arts Integration with STEM through Mandatory Value based Courses	Universal Human Values and Professional Ethics based courses	Additional Value-Added Courses for the integration	Enhancement of scope by provisioning more value based courses, as per NEP 2020
Innovative/Multidisciplinary Research Internship	Provision exists for innovative and multidisciplinary research	Enhancement of research internships in collaboration with other institutions	MOUs and collaborations for research
Open Distance Learning (ODL)	--	Adoption of Open Distance Learning Credits	Collaboration with the Institution of repute for courses in Open Distance Learning mode
Academic Bank of Credit (ABC)	Students have registered for ABC account	Creation of Digital store of academic credits earned from various recognized Institution/ MOOC platform	Dedicated Machines / High End Servers and specific MIS modules
Degree with Research: Choice based	--	Provision to undertake Analytical/Research/Knowledge based major project in the	Collaboration with research organizations for external support and

Attributes	Present Status	Future Plan	Strategies
		last semester of study as an alternate to internship	mentoring

The Five-Year Academic Plan

Following academic provisions which are already implemented in the Institute which has been considered for the preparation of Academic Plan for next five years (2023-2028):

- Multidisciplinary Education: Provision of Minor Specialization
- Choice and Flexibility: Provision of Honor's
- Cross Disciplinary Thinking: Open Courses
- Online Education: Credit Transfer Through SWAYAM/NPTEL/ MITS MOOCs
- Accessibility and Flexibility: Blended Teaching Learning
- Holistic Education and Informal Knowledge: Novel Engaging Courses
- Skill Development and Creativity: Skill based Projects
- Facilitation of Proficiency Development, Natural Science & Skill courses, and Mandatory Audit Courses in scheme of study & examination
- In-house Internships for skill development
- Industrial/External Working Exposure: Full semester Internship
- All Round Involvement/ Professional Development: Extra Curricular Activities in the Curricula
- Moving Away from High-stake Examinations (unburden the students): Continuous and Comprehensive Evaluation
- Humanities and Arts Integration with STEM: Mandatory Value based Courses
- Innovative/Multidisciplinary Research: Research Internship
- Industry Readiness: Industry Collaborative Courses
- Industry Partnership Programmes: Industry Collaborated Degree Programmes
- Industry Readiness: Vocational Courses

- Enrichment of Faculty and Staff knowledge: Facilitation of Training
- Innovative Teaching, Learning & Assessment: Criterion Based Grading
- Cross Disciplinary and Interdisciplinary Thinking, Innovation: Interdisciplinary Projects
- Entrepreneurship: Skill based Courses in Local/Regional Language & Start-up Activities
- Future Skill Areas and Innovative Domains: New UG Programmes in Diversified Domains as per Societal and Industrial Need
- Certificate Courses in Future Skill Areas and Innovative Domains
- Industry Executive Training: Courses for Industry Persons
- Outcome Based Education as per NBA guidelines
- Degree with Research to offer Flexibility and Choice
- Multiple Entry & Exit Option
- Academic Bank of Credit (ABC) for Accountability of Credits Earned Through Various Platforms
  Open Distance Learning (ODL): provision for Courses and Grades Acquired Through Distance Learning

Other Activities

VVITU will continue to have various extracurricular activities to provide a balance of academic along with non-academic activities for the overall development of its students. A few such activities have been listed below:

- **Hobby Clubs:** Students can join clubs based on interests like Sports and Athletics, Performing Arts, Mental and Physical Wellness.
- **Academics and Social Awareness:** Animation, Robotics, Social and Political Awareness clubs.
- **Sports and Athletics:** Improve fitness, teamwork, discipline, and leadership through school and community sports teams.
- **Performing Arts:** Engage in drama, music, dance, and theatre to build creativity and confidence. Debate, Dance, Music, Movie, and Theatre clubs available.
- **Mental and Physical Wellness:** Yoga, Meditation, Culinary, and Martial Arts clubs.
- **University Innovation Fellows (UIF):** Empower students as agents of change through

Stanford's UIF program.

- **Student Activity Council (Student Government)**: Develop leadership and decision-making skills while representing peers. SAC conducts various activities involving students, such as weekly club events, cultural fest (VIVA VVIT), International Telugu children festival (BALOTSAV), and celebrations of Indian culture (Koti deepotsav, Jagannath Rathyatra).

Extension activities

Extension activities offer students a wonderful avenue to actively participate in their communities and create a positive impact. By immersing themselves in these activities, students have the opportunity to contribute to society, address pertinent issues, and develop a deeper understanding of the world around them. Through such initiatives, they not only enhance their personal growth but also cultivate a sense of empathy and social consciousness. In essence, extension activities empower students to be proactive agents of change and serve as a cornerstone in their journey of becoming responsible and compassionate citizens.

Participating in extension activity organizations such as National Service Scheme (NSS), National Cadet Corps (NCC), Red Cross, and others will provide students with valuable learning experiences. These activities offer numerous benefits that contribute to a student's personal and professional growth. Firstly, they offer a platform for students to develop essential problem-solving skills as they encounter real-life challenges and engage in meaningful projects. Additionally, involvement in extension activities exposes students to different cultures and perspectives, fostering a greater sense of understanding and empathy towards others.

Select activities are listed below:

The National Service Scheme (NSS):	NSS (National Service Scheme) is a student volunteer organization actively involved in various deemed universities. Within NSS, students participate in community service projects aimed at making a positive impact on society. These projects range from cleaning up beaches and planting trees to teaching English to children.
Volunteer work	Additionally, the NSS program has forged partnerships with local organizations, including Shankara Eye Hospital, Srungeri Trust Hospital, NTR Blood Bank, and others, providing students with opportunities to engage in volunteer work. Through these partnerships, students can volunteer their time in various activities such as tutoring children, providing food for the homeless, or participating in environmental cleanup campaigns.
Outdoor Education	Outdoor Education is another vital aspect of the program, offering activities like camping, hiking, and nature exploration. These activities not only foster a connection with the environment but also help students develop important qualities like teamwork and adaptability.
Community service	Community service remains a core component of the NSS initiative, and students can actively participate in organized projects such as cleanup campaigns, blood donation drives, and literacy programs.
Research	Students are encouraged to engage in research that addresses relevant community issues, such as

	environmental concerns, public health, or social justice.
Public awareness campaigns	Under the umbrella of NSS, students are motivated to create public awareness campaigns to educate their community about significant matters like climate change, gender equality, and mental health.
Arts and culture	By using their artistic talents, students can also contribute to promoting social change through projects encompassing music, dance, theatre, and visual art.
The Red Cross	A noteworthy extension of NSS is the Red Cross, which focuses on humanitarian values and disaster relief efforts. Red Cross volunteers participate in activities such as blood donation drives, first aid training, and disaster preparedness workshops, furthering the impact and reach of the NSS program.
The National Cadet Corps (NCC)	The NCC, a dynamic youth organization, plays a pivotal role in fostering valuable traits like leadership, discipline, and physical fitness among its cadets. Through engaging in a diverse range of activities such as drill, camping, and community service, NCC cadets gain practical experience and hands-on learning. These experiences not only develop their character but also instil a sense of responsibility and camaraderie.

Chapter 6: EXAMINATION & STUDENT EVALUATION

Examinations and Evaluation are the two prime functions of a university whose reputation centers on the efficacy of its Examination Branch. In Universities abroad, and perhaps in the case of a few in India, the teacher evaluates the student on the course content taught by him/her, and the decision on the award of the grade is final, though a mechanism for appeal exists. Whereas, in a vast majority of the Indian Universities, including those in the private sector, the student evaluation by the teacher, called 'internal', is limited to 30% - 40% of the total marks, and the rest is evaluated by an 'external' question paper, which is common for the entire class. This method of 'internal and external' evaluation is well accepted by all, though it does not conform to Bloom's Taxonomy of individual learning. Given the heterogeneity of our society and the classrooms in our universities, this combination perhaps minimizes the scope for accusing the teacher of any lack of judiciousness while evaluating the student.

The proposed VVITU will follow the 'internal-cum-external' method for evaluation till such time that hundred percent evaluation by the 'internal' meets the approval of the Examination Advisory Committee.

EXAMINATION BRANCH

The University will establish an autonomous Examination Branch called the 'Directorate of Evaluation', if the Executive Council of the University favors that nomenclature to conduct all administrative processes related to examinations in the University.

- The branch will be headed by a Controller of Examinations (CoE) / Dean (Evaluation) who will be declared as an Officer of the University by a Statute. He/She will be a senior academician, appointed by the Executive Council of the University and will work under the direction and control of the Vice-Chancellor. The Executive Council may, on the recommendation of the CoE / Dean (Evaluation), appoint one or more Additional Controllers of Examinations to assist the CoE / Dean (Evaluation) in matters related to all examinations in the University. The branch will have a team of Office Assistants, Computer Programmers, Data Entry Operators, and other supporting staff.

●   The Examination Branch will have the required and appropriate infrastructure, including a printing unit for printing the question papers and other relevant confidential material. The Examination Branch will acquire appropriate time-tested software for enhancing the quality of its functions, data storage, and security, etc., and develop an integrated easy-to-customize applications platform to automate wide-ranging functions relating to the examinations branch. Since students will have the freedom to choose add-on and skill development courses from MOOCs and other platforms, this software will also provide for a Bank of Credit to store data relating to the credits earned by the student at the University and outside the University. The Examination Branch would also focus on question bank preparation and standardization of the question bank for each branch of knowledge.

CONTROLLER OF EXAMINATION (COE) / DEAN (EVALUATION)

The Controller of Examinations (CoE) / Dean (Evaluation) is the principal officer of the examination branch and functions in accordance with the rules and regulations included in the 'Examination Manual' approved by the Executive Council. The said manual will contain the Program / Course Outcomes and prescribes the procedures on all examination matters, such as the following:

a) Vision and Mission of the University

b) Objectives of the Program

c) Vision and Mission of the Department

d) Program Educational Objectives (PEO's)

e) Program Outcomes (PO's)

f) Program Specific Outcomes (PSO's)

g) Bloom's Taxonomy

h) Course Outcomes (CO's)

i) Assessment Methods

j) Overall PO and PSO Assessment

k) Issue of notifications for the Semester-end Examinations

l) Setting and Printing/online transmission of Question Papers

m) Preparing the schedule of Examinations

n) Issue of Hall Tickets

o) Hall Seating Arrangements

p) Appointment of Invigilators

q) Organizing the Central Valuation Camp

r) Appointment of Examiners for Evaluation of Answer Scripts

s) Tabulating the Internal and External marks

t) Convening the meeting of the Board of Examiners to pass the results

u) Convening the meeting of the Examination Committee to publish the results.

v) Convening the Malpractice Enquiry Committee

w) Issue of notification for Recounting/Personal Verification /Revaluation /Challenging Evaluation of results

x) Organizing Recounting/Personal Verification/Revaluation/Challenging Evaluation and finalize the results.

y) Printing and Issuing of Certificates (Grade Sheet, Provisional Degree, Consolidated Grade sheet, Original Degree, Rank Certificate).

z) Organizing the Convocation

Also, the Controller of Examinations (CoE) / Dean (Evaluation) shall have the following responsibilities:

a) Responsible for the conduct of examinations and making all other arrangements necessary for the execution of the processes connected with the examinations.

b) The custodian of records pertaining to his/her duties and responsibilities.

c) The Convener of the meetings of Examination Reforms Committee, Board of Examiners, Examination Committee, Malpractice Enquiry Committee, Examination Calendar Committee, and any other committee constituted in connection with examinations under the direction of the Vice-Chancellor and maintain Minutes of Meetings.

d) Responsible for bringing in Examination reforms and updating the examination process from time to time.

e) Performing such other duties as may be specified by the Vice-Chancellor.

EXAMINATION ADVISORY COMMITTEE (EAC)

There shall be an 'Examination Advisory Committee' with the following members to continuously monitor and attend to the quality issues of examinations.

- Vice-Chancellor - Chairman
- Dean, IQAC - Member
- Chairpersons of all the Boards of Studies - Members
- Controller of Examinations (CoE) / Dean (Evaluation) – Convener

As part of its roles and responsibilities, the Committee will study/address any problems arising in the following activities relating to examinations and make suitable recommendations:

a) Quality of question papers
b) Quality of Mid-term assessment
c) Holding of practical examinations in a fair manner
d) Examination Schedules
e) Management of Malpractices in examinations
f) Question paper security
g) Students' Malpractice/Impersonation
h) Quality of Answer Script Evaluation
i) Shortage of qualified examiners
j) Delay in evaluation
k) Discrepancies in handling of transcripts
l) Manipulation of Marks
m) Award of grace marks
n) Delays in results processing and declaration
o) Handling of Recounting/Revaluation/Challenging Evaluation, etc.

EXAMINATION REFORMS CELL (ERC)

There shall be an 'Examination Reforms Cell' constituted by the Vice-Chancellor, whose function is to guide the Controller of Examinations (CoE) / Dean (Evaluation) in modernizing the Examination Branch and bringing reforms for improving quality in the examination and evaluation processes, such as:

i.   Plan to adopt the assessment strategy for 'Outcome Based Education' (OBE).

ii.   Accustom the faculty to Quality Assessments.

iii.   Orient faculty on Higher-order Abilities and Professional Skills.

iv.   Directing Curriculum Development and Streamlining Examinations.

v.   Designing Curriculum Flexibility and Student Mobility.

vi.   Adoption of Information and Communication Technology (ICT) for reforms in Examinations.

vii.   Implementation of 100% automation of Examination Management System (EMS). Typically, it includes the modules of:

1. From Student Registration to issuance of Hall Ticket

2. Availability of examination schedule and results on University Website

3. Question Bank/Question Paper Bank generation

4. Security issue of Question Papers

5. OMR and Barcode Technology in Answer Sheets

6. Digital Scanning and on-screen evaluation of Answer Sheets

7. Results Processing and Publication

8. Online Application for Recounting/Revaluation/Challenging Evaluation.

9. Demitting of Degrees and Certificates

viii.   Decentralization of Examination activities.

ix.   To Increase Emphasis on Industrial Trainings, Practical's, and Application-Oriented projects in Evaluation.

x.   To Introduce Online Examination System.

xi.   Planning holistic education through Non-Credit/Certification Courses, Self-Certification, Extra Marks/Credits, MOOC, etc.

xii.   Designing Online Thesis submission and evaluation for Postgraduate and Doctoral Degrees.

xiii.   To use of Plagiarism Detection Software.

xiv.   To plan innovative methods of examinations like Open Book Exams, Take-Home Exams, etc.

METHODS OF EVALUATION

The proposed University will adopt the 'Interpretive Structural Model (ISM)' of UGC examination reforms policy for effective quality education. The programs/courses will follow the 'Learning Outcome-Based Education (LOBE)' model with well-defined 'Program Learning Outcomes (PLOs)'. An assessment management plan will be prepared with an assessment calendar that details the assessment strategy both for the program and the course levels.

The examination system of the proposed VVITU is designed to test systematically the student's progress in class and laboratory through a continuous evaluation system. Students are given two periodical 'Continuous Assessment Tests (CAT)', short quizzes, home assignments, seminars, and tutorials. The result in each course is calculated based on this continuous assessment and performance throughout the semester.

A. Internal Assessment

a) Based on the principle of "those who teach should evaluate", the continuous internal assessment/evaluation will be conducted by the teacher, and the evaluation outcome will be expressed by pre-determined marks or grades. The proportion of Internal Evaluation (IE) to External Evaluation (EE), to start with, will be 40:60 for UG and PG and may be raised progressively in a phased manner to 50% depending on the outcome of the experience. The schedule and pattern of continuous assessment/evaluation will be decided by the proposed University in advance and publicized to all students and faculty through the University regulations and the student's information brochure.

b) The proposed University will specify the components for internal evaluation. For example - Essays, Tutorials, Home Assignments, Seminars, Presentations, Laboratory Work, Unit Tests, Workshop, Project-based learning, peer reviews, quizzes, other elements of participatory learning modes - maybe used. The components of the internal assessment/evaluation will have a timeframe for completion by students with concurrent and continuous evaluation of faculty members. However, teachers must include elements of self-assessment or peer-assessment during the construction of such tests.

c) In order to ensure transparency, fair play, and accountability, the evaluation report submitted by all the faculty members will be reviewed from time to time by the 'Examination Reforms Committee'. The outcome of the internal evaluation reviewed by this committee will be announced and displayed on the notice board as per the timeframe of the academic calendar.

B. External Assessment

The Examination Branch will undertake the process of External Assessment, and the procedure would be:

a) For each course, the question papers are set by a group of faculty members (either internal or external) dealing with that course.

b) The number of question papers is as many as the number of faculty offering the course.

c) Questions will be framed based on Blooms Taxonomy.

d) All the question papers are moderated by individual departmental committees to ensure the quality of the questions and achievement of course objectives, and then the question papers are uploaded online into the Examination portal.

e) On the day of the examination, the Controller of Examinations (CoE) / Dean (Evaluation) selects the question paper under the supervision of the Vice-Chancellor for a particular course, and the selected question paper is released to the students.

f) The Controller of Examinations (CoE) / Dean (Evaluation) schedules the examinations, and the invigilators are self-assigned through the online portal and choose their own slot of invigilation duty.

g) Similarly, evaluation is done by the faculty (either internal or external) who are allotted answer scripts of the same course randomly to maintain anonymity.

h) Recounting/Revaluation/Personal Verification/Challenging Evaluation and Grade Sheet generation are all facilitated by in-house online software. This provides additional anonymity between student and faculty.

The proposed University will conduct examinations on the dates and time announced in the beginning of the semester as per Academic Calendar of the proposed University. The conduct of examinations and announcement of results are time bound and regular in nature.

The Examination system will train various stakeholders for using different types of access devices, especially mobile access devices, to augment traditional classroom practices and revolutionize learning and evaluation methods. Learning and engagement of students are facilitated using technology through several modes such as synchronous learning, semi-synchronous learning,

blended learning, collaborative learning, flipped classroom, etc., MOOC's, especially provided through NPTEL, SWAYAM, etc.

The proposed University will be engaged in offering lifelong learning through technology-based platforms. Learning Management Systems (LMS) will be used by the University to integrate the entire teaching, learning, and evaluation process. Plagiarism detection software will be used to prevent copying in project reports and theses submitted by students. PEO/PO/PSO/CO attainments will be calculated, and continuous improvement will be given priority.

TECHNOLOGICAL METHODS IN EVALUATION

The proposed University will, in due course, adopt an 'Onscreen Evaluation System (OES) / Digital Evaluation System' to improve efficiency, accuracy, and transparency in the evaluation process. The answer booklets will be digitized completely and posted on the central server for valuation by the evaluators online. The evaluators can scan it at any place and evaluate the papers with full security. The University applies question paper rubrics, max-marks validation, and totalling of marks using ERP. Compilation and publication of results will be accomplished quickly and accurately since the marks data is transferred instantly to the central servers. Answer scripts will be mailed to the students who apply for personal verification.

CREDIT TRANSFER POLICY

The proposed University will implement the 'Choice Based Credit System (CBCS)', and will accept the transfer of credits subject to the following conditions with the approval of the competent authority:

i. The course work has been completed at a UGC approved and accredited University through full-time formal learning mode.

ii. The courses prescribed to the common minimum syllabus under UGC CBCS system.

iii. The number of credits to be transferred does not exceed the prescribed limit.

iv. The program in question must have a similar credit system modular or semester and the same numeric and letter grading system along with common meaning of the term 'credit' in numerical terms.

A report of a particular student shall be submitted to the BOS as per the UGC/University norms.

ACADEMIC CREDIT BANK

As per National Education Policy 2020, the proposed University will make facility to promote flexibility of curriculum framework and provide academic mobility of students with appropriate credit transfer mechanism to choose their own learning path to attain a Degree/Diploma/PG-diploma, etc, working on the principle of multiple entry-multiple exit as well as any-time, any-where, and any-level of learning.

We will make it mandatory for all its students to enter their credits acquired into the University Grants Commission (UGC), Academic Bank of Credits (ABC) is a national level, which will be a digital entity with the help of student's mentor. The Controller of Examinations (CoE)/ Dean (Evaluation) shall ensure its effective implementation.

TRANSITION PLAN OF VVIT TO THE PROPOSED VVITU

Teaching Learning & Evaluation Process

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
Academic Reforms: Adapting Cafeteria Approach against the existing Rice-Plate Approach					
1	Adherence to academic Calendar			100% adherence to academic calendar	To be continued
2	Learning Management System: Effective teaching with the use of e-learning resources, ICT tools & Institute MOODLE, MOOCS, SWAYAM			Up to 100%	100%
3	Teaching-learning through ICT enabled classrooms & Smart Class rooms			100% classrooms are effective	100%
4	Pedagogical initiatives (real life examples, collaborative learning, ICT supported learning, interactive classrooms, e-resources & latest techniques)			Up to the level of 70%	100%
5	Effective Students mentoring system			Scheme is very effective since 2016	Enhance Effectiveness
6	Implementation of effective support system for weak students & to encourage			Up to 70%	100%

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
	bright students (identification, action taken, impact observed)				
7	Student's feedback on teaching process and Corrective measures.			Online feedback system & actions accordingly. 02/Sem.	Enhance Effectiveness
8	Flexible Curriculum Scheme: Core Courses Electives and Open Elective Courses Inter-Disciplinary Courses Credit Transfer Provision for Online Courses including courses of foreign Universities Industry training/Course Crediting Add-on/Audit Course Crediting etc. -NEC Novel Engaging Courses Provision of minor specialization & Honors			Implemented w.e.f 2017-18	Enhance Effectiveness
9	Assuring Quality of assignment and its relevance to COs (to promote self-learning, survey of contents from multiple sources, assignment evaluation and			Implemented	To be continued

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
	feedback to the students, mapping with the COs)				
10	Question paper analysis based on HOT & LOT and gap analysis & corrective measures.			Implemented	To be continued
11	Developing mechanism for students grievances about evaluation			Manual System	Online System
12	Digitization of Evaluation Process			Online Evaluation System has started w.e.f. 2017-18 as a pilot project & started as complete online evaluation from 2018-19	Complete Digitization
13	Digital Examination Process			Objective	Subjective
14	Innovative practices for Identification of student's projects and allocation			Under Progress	100% Implementation
15	Classification and relevance of the projects and their contribution towards attainment of Pos			Under Progress	100% Implementation

Years	2023-2028	2028-2033	2033-2038	Status	Intervention
	and PSOs				
16	Establishing Industry supported laboratories			SKF, IBM	01/ Program
17	Industry involvement in partial delivery of any regular courses for students			Under Progress	Effectiveness Enhancement

Examination Reform & Evaluation process

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
1	Implementing effective Process of internal semester question paper setting and evaluation (effective process of question paper setting, model answers, evaluation, and its compliance)			Implemented	To be continued
2	Implementing effective system to ensure the questions from outcome/learning levels perspective			Implemented	To be continued
3	Implementing effective system to ensure evidence of COs coverage in class test/mid term test.			Implemented	To be continued

STUDENT SCHOLARSHIPS

With the objective of ensuring that meritorious students are not denied an opportunity for want of funds, VVITU will institute Scholarship schemes. The respective schemes will clearly delineate the eligibility, selection criteria, terms & conditions. These scholarship schemes are already in place and will be suitably modified and expanded to accommodate the students' needs in the proposed VVITU.

Types of Scholarships offered:

1. University-specific Entrance Exam-based Scholarships

2. Merit Scholarships (grades and marks up to 12th)

3. First Graduate Scholarships (First person to pursue Graduation in the family)

4. Indian Tradition and Culture Scholarships

5. Ex-Servicemen Scholarships (Specific to children of Ex-Servicemen)

6. Sports Scholarships

7. Skill-based Scholarships

1. VVIT Entrance Test-based Scholarships

The VVIT Student Aptitude Test (SAT) offers the choice of education to students from various walks of life. On average, nearly 10,000 students from all over India complete to avail themselves of the scholarship. The test duration is 45 minutes, and it follows the pattern of Quantitative Aptitude, Verbal, and Logical questions.

Based on the secured percentage, the scholarship is offered in a range from 10% to 75% waiver in fees, and the first 25 rank holders are given full fee concession for the entire course period.

2. Merit Scholarships

Students who secured a distinctive percentage of 90-95 in the 12th exams (Senior Secondary) in both CBSE and State Board are honored and motivated by providing them with a fee waiver through the Merit Scholarship Scheme.

Currently in VVIT, every year, up to ten eligible students can avail the fee waiver.

3. First Graduate Scholarships

VVIT is committed to educating students from economically weaker sections of society. VVIT offers the First Graduate Scholarship to educate candidates from lower-income groups and enable them to get quality education.

The eligible student can avail a waiver of 10% from the tuition fee, and they can attain the benefit during the course period as they clear the exams and pass every year without an arrear.

4. Indian Tradition and Culture Scholarships

VVIT has made sure to treat people equally and serves them at its best. The University is ambitious in uplifting the lives of needy and forgotten artists who are instrumental in preserving and taking forward the rich traditions and culture of the great country, "Bharat". Children of those performing artists with a humble background can attain their aim through this scholarship. VVIT also extends its helping hand to many other artist associations, MAA, FEFSI, etc.

5. Ex-Servicemen Scholarships

In honour of the brave patriots, Vasireddy Venkatadri Institute of Technology (VVIT) offers the Ex-Servicemen Scholarship to their children. Every year, a fee waiver of 10% in tuition fees is offered. Our Honorable chairman is an alumnus of Sainik school, Korukonda, and has a lot of affinity and respect towards people in uniform.

6. Sports Scholarships

The Chairman Sri Vasireddy Vidyasagar garu himself is a sports enthusiast who knows the importance of physical wellness and has initiated a special Scholarship Scheme for all those young spirits. To support aspiring athletes and players, a 100% waiver on tuition fees and free hostel accommodation are offered.

7. Skill-based Scholarships

Skill-based scholarships will be available for a wide range of fields. In the first year, we are offering skill-based training. In addition to that, we are also conducting workshops, seminars, guest lectures, project expos, industrial visits, and field visits for finding problems in nearby places, especially rural areas.

Scholarships will be provided to the students based on the effectiveness of the application of their knowledge and skills to overcome the problems of the poor or agriculture sector, in the form of grants or a fee waiver of up to 25% of their subsequent semester/year fees.

Chapter 7: RESEARCH

VVITU has been envisaged to be a skill based research oriented University. The proposed University intends to build and expand on its existing research activities which is evidenced through its state of the art laboratories, Centre of Excellences and the quality of Industry – Academia partnerships.

7.1   Research and Development cell

The Research and Development cell of VVIT University aims to foster a research culture by promoting studies in emerging and challenging frontier areas of Engineering, Technology, Science, and Humanities. It encourages both students and faculty to engage in research within multidisciplinary fields, thereby enhancing their research capabilities.

To support this vision, VVIT University has a well-defined Research Promotion Policy, readily available on its website. An established Research Committee actively encourages and promotes research initiatives among students and faculty. Faculty

members receive support in applying for research projects offered by various funding agencies.

Moreover, all core engineering departments have been sanctioned recognized research centers by the affiliating university, further strengthening the university's research capabilities. Some notable research accomplishments by the faculty of VVIT are listed below:

- There are about 70 scholars working in different domains of engineering and science. The institute has created an ecosystem for innovation, creation, and knowledge transfer by establishing an R&D cell and entering into MOUs with industries.

- Research scholars undergo rigorous coursework, and their progress is regularly monitored through Research Advisory Committees. Scholars are required to publish a minimum of two papers in their research area before submitting their thesis.

- Technical events such as quizzes, project exhibitions, paper presentations, and posters are organized to showcase students' talents. The institute conducts FDPs, STTPs, Technical Workshops, Seminars, and National and International Conferences regularly.

- The faculty qualifications are commendable, with many of them having exposure and research collaborations with reputed institutes and serving on expert panels of Central Agencies like the NBA, UPSC, etc.

- Over the last five years, faculty members at the institute have published more than 600 research articles in various journals and conference publications. The institution fosters a research culture among students and faculty through collaborations with around 200 plus industries/organizations.

- Research grants of more than Rs. 4 Crore were received from various agencies for research projects. Around 70 workshops/awareness programs were conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship, and Skill development.

- More than 70 books and chapters in edited volumes/books were published, and a similar number of papers were presented in national/international conference proceedings.

- The institute generated revenue of around Rs. 50 Lakhs from consultancy during the last five years. It also carried out more than 80 extension and outreach activities through NSS/NCC.

- More than 300 collaborative activities are carried out for research, faculty/student exchange, and industry internships. The institute maintains 20 plus active collaborations and MoUs with industries, government, and research organizations in India.

The **objectives** of Research and Development cell are as follows:

- To create an organizational structure with role-based functions of RDC, formulate Research Policy for the HEIs, identify thrust areas of research, and form related cluster groups/ frontline teams/consortia of researchers.

- To create enabling provisions in Research Policies for recruitment of research personnel, procurement of equipment, and financial management with adequate autonomy to the Principal Investigator(s) and disseminate research outcomes to stakeholders and the public at large.

- To establish a special purpose vehicle to promote researchers and innovators, identify potential collaborators from industry, research organizations, academic institutions & other stakeholders for cooperation and synergistic partnerships.

- To act as a liaison between researchers & relevant research funding agencies, extend guidance in preparation & submission of project proposals and post-sanctioning of the grants to oversee adherence to timelines.

- To have better coordination among other cells/centers dealing with University-Industry Inter Linkage, Incubation, Innovation and Entrepreneurship Development and Intellectual Property Rights (IPR).

- To develop an Institutional Research Information System for sharing the status of ongoing/ completed research projects/Programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services.

- To engage & utilize the services of superannuated active faculty/scientists in research capacity building of talented young minds and promote mobility of researchers across institutions and R&D Labs.

- To serve as nodal center for ideation and conceptualization of research topics/themes by organizing workshops and training programs and ensuring the integrity and ethical practices in research activities including clearance of bioethical committee wherever required.

In order to promote research and development activities, VVIT University extends its full support to students, faculty, and staff. Full or partial financial support is provided for all innovative research and development projects undertaken by them. The college actively encourages participation in National/International Conferences and Training programs.

Research Plan

VVIT places great emphasis on Research activities and for its proposed transformation into a deemed to be University, it has developed a **Research plan** as follows:

The following **practices** will be given highest priority for the next fifteen years as a part of research activities of proposed VVIT University.

- Providing research grant/seed money to faculty for innovative research

- Recognition & support to faculty for national/international fellowship for advanced studies/research

- Recognition & support to faculty for receiving Research & development funds from various agencies, industries and other organizations (minor, Major, interdisciplinary, industry supported projects)

- Support for Innovative Students projects

- Support for national and International projects taken by faculty & students

- Conduction of Workshop and seminar on IPR & Industry-Academia Innovative Practices

- Recognition & awards for innovation by faculty/research scholars/students

- Development of Incubation Centre

- Promotion for Start-up incubated on campus to commercialise research innovations annually

- Increase in number of Ph.D. awarded & Admissions

- Increase in Research Publication in SCI/SCOPUS indexed journals.

- Increase in Books and Chapters in edited volumes

- Increase in Publication of research papers in national and international Journals & conference proceedings/Year

- Increase in Quality of publication-Citation Index of Faculty Members.

- Increase in Patents applied/awarded/published

- Support for Faculty Participating in Seminar / Conferences

- Increase in Revenue generation through Consultancy & Industrial training

- Linkage with Institutes/industries for internship, on-the job training, project work, sharing of research facilities along with Faculty & Students exchange program

- Signing MoUs with institutions of national, international importance, other institutions, industries, corporate houses.

- Motivating research and development leading to technologies with immediate societal value (water, energy, housing, healthcare, education, etc.)

- Establishing research centres of excellence

- Establish mechanism to support high impact research through an annual call for proposals and a process for identification of thrust areas

- Encourage formation of multi-disciplinary research centres in high potential areas

- Proactive and flexible mechanisms to attract high quality faculty and researchers

- Create research groups to attract students for PhD programme

- Encourage and support advanced research conferences at the Institute.

- Enable PhD student exchanges with partner international universities.

- Enhance facilities and working environment for PhDs and post-doctoral researchers

- Enhancing Placement activities and dedicated Place Comm Cell to promote and enhance PG & PhD placements.

- Increased publications per faculty, citations per faculty, citations per paper

- Increase in annual research funding

- Initiate Joint Academic Courses in Medicine/Healthcare/Agriculture/physical education in collaboration with other institutions.

Research accomplishments of VVIT

In VVIT, research is actively pursued in major areas of the engineering departments. The institute encourages faculty to engage in Sponsored Research, Inter-disciplinary research, and inter-departmental research.

Select research accomplishments of VVIT and its Faculty are listed in Annexure 7.

Identified research domains

The following areas (but not limited to) are considered to be the most important domains for conducting research in the proposed VVITU.

- AI applications to Electrical Power	- Micro & Nano Fluidics	- Energy Systems	- Soft Computing Application

Systems	● Microwave Engineering	● Energy Auditing and Management	● Solar Energy
● Bio- Medical Instrumentation	● Modelling & Simulation	● Engineering Materials	● Solar Rooftop PV systems
● Bio Signal Processing	● Molecular Biology	● Environmental Engineering	● Solid Waste Management
● Biomaterials	● Multilevel Inverters	● Finite Element analysis	● Special Functions
● Biomechanics	● Nano-electronics	● Fluid Dynamics	● Speech Recognition
● Biometrics	● Network Security	● Fuzzy logic	● Spray Forming
● Catalysis	● Number Theory	● Geotechnical Engineering	● Stress and Vibration Analysis
● Cement	● Numerical Methods	● Grid Connected Systems	● Structural Engineering
● Communication Engineering	● Optical Communication & Networking	● Noetic Research	● Structural Response Control
● Composite Materials	● Optimization Techniques	● High Performance Computing	● Supplementary Cementitious Materials
● Computational Fluid Dynamics	● Performance and Economic Analysis	● HRM OB Operations	● System Reliability

● Computer Networks	● Power Quality	● Hybrid Evolutionary Computing	● Traditional Skills
● Computer Vision and Machine Learning	● Power System	● Hybrid Renewable Energy systems	● Thermal Engineering
● Adhoc Networks	● Medical Image Processing	● Antenna & Designing	● Smart City and Environmental Engineering
● Condition Monitoring	● Product Design	● Image Processing	● Telugu Literature
● Construction Technology &	● Production & Operation Management	● Impact and Blast Resistant Structures	● Ultra-high-Performance Concrete
● Management	● Production & Manufacturing	● Information Security	● Urban Planning
● Control Systems	● Psychoanalytical Approaches to English Fiction	● Integration of Renewable Energy	● VLSI Design
● Cryptography	● Quality Assurance	● Intelligent Computational	● Water Resource Engineering
● Data Mining	● Renewable Energy	● Techniques	● Welding Technology
● Data Science	● Deep learning	● Internet of things (IoT)	● Wireless Networks

• Data Science using Python	• Differential Equation	• Maintenance Management	• Hesitation Mining
• Data Structures	• Computation	• Seismic Retrofitting and Strengthening of structures	• Technical Education
• DBMS	• Digital Communication	• Power System Operation & Control	• Mechanical System Design
• Marketing Management	• Digital Modulation	• Cyber Security	• Image and Signal Facing
• Mathematical Modelling in ecology	• Digital Signal Processing	• Sentiment Analysis	• Electric Vehicles
• Mechanical Behaviour of Materials	• EEG Signal Processing	• Separation Processes	• Signal Processing

7.2 Centres of Excellence

A Center of Excellence (CoE) plays a crucial role in serving as a hub for specialized knowledge, research, and innovation in a particular field or domain. CoEs as primarily research-driven entities provide a dedicated space for faculty, researchers, and students to conduct advanced research and develop innovative solutions to real-world problems. The knowledge generated here benefits not only the institution but also the wider academic community and industry. Skill development is particularly important in a rapidly evolving world, where staying updated with the latest developments is crucial and CoEs offer specialized training programs, workshops, and courses. They facilitate collaboration that can lead to sponsored research projects, internships, and employment opportunities for students, as well as solutions to industry challenges. This endeavour culminates in creation of a skilled talent pool that is interdisciplinary in nature with a competitive advantage. As a

testimony to this ideation, VVIT has CoEs from reputed Industry players. The following are the various skill centres at VVIT:

● Google Code Labs	● InfyTQ	● Nano masters
● Siemens center of Excellence	● Wipro TalentNext Program	● Virtusa internship
● Dassault Systems (3D Experience Lab)	● Epam	● SSIT Internship
● APSSDC - Skill Development Center	● Amazon Web Services (AWS)	

Technical Institutes

Weak Education System
- Out Dated Engineering Concepts
- No Vocational experience/ interaction
- Outdated tools in labs
- Faculty not equipped with industry trends & practices

Skill Development Initiatives
- Bridge gap between Industry needs and available Skills through Industry oriented learning
- Enable institutes to improve quality of education
- Provide state-of-the-art tools to match industry standards
- Student Training on Industry skills
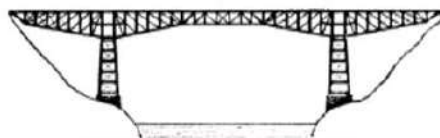
Bridging the Skill Gap

Industry

Challenges Faced by Industry
- Large investment in time, effort & money to train students
- 6–18 months before recruits become productive
- Student attrition post training for better salary packages
- Affects competitiveness of companies

Necessity of Industry Based Skilled Courses:

Training Process:

Student Profiling

Will be informed to Department for registration/ and maintain the database of students profiles.

Training

Learning methodology as against the 'teaching methodology' involves experiential learning techniques with an objective to train students on industry best practices.

Assessment

Continuous evaluation of students through tests and assignments. The students will be required to complete the assessments before they get certification.

Certification

On successful completion of course and assessment, a student will be issued a *Certificate*.

Siemens Centre of Excellence, Google Code Labs, and Dassault Systems lab serve as catalysts for fostering innovation and research.

The table below summarizes the details of the COE laboratories.

S.No.	Name of the Laboratory
1	Product Design and Validation Laboratory
2	Advanced Manufacturing Laboratory
3	Test and Optimization Laboratory
4	Test and Optimisation Workshop
5	Rapid Prototyping Laboratory
6	CNC Programming Laboratory
7	CNC Machines Laboratory
8	Robotics Laboratory
9	Automotive Body Repair Laboratory

10	Automotive Paint Laboratory
11	Lift Installation and Maintenance Laboratory
12	Electrical & Energy Studies Laboratory
13	Automation Laboratory
14	Mechatronics Laboratory
15	Process Instrumentation Laboratory

Google Code Labs

Google Developers Code labs are state-of-the-art Computer labs optimized for group work and mobile development, installed at VVIT aim to sustain interest in product/application development beyond initial trainings. These labs support skilling the students on:

- Machine Learning / AI

- Mobile Development

- Web Development

- Cloud computing / Data Analytics

- IoT

- Train-the-trainer sessions

They are the chosen spaces for students to organize:

- Hackathons

- GDG / WTM meetups

- Short programming workshops on other Google products

- Design workshops in partnership with UIF

- Event live-stream viewing parties

Siemens Centre of Excellence

The Government of Andhra Pradesh, Siemens Industries Software (India) Pvt. Ltd., and VVIT collaboratively established the "Centre of Excellence (CoE) in Industrial Automation" in 2016. The primary objectives of this initiative are as follows:

1. Development of state-of-the-art and open technology laboratories.

2. Promotion of research and innovation for practicing industries.

3. Facilitation of industry-academia interfacing.

Dassault Systems - 3D experience lab

Andhra Pradesh State Skill Development Corporation (APSSDC) in association with M/s. Dassault Systems, France, established a 3D Experience lab at Vasireddy Venkatadri Institute of Technology in the academic year 2018. The lab is equipped with 36 high-configuration computers (i7 processor, 1TB hard disk, and 16GB RAM) and operates on a 64GB RAM server.

The 3D experience lab provides licensed software from M/s. Dassault Systems, France, for training students and faculty members of Mechanical, Civil, and Electrical Engineering Departments, connected through an internet server.

Highlights of various existing Centre of Excellences established as part of Industry – Academia partnership has been presented in Annexure 8.

7.3 Memoranda of Understanding

Memoranda of Understanding (MoUs) between universities and industry/training institutes play a crucial role in establishing a new university by fostering collaboration and resource-sharing. VVIT has MoUs with Industry and Institutions that created internship and placement opportunities for our students on knowledge sharing basis to give a qualitative advantage to a student's professional education. To name a few, VVIT entered into n MoU to provide employment guaranteed Master's Programme in a German University. Another MoU has made it possible for our students to visit Stanford University and be a part of their University Innovation Felloes programme. Overall, MoUs with industry and training institutes create a symbiotic relationship between academia and the

corporate world. By leveraging the strengths of both sectors, the university can enhance its academic offerings, research capabilities, and overall standing in the education landscape.

List of MoUs entered by VVIT is presented in Annexure 9.

7.4 Entrepreneurship Development Cell and Start-Up Facilities

Entrepreneurship Development Cell was established at VVIT in the month of January 2012 under the guidelines of AICTE with a view to foster the entrepreneur skills among the students. Entrepreneurship is a key element in the industrialization and economic progress of a nation.

Details have been presented in Annexure 12

TRANSITION PLAN

The transition plan for Research & Development activities of VVIT to meet the envisaged Research orientations for the proposed VVITU, should the Deemed to be University status be granted by UGC, is presented below:

These activities will be conducted over the next five years

S.No	Objectives	Activities planned for 2023 - 2028
1	ADVANCE THE INFRASTRUCTURE IN RESEARCH	• Increase research lab facility. − Management gives due importance to upgrade the basic infrastructure of the research lab. − Grant for further upgradation of the lab is to be found out from research projects and from different schemes like University, Govt., UGC, DST, FIST, RUSA....

S.No	Objectives	Activities planned for 2023 - 2028
		● Increase the number of Library Books. (5000 different titles in the subjects required for the approval of each research centre) − Design a proposal to increase the number of books in the subjects in a specified time-frame. ▪ Collect the maximum number of books from Retired Teachers and Alumni of the departments. ▪ In the coming years, the maximum fund has to be approved for these subjects from the annual budget of purchase of books. ▪ More funds have to be allocated from the grant received from RUSA and FIST-DST. ▪ Management gives aid to purchase the books in these subjects.
2	ADVANCE THE VIBRANCY AND ACADEMIC EXCELLENCE OF RESEARCH	● Set up a Research and Development Cell. − Composition of the Cell (four/six members): − The principal

S.No	Objectives	Activities planned for 2023 - 2028
		– One faculty member from each Post Graduate Department, Guideship is desirable. – One/two faculties from other subjects who have an active guideship ● Provide all types of information to teachers related to research and research projects/fund & grants, seminars / webinar, conferences / workshops, FDP programmes, Orientation /Refresher/Short-Term courses and help them to prepare the documents – Publish the student's projects in a journal with ISSN number. (Peer Reviewed / Care List) – Organize IPR seminar and Research Methodology courses / Seminar on Entrepreneurship every year in association with departments. (File of the programme should be maintained by the Cell) – Arrange an orientation class on research (scope / ethics) for first year PG students. (File of the programme should be maintained by the Cell)

S.No	Objectives	Activities planned for 2023 - 2028
		– Encourage the students to get scholarships from different Govt. / NGO schemes to complete their final year projects. (File of the programme should be maintained by the department and Cell)
		– Provide guidelines to publish research papers in indexed research journals.
		– Convene meetings quarterly with IQAC and record the growth in research.
		▪ Encourage teachers to complete their research work leading to Ph.D. by the year 2025.
		▪ Encourage teachers to publish at least one paper in UGC-CARE list journal every year.
		● Promote participation of teachers in FDPs like Orientation / Refresher / Short-term courses.
		● Promote participation / presentation in International / National seminars, workshops, symposium, Conferences
		● Encourage teachers to get memberships

S.No	Objectives	Activities planned for 2023 - 2028
		in professional bodies.
		• Promote faculty members to have at least one project (minor / major) from each department.
		• Each department plans to organize International / National conferences / seminars / workshops with the support of Research and Development Cell. (This plan has to submit to IQAC within two months after the date of reopening)
		• Educational linkages in terms of more MoU with premier institutions and take up collaborative research projects.
		• Promote teachers to take research guideship's.
		• Promote interdisciplinary research in college this will help for external funding.
		•
3	INCREASE STUDENTS RESEARCH OUTPUT	• Get scholarships from the Govt. / NGOs for the final year project work.
		• Encouraging final year UG and PG students to publish the projects in indexed research journals.
		• Encouraging students to do the project in collaboration with other premier institutions and Industries. (Depends on

S.No	Objectives	Activities planned for 2023 - 2028
		the project topic selected) • Promote participation in International / National seminars / webinars/ workshops / conferences.
4	GENERATING RESEARCH FUND	• An initial amount can be contributed by the Management to set up a fund for financial help to faculty members for paper presentations in International / National seminars / workshops / Conferences. • Financial help to faculty members for the presentation of projects outside the state. • PG departments can provide a contribution to the research fund. • 10% of the staff fund to be set aside for research funds.

Chapter 8: GOVERNANCE STRUCTURE

The Governing structure of the proposed VVITU will be designed on the core principles of (i) Management excellence and (ii) Autonomy

- Management must have the executive freedom without undue restraints to drive the proposed University forward on the path of excellence; and

- The autonomy so granted to management must be exercised in a framework of accountability and responsibility without compromising the tenets of Academic Freedom.

Based on the above, the following five pillars shall form the cornerstone of the governance philosophy of the proposed VVITU

1. **TRANSPARENCY:** demonstrate openness in the conduct of the proposed University's core activities and its relationship with its employees as well as its readiness to explain its policies and actions to those for whom it has responsibilities;

2. **TRUSTEESHIP:** Recognize that the proposed University represents the interests of all stakeholders and at the same time that it exists for the fulfilment of a social, vocational and intellectual purpose;

3. **EMPOWERMENT:** Vesting decision-making powers at the appropriate level of authority thereby actualizing the creative and innovative potential of individual officials leading to an organizational ethos and culture aligned to the proposed University's vision, mission and Objectives. Provides the empowered officials the executive freedom to operated, within a framework of effective accountability, to drive the organization forward without undue restraint.

4. **ACCOUNTABILITY AND CONTROL:** Implement a framework of operational checks and balances designed in a manner that prevents misuse of power, facilitates timely management of change and ensures effective management of risks

5. **ETHICAL CORPORATE CITIZENSHIP:** Setting exemplary standards of ethical behaviour internally within the organization as well as in its external relationships.

Accordingly, the proposed VVIT Deemed to be University (VVITU) will be an institution that 'governs best, governs least.' Basically, the administration will be decentralized at four different levels

- Department

- College

- Faculty, and School

- University.

Each of the above levels will have clear aims, objectives and expected outcomes, and the freedom to operate within the prescribed sphere of activity, powers and functions. The university will create, by way of Statutes, the 'Authorities' and 'Officers' required at different levels for managing the curricular, academic and administrative matters and to govern the students, teachers, employees and other constituents of the institution.

UGC has recently shared the 'Model Statutes' for Deemed to be universities on its official website. The Statutes cover a number of titles each describing in a detailed manner the constitution, qualifications, method of appointment, term of office, duties, powers etc. of the Authorities / Officers.

The university will adopt these model Statutes, and customize them wherever needed for aligning them with its vision, mission and objectives.

There shall be no intrusion of the sponsoring body / trust into the functions of the authorities / officers of the university except when there is evidence of deviation from the rules and regulations, and their decisions / actions are deviating from the vision / mission / objectives of the university.

A brief summary of the authorities / officers / committees to be constituted by the Executive Council in the proposed university; their principal function(s); the organizational architecture; and the H R policy will be helpful in appreciating the ecology of governance, which the university is keen to implement. The details of duties and powers of the

Authorities / Officers will be delineated in the Statutes to be made, and are not listed here to avoid repetition.

AUTHORITIES, OFFICERS, AND COMMITTEES

AUTHORITIES

The following are the main authorities of the university with statutory powers and functions. The Executive Council may, as and when it deems necessary, add more Authorities to the list.

S.No.	Name of Authority	Powers & functions
1	Executive Council (EC)	● The EC is the apex body that defines the policies of the University for achieving its vision and mission. ● Vice-Chancellor - Chairperson; ● Two members from amongst the Deans of schools of studies, by rotation, to be appointed by the Vice-Chancellor; ● One Professor, who is not a Dean, by rotation, to be appointed by the Vice-Chancellor; ● One Associate Professor, by rotation, to be appointed by the Vice-Chancellor; ● One Assistant Professor, by rotation, to be appointed by the Vice-Chancellor; ● One representative shall be nominated by the Commission; ● Up to four nominees of the Sponsoring body; and ● The Registrar, who shall be the ex-officio Secretary of the Executive Council.
2	Academic Council (AC)	● The AC shall exercise general supervision over the academic policies of the proposed

		University and provide leadership for raising the standards and quality of education and research in the University.
		• Deans, Principals, Professors and some members of the EC are the members of AC.
		• The Vice-Chancellor is the chairperson, and ex-officio Secretary of AC.
3	Finance Committee (FC)	• Vice Chancellor - Chairperson;
		• Pro Vice-Chancellor (wherever applicable);
		• one person nominated by the society or trust or company, as the case may be (wherever applicable);
		• three persons to be nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council;
		• One representative shall be nominated by the Commission;
		• three persons to be nominated by the Chancellor;
		• Finance Officer-Secretary- ex officio
4	Boards of Studies (BoS)	• Dean of school or Head of the department - Chairperson;
		• all Professors of the school or department;
		• two Associate Professors of the school or department, by rotation;

		• two Assistant Professors of the school or department, by rotation; and • Two external experts to be co-opted for their specialised knowledge.
5	Planning and Monitoring Board (PMB)	• The PMB is an advisory body to the Academic Council / Board of Management / Executive Council on all matters relating to the academic planning and development of the University. • The Board is also responsible to devise short and long term plans for achieving excellence in teaching and research; and monitors periodically the progress made in academic and administrative matters. T • The Vice-Chancellor is the Chairperson and the members include all the academic Deans, representatives from EC, and some external experts.
6	Research Advisory **Council** (RAC)	• The Research Advisory **Committee** (RAC) is constituted by the Executive Council to devise policies that promote and propagate high quality research in the University. • All academic Deans, researchers from outside the University, some heads of the departments are the members, and the Vice-Chancellor is the chairperson of this council.
7	Internal Quality Assurance Cell (IQAC)	• The University will have an Internal Quality Assurance Cell (IQAC), as per the UGC guidelines, to develop a continuous quality sustenance, enhancement, and monitoring

		processes and establish a system for catalytic, programmed action to improve the academic and administrative performance of the University; and to channelize and systematize measures for the internalization of quality culture and institutionalization of best practices and benchmarking of identified best practices. ● Vice-Chancellor is the Chairperson of this Cell and a Professor will be its Director.

It is envisaged that the above bodies will be constituted within one month from the date of receiving LOI/LOA from UGC.

OFFICERS:

The following positions will be declared as the 'Officers of the University' by way of Statutes / Executive Orders from the competent authority. The Statute concerned gives full details of appointment, qualifications, term of office, duties, responsibilities etc., and these Officers will work under the general control of the Executive Council / Board of Management / Chancellor / Vice-Chancellor / Registrar/ Statutes / Rules and Regulations of the University.

1. Chancellor
2. Vice-chancellor
3. Rector
4. Registrar
5. Chief Finance & Accounts Officer
6. Deans of Schools
7. Head of the Departments
8. Controller of Examinations
9. Dean (Admissions)
10. Dean (Planning & Monitoring Board)

11. Dean (Research and Consultancy)

12. Dean (IQAC)

13. Dean (Training and Placement)

14. Dean (Industry Relations)

15. Dean (Collaborations)

16. Dean (Student Affairs)

17. Dean (Alumni Relations)

18. Chief Librarian

19. Chief Warden

20. Executive Engineer

21. Estate Officer

22. Public Relations Officer

The key officials are expected to be appointed within one month from the date of receiving LOI/LOA from UGC

ORGANIZATIONAL STRUCTURE

The tentative hierarchy among the officers and functionaries of the university is indicated in the chart below:

VVITU (Deemed to be University) Organizational Chart
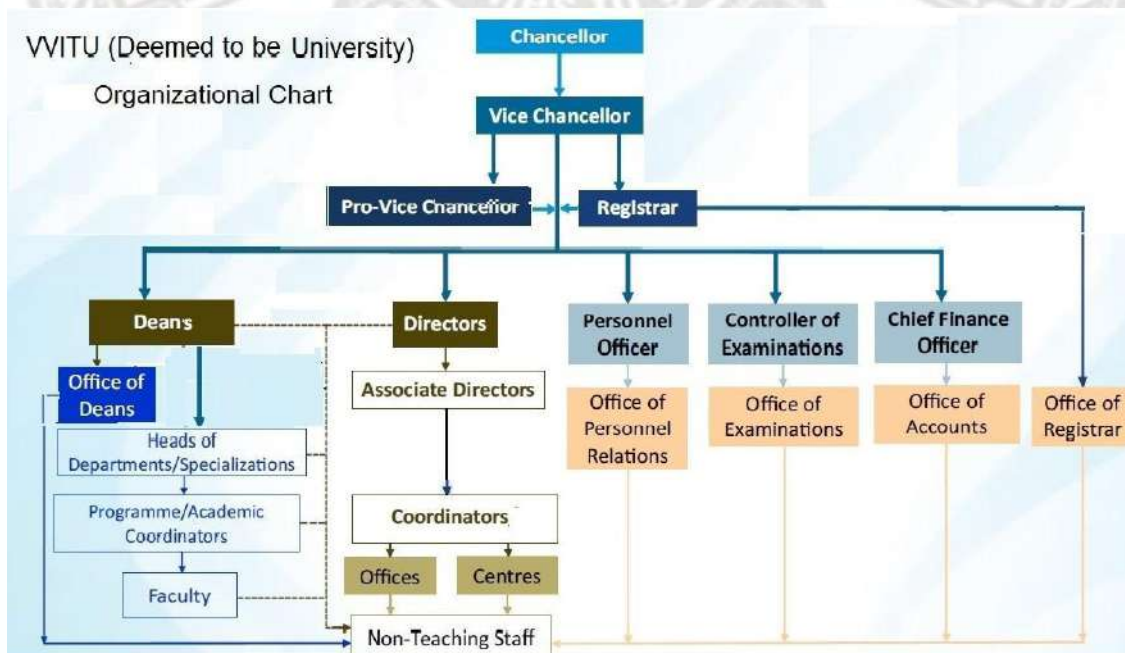
COMMITTEES

In addition to the statutory Committees i.e. Executive Council, Academic Council, Board of Studies and Finance Committee and the following non-statutory Committees, and any other as necessitated for an occasion, will be constituted by the competent authority in the proposed University, for specific purposes.

1. Admission Committee

2. Planning & Evaluation Committee

3. Examination Committee

4. Staff Selection Committee

5. Academic Audit Committee

6. IQAC

7. Research Mentoring Committee

8. Library Committee

9. Co-curricular Activities Committee

10. Extracurricular Activities Committee

11. Grievance Redressal Committee

12. Alumni Committee

13. Discipline & Anti-Ragging Committee

14. Economically Weaker Section Student Welfare Committee

15. Women Empowerment Committee

GOVERNANCE PLAN

The Governance Plan for the next fifteen years has been prepared for quality assurance and efficient management to ensure the objectives of proposed deemed to be university has been

prepared for the planned transition of the Governance mechanisms at VVIT to the proposed VVITU should the Deemed to be University status be granted by UGC.

Governance & Quality Assurance

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
1.	Conducting regular Executive Council Meetings			04 Meetings/ Year	To be continued
2.	Organizing regular meetings of **Finance Committee**			04 Meetings/ Year	To be continued
3.	Organizing regular meetings of **Academic Council & Board of Studies**			04 Meetings/ Year/ Committee	To be continued
4.	Assurance for Vision and Mission of the Institute			Review & Assurance	To be continued
5.	Effective Implementation and Monitoring of the Institutional Perspective & Development Plan			Six Monthly Review	To be continued
6.	Decentralization and participative management in working and grievance Redressal mechanism			Decentralized management	Increase in IT support Mechanis

Yea rs	2023-2028	2028-2033	2033-2038	Status	Interventions
					m
7.	Effective Management Information System			IT based Management Information System for selected modules	IT based Management Information System for all required Modules
8.	Providing Administrative & Financial Support for Quality Improvement strategies for: ● Curriculum Development ● Teaching & learning ● Examination & Evaluation ● Research & Development ● Library, ICT and physical Infrastructure/Instrumentation ● Human Resource Management ● Industry Collaboration/Interaction ● Admission of students			Providing as per proposal submitted by various departmen ts & sections after evaluation of availabilit y of funds	100% support

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
9.	Providing Administrative & Financial Support for Implementation of e-governance in areas of following operations: ● Planning & Development ● Administration ● Finance & Accounts ● Students admissions and support ● Examination			Partial support	100% support
10.	Providing Financial support for the participation of faculty, staff in Conference/workshop & membership of professional bodies			Providing for participation in conference/ workshop	Provision for membership of professional bodies
11.	Providing Administrative & Financial Support for Conduction of professional development/Administrative training programmes for teaching & non-teaching staff			Providing for state level training programmes	Provision for national level programmes
12.	Providing Financial support for Participation of faculty in professional development programmes, orientation			Providing for participati	Provision for Internationa

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
	programme, refresher course, short term course, FDP			on in India	l participation
13.	Faculty & Staff recruitment and hiring of various services required in administrative system			Inadequate	100% Adequacy to be achieved
14.	Implementing Welfare scheme for faculty, teaching & non-teaching staff, and students			Partial support	100%
15.	Use of Internal & External Financial audit			100%	100%
16.	Review & publication of service rules, policies and procedures, functions of various bodies, recruitment and promotional policies.			Regularly	Regularly
17.	Delegation of powers to Administrative Committees and Administrative Heads for taking administrative decisions			100%	100%
18.	Delegation of Financial powers to the Heads of Departments and relevant in-charges			Partial	Up to Rs. 50,000/-
19.	Show Transparency and availability of correct/unambiguous information in public domain			100%	To be Continued with online portal mechanism

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
20.	Dissemination of the information about student, faculty and staff			100%	To be continued
21.	Effective Budget Allocation, Utilization, and Public Accounting at Institute level			100%	To be continued
22.	Availability of effective Security mechanism			Up to the appropriate level	IT based surveillance system
23.	Initiatives for Environment control and sustainability			Upton the appropriate level	100% Implementation
24.	Development of "Urban Green Zone" at institute of 30% land area			22% Available	Increase up to 30%
25.	Conducting meetings of IQAC (Internal Quality Assurance Cell) in every quarter of Academic Year			01/Quarter (04 / Year)	To be continued
26.	Conducting regular meetings of Development cells of the Institute: ● Academic Development Cell ● Students Development Cell			02/Quarter (08 Meetings /year)	02/Quarter (08 Meetings /year)
27.	Administrative Audit in every Academic Year			01/Year	02/Year

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
28.	Academic Audit every Academic Year			01/ Year	02/ Year
29.	IT Audit			00/Year	01/Year
30.	Environment Audit			01/Year	02/Year
31.	Laboratory Audit			01/Year	02/Year
32.	Infrastructure Audit			As per requirement	01/Year
33.	Overall development of Institute through 360 degree feedback system-Structured feedback system to collect and analyze feedback collected from:- ● Students ● Faculty ● Employers ● Alumni ● Parents			Feedback from: Students-02/Sem. Faculty-01/Sem. Employers- 01/Year Alumni-01/Year Parents-01/Year	Feedback from: Students-02/Sem. Faculty-01/Sem. Employers-01/Year Alumni-01/Year Parents-01/Year
34.	NBA Accreditation of UG & PG Courses			CIVIL, EEE,	NBA Accreditation

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
				MECHANICAL ECE, CSE and IT	of all offered eligible Courses will be
35.	ISO Certification of Administrative Offices			NA	Every Year
36.	Participation in NIRF			applied	Every Year
37.	Participation in AISHE			Every Year	To be continued
38.	Participation in Swachh Campus Ranking			Every Year	To be continued
39.	Participation in Atal Ranking of Institutions on Innovation Achievements Framework (ARIIA)			Not applied	Every Year
40.	Participation in CII Survey			Every Year	To be continued
41.	NAAC Accreditation			Accredited with A Grade in Cycle-1 and Reaccredited with Grade A	Cycle-3: NAAC Accreditation [Target A+]

Years	2023-2028	2028-2033	2033-2038	Status	Interventions
				up to 2024.	
42.	Submission of AQAR to NAAC			Every Year	To be continued
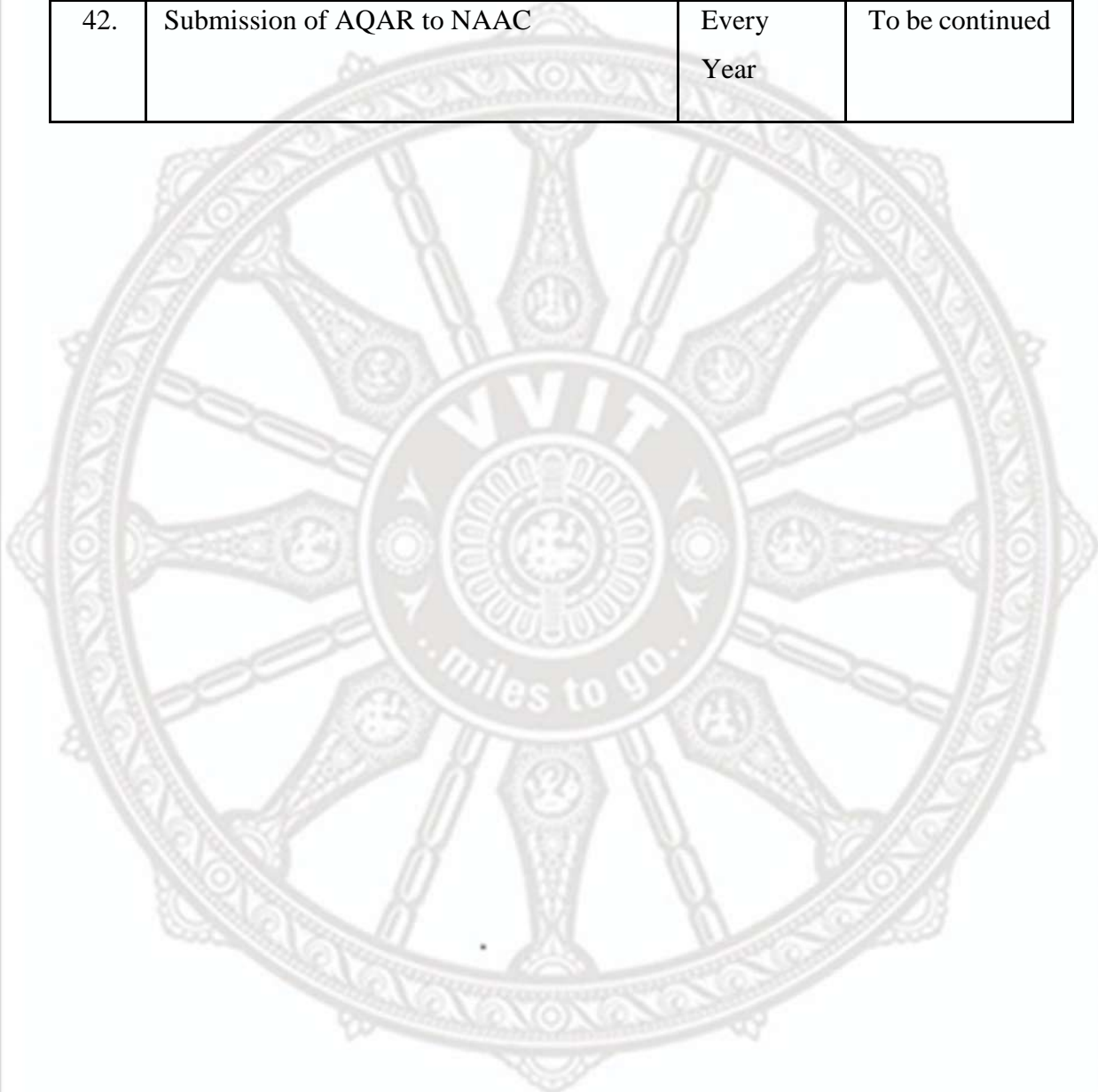
Chapter 9: HUMAN RESOURCE PLAN

TEACHING FACULTY

It is estimated that the proposed University will have around 855 faculty members, including Professors, Associate Professors, and Assistant Professors, who will be required for the degree and postgraduate programs in all the faculties during the first 5 years of VVIT Deemed to be University's establishment.

A strong faculty is crucial for achieving excellence in any university, and VVITU will strive to assemble a committed, competent, and enthusiastic faculty with a passion for teaching and research. To achieve this goal, the university will adopt the following practices:

1. For Engineering and Technology disciplines, each UG program will have a Student Faculty ratio of 1:15, with a cadre ratio of 1:2:6 for Professors, Associate Professors, and Assistant Professors, respectively. This ratio will be progressively maintained for each year of study.

2. For all other disciplines, Professors, Associate Professors, and Assistant Professors will be appointed in accordance with the Student Faculty ratio and cadre ratio norms of UGC or other statutory bodies. This will be progressively implemented for each year of study.

3. Faculty recruitment will be conducted through an open and nationwide advertisement before the start of the academic year, following a transparent selection procedure. Additionally, a rolling advertisement will be given to attract talented candidates from abroad.

4. The minimum qualifications and eligibility criteria for faculty recruitment will adhere to the UGC Regulations, 2018, as prescribed in G.O. Ms No. 14 dated 13.02.2019 by the Higher Education (HE) Department, Govt. of A P, and any future orders by regulatory agencies or the A P Government.

5. The university will follow the tenure track method of appointments for teachers, combined with the UGC Career Advancement Scheme mentioned in G.O. Ms No. 14 dated 13.02.2019 by the Higher Education (HE) Department, Govt. of A P.

6. VVITU will adopt the UGC pay scales for its teachers. The university will also invite retired Professors, Scientists, Managers, and personnel from Industry with a proven track record in teaching and research in specialized areas, who have not crossed 70 years of age, to join and contribute to starting new programs in identified thrust areas of inter-disciplinary nature and strengthen the research culture in the departments.

7. Faculty members will be encouraged to enhance their skills by attending various 'Faculty Development (FDP) Programs' organized at the National and International Levels.

By following these practices, VVIT Deemed to be University aims to build a distinguished and dynamic faculty that will lead the institution towards excellence in education and research.

HUMAN RESOURCE (HR) POLICY

The Human Resource (HR) policy of the proposed university has been prepared and will be placed for the approval of the Executive Council, once appointed, for its implementation.

The document deals with several aspects of HR in a detailed manner based on the Core principles and 5 pillars of good governance, as stated earlier. The document will be made available on the website of the university soon after the Executive Council has approved it.

The table of contents of the proposed HR policy has been listed in Annexure 10.

Faculty Recruitment Plan

Recruitment of Faculty will be done as per AICTE/COA/PCI requirement of cadre and faculty students' ratio and to maintain the FSR as per Quality. Assurance agencies like NBA/NAAC. The Effort will be made to appoint faculty in the field of specialization not available in the Institute/department. Overall target is to achieve Faculty Students Ratio below 1:15.

Five Years Faculty Recruitment Plan

Given that VVIT has been in existence since 2007 all necessary faculty pertaining to all the existing academic departments in different cadres such as Professor, Associate Professor & Assistant Professor have been recruited depending on the requirement and are in service.

Further, if granted Deemed to be University status by UGC, the required faculty for proposed programs are going to be recruited in phased manner in the next 5 years

The following proposed number of high- quality faculty members will be recruited in next five years through a transparent open selection process:

Existing Programs

Faculty/Resource Person	2023-24	2024-25	2025-26	2026-27	2027-28
Total [Target FSR1:15]	**312**	**370**	**430**	**500**	**570**
Appointment of Faculty Members (Regular)					
(i) Professor	5	5	5	5	5
(ii) Associate Professor	10	10	10	10	10
(iii) Assistant Professor	33	35	35	35	35
Appointment of Faculty Members (Full-time 03-year contract)	58	60	60	60	60
Appointment of Adjunct Faculty, visiting Faculty and resource persons from Industry					
Adjunct Faculty from Industry	3	3	3	1	1
Resource Persons from Academia	3	3	3	1	1
Off campus Faculty from Industry and academia	10	12	15	20	22

Proposed Programs

Faculty/Resource Person	2023-24	2024-25	2025-26	2026-27	2027-28
Total [Target FSR1:20]	**-**	**70**	**140**	**210**	**250**
Appointment of Faculty Members (Regular)					
(i) Professor	-	10	15	15	10

(ii) Associate Professor	-	20	25	25	20
(iii) Assistant Professor	-	40	60	60	40
Appointment of Adjunct Faculty, visiting Faculty and resource persons from Industry					
(i) Adjunct Faculty from Industry	-	01	02	04	04
(ii) Resource Persons from Academia	-	01	02	04	04
(iii) Off campus Faculty from Industry and academia	-	02	06	10	15

TRANSITION PLAN

The Technical and Internal Support Plan for the next fifteen years has been prepared for quality assurance and efficient management to ensure the objectives of proposed deemed to be university has been prepared for the planned transition of the Governance mechanisms at VVIT to the proposed VVITU should the Deemed to be University status be granted by UGC.

Technical & Internal Support System

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
1	Implementing Simplify systems and processes with the use of digitization & IMS system.			Up to 80%	100% implementation
2	Implementing Use of IT support for purchase, maintenance and administration.			Partial	Complete Support
3	Implement new recruitment/engagement rules to attract qualified staff at various levels.			As per Govt. Norms	In Addition R&D Support for deserving
4	Conducting annual satisfaction survey for services improvement.			Implemented	Increase in Parameters & Effectiveness

Year	2023-2028	2028-2033	2033-2038	Status	Intervention
5	Organizing Orientation and training for Faculty, Technical & Administrative staff			Organizing	Frequency will be increased
6	Development of online complaint systems.			Implemented	Fully Online
7	Organizing Orientation and mentorship programme for new faculty members.			Partially Implemented	Effective Conduction
8	Reducing in average processing times for various Administrative issues/services.			Up to the level of 80%	100% Satisfaction
9	Development of online Tracking system for complaint redressal.			Partial	100%
10	Appointment of Technical manpower for program-specific curriculum			Implemented	Numbers will be increased
11	Maintenance and overall ambience in Laboratories.			National Level	International Level
12	Safety measures in laboratories			80%	100% as per standards

Chapter 10: INFRASTRUCTURE & FACILITIES

10.1   Land

Vasireddy Venkatadri International Technological Deemed to be University (VVITU) will be established on property owned by Social Education Trust.

The existing VVIT which is intended to be transformed into VVITU is situated on the following land parcel:

S. No.	College Name	Existing Land (Acres)	Address
1	Vasireddy Venkatadri Institute of Technology	51	Nambur, Guntur

The proposed VVIT University has a 51-acre campus with 41398.80 square meters of built-up area for academics and 9,220.7 square meters for hostels and other amenities. An additional 53,532.92 square meters of built-up area is planned for construction from 2023-24 to 2025-26.

An area of 3 acres will be set aside for a greenbelt to maintain ecological and sustainable development.

10.2   Facilities in Proposed University

The proposed university will focus on promoting interdisciplinary programs in contemporary subjects, advanced research in cutting-edge technologies, innovation in applied sciences, incubation laboratories, start-ups, entrepreneurship, employability, and skill development.

An integrated building complex will be designed and constructed to accommodate these activities in addition to the existing facilities.

The complex will include the following constituents:

● Additional Academic Blocks

- R&D Centers/Laboratories

- Incubation Laboratories

- Central Instrumentation Center

- Additional Workshop

- Auditorium

- Student Residences/ Hostels

- Student Amenities center

- Additional Faculty Residences/ Quarters

- Additional Guest House

- Meeting Halls

- Conference Rooms

- Mini Auditorium

- Indoor Stadium

- Yoga& Recreation Centre

- Sports and Games Complex

Classrooms / Laboratories / Workshops and Infrastructure

The number of classrooms, each with a minimum carpet area of 66 square chance per 60 students, computer labs, experimental laboratories, workshops, and other infrastructure required for each of the program started will be calculated as per the specifications prescribed by the UGC / Regulating Body concerned. These will be provided in addition to existing facilities in a phased manner in accordance with the requirement, starting from the first year of the program.

Each classroom will be a 'smart classroom' with internet, LCD projection facility and ergonomic student desks and furniture. The laboratories and the equipment will be suitably designed to meet the requirements of the curriculum, and to train the students individually in experimental skills. There shall be dedicated computer labs with adequate number of desktops designated for imparting English Language Skills, Computer Programming, and Computer Aided Design.

Central & Department Libraries

The central library plays a vital role in providing access to many resources and encouraging lifelong learning thereby serving the community. Vasireddy Venkatadri Institute of Technology has a spacious, fully automated, digitalized and well-equipped library. In addition to this, the departments have libraries to provide quick access to the magazines, book, and journals. The central library works from 07.00 a.m. to 06.00 p.m.

With a built-up area of 1360 Sq.m spanning two floors in the admin block, the central library maintains a rich collection of titles under different heads, having 97020 volumes and 26130 titles covering broader areas of science, engineering, technology, literature, personality development and cultural enrichments. The central library has a seating capacity of 340. The library Online Subscription for a total of 126 e-Journals (IEEE, ASME, ASCE), print subscription for a total of 198 journals, subscription to 26 weekly and monthly magazines, 520 back volumes.

The Library committee periodically conveys meetings to review the library policies and strive towards the enhancement of resources, services and other facilities. The role of the Committee includes:

● Reviewing the library policies, resources, facilities and services.

● Requirement gathering for all resources from all the stakeholders and evaluating the budgetary issues.

● Ensuring proper connectivity of the library with all the departments and make sure the available resources are optimally utilized.

● Updating the library resources and knowledgebase to cater the emerging trends in technology by collaborating with premier institutes (NPTEL-SWAYAM)

● Communicating significant matters to the core working group of the institution.

The list of titles currently available in the library has been presented in Annexure 6.

Digital Library

To provide harmonious and student-centric teaching-learning process, Digital library services are provided. These libraries provide connectivity to rare and out-of-print materials that might be difficult or impossible to locate in physical libraries. High-speed internet service is provided to accommodate students with online courses from eminent institutes across the globe.

The central Digital Library comprises:

● 32 Desktop systems with multimedia and access e-content through high speed Internet.

● EZLibrary Software by Volksoft Technologies facilitating automated circulation (issue & return) of the books and speedy access to bibliographies, locations and availability information of the books stocked in the library,

● Reprographic facility

● OPAC Access

● Open Source Software.

● Audio& Video Rooms for conferencing

● Access to Digital content (Video Lectures and E-books) through online mode,

● Membership to DELNET, IEEE and IETE.

● NPTEL E-Lectures and Videos

- IEEE Society Periodicals, ASME and ASCE

- National Digital Library of India (NDLI)

- Open Access Journals/Dissertations/Archives/Database contents available at library portal

10.3   VVITU Buildings & Facilities

The table below lists the details of the total plinth areas of each of the institute's existing 5 academic blocks and 1 administration block.

Type of Block	Name of the Block	Plinth Area in Sq.m	Plinth Area in Sq.ft
Academic Blocks	A-Block	3342.36	35977.00
	B-Block	3342.36	35977.00
	C-Block	3342.36	35977.00
	D-Block	3342.36	35977.00
	New Block-1	15290.43	164586.00
	New Block-2	12738.68	137118.00
Administrative Lab	Central Block	2755.99	29665.00
	Total Plinth Area	**44154.77**	**475278.00**

Both the boys' and girls' hostels are currently operational and have amenities like a mess hall and other common areas. The table below provides information about the existing hostels plinth areas.

Name of the Block	Plinth Area in Sq.m	Plinth Area in Sq.ft
Girls Hostel	6656.50	71651.00
Boys Hostel	2564.20	27602.00
Total Plinth Area	**9220.70**	**99253.00**

In addition to the existing built-up area as above, the university plans to construct additional classrooms, laboratories, workshops, research labs, and other ancillary facilities.

The table below shows the planned construction for each year from 2023-24 to 2025-26:

Existing and Proposed Built-up area details for the period till 2025-26

Nature of Accommodation	Existing Sq.m	Proposed Built-up area Sq.m				TOTAL Sq m
		2023-24	**2024-25**	**2035-26**	**Total**	
1.Classrooms 2.Laboratories 3.Workshops 4.Library 5.Conference Rooms 6.Meeting Halls	**44,154.77**	10,275.21	20,550.42	10,275.21	**41,100.84**	85,255.61

Nature of Accommodation	Existing Sq.m	Proposed Built-up area Sq.m				TOTAL Sq m
		2023-24	2024-25	2035-26	Total	
7.Faculty Rooms 8.Administrative Office 9.Student Halls 10.Auditorium 11.Student Support Facilities: Grievance Redressal Cell, Counselling Centre, Placement and Training Cell, Women Cell, Anti Ragging Cell Career, Counselling Center						
12. Student Hostels	9,220.70	7,051.91	6,022.15	4,358.02	17,432.08	26,652.78

10.4 Existing Lab Equipment for the Proposed University

All laboratories at the Institute adhere to AICTE norms and BoS recommendations, facilitating the achievement of course outcomes. They are utilized for projects, skill-based training, and hands-on experience beyond the syllabus. Well-furnished with computing labs and ICT facilities, some labs offer virtual learning opportunities. Details of existing laboratories are summarized in the table below.

S.No	Department	Name of the Lab	Cost (Rs.)
1	Civil Engineering	Strength of Material Laboratory	10,83,504
2		Surveying Stores	12,92,276
3		Concrete Technology Laboratory	6,59,181
4		Transportation Laboratory	5,04,391
5		Environmental Engineering Laboratory	3,03,210
6		Geotechnical Engineering Laboratory	13,33,481
7		Engineering Geology Laboratory	63,705
8		Fluid Mechanics and Hydraulic Machinery Laboratory	8,58,710
9		CAD Laboratory	21,36,000
10		Advanced Structural Engineering Laboratory	9,82,337
11		Research Laboratory	11,83,108
		Sub Total Cost (Rs)	**1,03,99,904**

S.No	Department	Name of the Lab	Cost (Rs.)
12	Electrical & Electronics Engineering	Electrical Machines Laboratory	11,87,485
13		Electrical Circuits Laboratory	2,70,929
14		Electronics Devices Circuits Laboratory	4,74,938
15		Control Systems Laboratory	3,18,880
16		Electrical Measurements Laboratory	3,77,792
17		Power Electronics Laboratory	3,12,990
18		Power Systems Laboratory	8,09,336
19		Micro Processor and Micro controller Laboratory	38,119
20		Electrical Simulation Laboratory	22,70,350
21		Power Converters and Drives Laboratory	4,04,066
22		Research and Development Laboratory	15,00,034
		Sub Total Cost (Rs)	**79,64,919**
23	Mechanical Engineering	Production Technology lab	4,13,243
24		Thermal Engineering lab	8,24,914
25		Machine Tools lab	7,22,983
26		Heat Transfer lab	4,53,899
27		Metallurgy lab	93,895

S.No	Department	Name of the Lab	Cost (Rs.)
28		CAD lab	21,09,100
29		Metrology lab	2,42,112
30		Instrumentation lab	2,95,270
31		Mechatronics lab	1,23,310
32		Theory of Machines lab	6,42,340
		Sub Total Cost (Rs)	**59,21,066**
33	Electronics & Communication Engineering	EDC/ECA Lab	,77,063
34		PDC & IC Applications Lab	7,88,998
35		Communication Lab (Analog & Digital)	14,22,293
36		Microwave & Optical Communication Lab	13,09,254
37		DSP & Simulation Lab	20,86,954
38		Microprocessors & Microcontrollers Lab	11,41,539
39		VLSI Lab	38,02,834
40		Embedded Systems Lab	2,34,360
41		Research Laboratory	21,02,537
		Sub Total Cost (Rs)	**1,37,65,832**
42	Information Technology	IT LAB-1	11,55,928

S.No	Department	Name of the Lab	Cost (Rs.)
43		IT LAB-2	11,00,500
44		Google Code Lab	36,00,000
		Sub Total Cost (Rs)	**58,56,428**
45		CSE LAB-1	16,22,705
46	Computer Science & Engineering	CSE LAB-2	16,25,000
47		CSE LAB-3	15,97,645
48		CSE LAB-4	19,46,650
		Sub Total Cost (Rs)	**67,92,000**
49	CSE-Artificial Intelligence & Machine Learning (CSM)	CSM LAB	16,22,705
50	CSE-IOT and Cyber Security Including Blockchain Technology (CIC)	CIC LAB	12,85,480
51		Internet of Things Laboratory	2,50,447
52	CSE-Internet of Things (CSO)	Computer lab	22,70,350.
53		ERTOS lab	81,054
		Sub Total Cost (Rs)	**26,01,851**

S.No	Department	Name of the Lab	Cost (Rs.)
54	Artificial Intelligence & Data Science (AID)	AID LAB	12,85,480
55	Artificial Intelligence & Machine Learning (AIM)	AIM LAB	16,22,705
56		Engineering/Applied Chemistry Lab	3,03,252
57	Science & Humanities	Engineering/Applied Physics Lab	10,99,147
58		Communicative English Lab	13,71,750
		Sub Total Cost (Rs)	**27,74,149**
		Grand Total (Rs)	**6,18,92,520**

Upgradation Plan of Existing Lab Resources

In the next five years, the Institute plans to improve and upgrade existing facilities, as well as develop resources to support new programs. The following initiatives are in place:

- Modernization and expansion of laboratories and equipment to meet future needs.

- Addition of high-end research equipment to transform laboratories into Centers of Excellence.

- Provision of Project Laboratory/Incubation Facilities for students and faculty.

- Implementation of innovative digital solutions for required laboratories.

- Impending development of state-of-the-art laboratories and other facilities.

- Maintenance of safety standards to prevent hazards, with periodic assessments.

- Establishment of new laboratories as per requirements.

10.5 Sports Facilities

Sports and games are essential to develop the students physically as well as mentally. In addition to that, sports and games are known to develop the students holistically. They enhance the personality of individuals by imparting various traits in them.

Sports are also said to boost alertness, disciple, team spirit, mental ability, confidence and concentration of a student. It doesn't matter what kind of sports the students are playing and whether they are winning or not. Every sport will always inculcate some amazing traits in them.

In college/ universities, sports play a key role in moulding the students. These give mental relaxation to the students from their hectic schedule. Furthermore, sports develop students into well-balanced individuals. Apart from that, there are many reasons that stress on sports:

Boost in stamina	Playing sports on a regular basis will boost the stamina of students. This stamina comes into play when individuals are engrossed in hectic jobs. It allows individuals to perform different tasks without getting tired for a longer period
Inculcates team spirit	Irrespective of the field students choose in the future, they must possess team spirit to gain success in the sphere. It is 'team spirit' that allows individuals to work in a team and perform well while collaborating with others. By playing different sports, students can develop team spirit. Since all the sports involve teams, students learn to work in a team and support each other.

Imparts self-esteem and attitude	With attitude and self-esteem, an individual can fight all odds and achieve anything in life. Mark Twain once said, "A man cannot be comfortable without his own approval". This simply explains that individuals have to be strong and determined enough to think and do for themselves before doing anything for others. It is through sports that individuals gain the right attitude and self-esteem that facilitates them to have a successful journey of life.
Imparts leadership qualities	Leadership quality is one of the essential qualities that help individuals to march forward in their career. Playing sports regularly allow students to discover their inner-self and gain leadership qualities. An array of sports teaches students to face failures audaciously while emerging as a leader and successor.

Clearly, in addition to acquiring fitness, students acquire different personality traits from sports. These traits help them in succeeding in their workplace as well as in their personal life. Sports teach different virtues to the students that help them to lead a good life. That is why sports should be an integral part of college/ university

Vasireddy Venkatadri Institute of Technology understands the significance of sports and games for students. That is why it encourages its students to participate in sports regularly. Through sports, students can develop both physically as well as mentally and acquire design thinking. VVIT is among the best design colleges in India that offer holistic development and enhances the employability of students.

Students today need time to hone themselves and build their strengths apart from their academic commitments. It is advantageous to participate in any extracurricular activity since academic competition is fierce and it might be challenging for each student to achieve academic excellence. Sports facilities are therefore required at colleges. VVIT is one of the top colleges in Andhra Pradesh that is known for their state-of-the-art sporting facilities.

VVIT provides the various games & sports facilities within the college campus. Besides academic excellence, VVIT lays adequate stress on physical fitness and mental agility. Sports and games activities form an integral part of education.

● "**NATASYA ROGO NA JARA NA MRITYU, TATASYA YOGAGNI MAYAM SAREERAM"**, One who practices yoga, will have mind-body-and-soul under control. Yoga and Meditation classes are conducted to inculcate self-discipline and self-control. While Yoga keeps the body fit and active, meditation provides mental agility that is essential while pursuing strenuous professional courses.

● Sporting facilities and infrastructure are in place for students to pursue sports activities of their choice.

● Trained professionals offer coaching in various sports disciplines.

● Games like; Volleyball, cricket, Football, Basketball, Hockey, Table-tennis and Badminton are regularly played in the campus. Exceptionally talented students are encouraged to take special sports facilities like coaching and shine. Students of VVIT have won laurels and have entered the institution's hall of fame with their achievements.

College campus sports facilities enable the college to hold a variety of activities. Intercollegiate Sports Fest, Sports Meet, Indoor Games Competitions, Sports Function, etc. are a few examples of events that are organized at VVIT. These activities will entice students to attend college regularly and evoke interest. The activities keep the students enthused and aid in their athletic talent discovery.

VVIT has the following indoor and outdoor sports facilities which will be part of the proposed University, should approval be granted.

Indoor Sports Rooms – Chess, Carrom, Table Tennis, Yoga	
Ground Floor area (Sq. feet)	1344
Second Floor area (Sq. feet)	2772
Total (Sq. feet)	**4116**

Outdoor Sports Facilities

S. no	Type of Facility	Number of courts	Plinth in Sq. Feet
1	Volleyball	3	8532
2	Throwball	1	4050
3	Tennikoit	2	1196
4	Kabaddi	1	3111
5	Kho-Kho	1	7738
6	Cricket Net Practice	1	240
7	Ball Badminton	1	880
8	Field (Cricket, Football)	1	150000
9	Basketball	2	9400
	Total		**185147**

Select pictures of sports facilities have been presented in Annexure 11.

10.6   Other Student Amenities

Vasireddy Venkatadri Institute of Technology has earned a strong reputation for being a popular institution dedicated to imparting knowledge and services to the student community in and around Andhra Pradesh. To ensure students' well-being and address their concerns effectively, a separate "Student Activity Council (SAC)" has been constituted, providing a wide range of services and immediate solutions to various student problems.

VVIT offers a comprehensive array of facilities and services within the campus, making it a self-sufficient hub for learning and personal growth. From providing student amenities such as hostels, transportation, and a well-equipped canteen to encouraging participation in sports, extracurricular activities, and National Service Scheme (NSS), the institute ensures a vibrant and enriching educational experience.

Scholarships, cultural activities, students' clubs, a health center, special counselling, and career guidance further contribute to students' overall development. The institution prioritizes the impartation of life skills, nurturing the students beyond just academic excellence.

At VVIT students benefit from a seamless communication network with STD/ISD pay phones, fax, courier services, and a comprehensive bookstore catering to various academic needs. Copier facilities and laundry services are readily available for their convenience.

Ensuring uninterrupted power supply, the campus is equipped with 100% standby power generators, and it also boasts an environmentally-friendly Solar Power Plant, contributing to its commitment to sustainable practices.

To cater to the digital age, the campus offers WIFI connectivity with a speed of 100 MPS, enabling students to access vast educational resources and stay connected with the world. Additionally, the institute maintains water treatment plants with a reverse osmosis process, guaranteeing the provision of safe and potable water to all students and staff.

The following are the **amenities** on the campus, which includes:

• Indoor stadium/Seminar hall covering an area of 1000 Sq. Meters

• Backup generators for the entire University and hostels (total capacity: 300 KVA)

• Dispensary with emergency vehicle

• Protected drinking water facilities

• Canteen spanning an area of 500 Sq. Meters

• Covered parking for vehicles

• Accommodation for limited faculty members

• Computer facilities for all faculty members

• Guest houses in the Campus and in the city

• Dispensary with routine check-up and treatment by physician

• Round-the-clock security

• Common Rooms for Students

• ATM Facility

• A fleet of 90 Buses operating from various points to the college and back

• NSS unit

• NCC Units for boys and girls

• Extension Activities

• Lifts, Wheelchairs, Tuck shops

• Charging Stations

• Fire Safety Hose Reels

Select facilities are highlighted below:

● **Open Air Theatre**

The college boasts an open-air auditorium with a seating capacity of 2000, hosting diverse cultural activities throughout the year.

● **Health Centre**

- A comprehensive health center, complete with a residential doctor and nurse, serves the students, staff, faculty, and the local community in adopted villages.

- The availability of a 24/7 ambulance ensures immediate assistance during emergencies.

- Moreover, VVIT has an MoU with Ramesh Hospitals, Guntur, a multi-specialty hospital, further enhancing medical facilities for students and teaching staff.

● **Counselling & Career Guidance**

The college offers a dedicated Counselling Cell with expert student counsellors, psychologists, and senior professors to assist students in coping with studies, excelling in tests, and competitions. Additionally, a personalized mentorship program assigns groups of 20 students to senior faculty members who provide regular guidance and support.

● **NSS Wing of Institute**

The college actively engages in various social initiatives, including blood donation and grouping camps, fundraising for underprivileged children and elderly homes, distributing clothes and free medicines to slum dwellers, conducting tree plantations, and raising AIDS awareness. Additionally, it imparts basic computer skills to around 500 people in nearby villages.

● NCC Wing of Institute

VVIT proudly houses two NCC units, one for boys and another for girls, with an intake of 100 girls and 50 boys. The Cadets undergo basic military training in small arms and parades. Upon completion, officers and cadets are not obligated for active military service, yet they receive priority during selections due to their remarkable achievements in the corps.

● Students Clubs

Completely student-led, the clubs have significantly enriched the campus's cultural life and students' personal growth. With various student bodies like music society, dance club, drama society, literary and debating club, English press club, drawing club, painting club, mime club, and computer club, around 6000 students actively participate, managing all activities and budgets for the entire semester in advance.

● Safety on Campus

Ensuring utmost welfare, VVIT prioritizes the safety of both staff and students. The campus adheres to comprehensive safety measures, employing well-trained security guards. Strategically positioned fire alarm systems and foam type fire extinguishers are in place, while regular safety and first aid training is provided to the staff and students.

10.7 Transition Plan for Campus Information and Communication Technology Plan

Campus Information and Communication Technology Plan

With rapid changes in Student and Faculty User Experiences and expectation being adopting and leveraging the latest and most modern technology becomes a vital requirement on campus. VVIT has its existing ICT infrastructure which is geared towards its current level of operations.

Transitioning to the proposed VVITU, should Deemed to be University status be granted by UGC, a15 year plan comprising the first 5 year (year wise plan) followed by buckets of 5 years each has been developed as follows.

With a strong urge in realizing its ideology, VVITU, especially emphasises on the four pillars of education while establishing the ICT facilities.

In today's digital age, Information and Communication Technology (ICT) has become a necessity for higher education institutions to effectively prepare students for the rapidly changing world. ICT enables institutes to offer a more modern and engaging learning experience, facilitate collaboration and communication among students and faculty, streamline administrative processes, and provide students with the technical skills required for success in their future careers. The increasing demand for ICT skills in the job market, coupled with the need for engineering colleges to keep pace with technological advancements, makes it imperative for institutions to incorporate ICT into their programs and operations.

Some of the areas where ICT will be leveraged are depicted in the chart below:
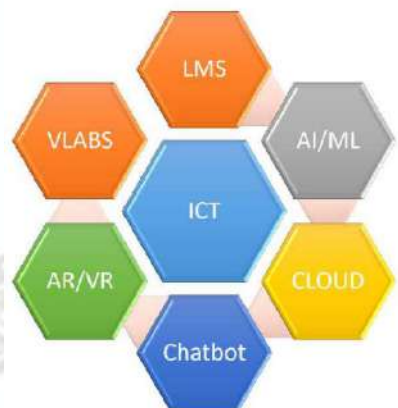
S. No	Module	Description
1	Learning Management Systems	Provides students with access to course materials, assignments, and assessments. These systems can also facilitate communication between students and faculty, allowing for more effective collaboration and feedback.
2	Virtual Labs and Simulations	Provides students with hands-on experience in a safe and controlled environment. This can be particularly useful in areas like engineering design and analysis, where physical prototypes can be expensive and time-consuming to create
3	Computer-Aided Design and Manufacturing	Enables students to create, modify, and analyze 3D models of products and systems. Similarly, computer-aided manufacturing (CAM) can be used to control manufacturing processes, such as CNC machining and 3D printing.

S. No	Module	Description
4	Cyber security	As technology becomes increasingly integrated into every aspect of our lives, cyber security is becoming more critical. ICT can be used to develop and teach cyber security skills to students, enabling them to identify and mitigate security threats in systems and networks
5	Data Analytics	The vast amounts of data generated in the engineering field can be challenging to manage and analyze. ICT can be used to develop and teach data analytics skills, enabling students to extract insights from large data sets and make data-driven decisions.

Five year Plan (2023-2028)

Year	Activities
2023-2024	- In the first year, the focus will be on developing a strong foundation for the university's ICT infrastructure. This includes upgrading the network infrastructure installing high-speed internet connectivity. - Implement a comprehensive learning management system (LMS) that enables students to access course materials, assignments, assessments, and collaborative tools. To enable effective distance learning, a robust Learning Management System (LMS) will be implemented. This system will allow students to access course materials, assignments, assessments, and collaborative tools. Faculty members will be trained to effectively use the LMS and create engaging course materials. - Develop and implement a program to train faculty and staff on the use of ICT tools and technologies: To ensure faculty and staff can use the new technologies and systems, a training program will be implemented. This program will include training on the use of the LMS, cloud-based computing, cyber security measures, and other technologies.

Year	Activities
2024-2025	● Implement a cloud-based infrastructure that supports greater scalability and flexibility. This involves adopting a cloud-based computing system, which allows the college to store, access, and manage its data and applications over the internet. The advantages of this approach include greater scalability, flexibility, and cost savings. ● Develop an online assessment and grading system that provides students with real-time feedback and progress tracking: This involves creating an online platform for student assessment and grading, which would allow students to receive feedback and track their progress in real-time. ● Implement digital signage and kiosks around campus that provide real-time information on events, schedules, and university news: This involves installing digital displays and kiosks throughout the campus to provide students, faculty, and staff with real-time information on events, schedules, and university news. These displays and kiosks can be interactive, allowing users to navigate and explore campus resources, and can also be used to provide emergency notifications and alerts.
2025-2026	● Expand the use of virtual labs and simulations to provide students with hands-on experience in engineering and science courses: This involves incorporating more virtual labs and simulations into the curriculum to provide students with hands-on experience in engineering and science courses.

Year	Activities
	● Develop and launch an online course catalogue that enables students to browse and register for courses online: This involves creating an online platform that enables students to browse and register for courses online. The online course catalogue would provide students with up-to-date information on course offerings, schedules, prerequisites, and other relevant information. ● Develop a mobile application that enables students to access course materials, schedules, and other university resources from their mobile devices: This involves developing a mobile application that enables students to access course materials, schedules, and other university resources from their mobile devices.
2026-2027	● Explore the use of artificial intelligence (AI) and machine learning (ML) to improve teaching and learning outcomes: This involves investigating the use of AI and ML technologies to improve teaching and learning outcomes in engineering and science courses. ● Expand the use of augmented and virtual reality (AR/VR) technologies in engineering and science courses: This involves expanding the use of AR/VR technologies in engineering and science courses to provide students with immersive and interactive learning experiences. ● Implement a data analytics program that enables faculty and students to extract insights from large data sets: This involves implementing a data analytics

Year	Activities
	program that enables faculty and students to extract insights from large data sets generated by research projects, experiments, and other academic activities.
2027-2028	● Mobile Device Management (MDM) Program: The first component of the plan is to develop an MDM program that enables the university to securely manage and distribute mobile devices to students and staff. With the increasing reliance on mobile devices for learning and work, it is important to have a program that can ensure the security and privacy of data on these devices. The MDM program will enable the institute to remotely manage and update mobile devices, enforce security policies, and track device usage. ● Chatbot or Virtual Assistant: The second component of the plan is to implement a chatbot or virtual assistant that can answer student inquiries and provide assistance 24/7. With the increasing demand for online learning and support, a chatbot or virtual assistant can provide immediate assistance to students, without the need for human intervention. The chatbot or virtual assistant will be able to answer common questions, provide guidance on assignments and assessments, and direct students to appropriate resources. ● Virtual Collaboration Tools: The third component of the plan is to expand the use of virtual collaboration tools, such as video conferencing and virtual whiteboards, to enable remote collaboration among

Year	Activities
	students and faculty members across different locations and time zones. With the increasing popularity of remote learning and working, it is important to have tools that can facilitate collaboration and communication among team members.

Next 10 year ICT plan

Year	Activities
2028-2033	● Smart Campus Technology: Implement a smart campus technology system that will provide real-time data on energy consumption, occupancy rates, and other important information. This technology will enable the university to optimize its resources and improve sustainability. ● Cyber security Measures: Strengthen cyber security measures by implementing advanced security protocols and technologies to protect the university's sensitive data from cyber threats. ● Internet of Things (IoT) Integration: Integrate IoT devices into the university's infrastructure to enable real-time monitoring and control of campus facilities, such as lighting, temperature, and air quality. ● Block chain Technology: Explore the use of blockchain technology to create a secure and decentralized system for managing student records and academic credentials.

	• Data Analytics and Visualization: Implement a data analytics and visualization program to enable faculty and students to extract insights from large data sets and make data-driven decisions.
	• Quantum Computing: Explore the potential of quantum computing in solving complex engineering problems and develop a plan for integrating this technology into the university's infrastructure.
	• Social Media and Marketing: Develop a comprehensive social media and marketing strategy to promote the university's brand and attract top talent to its engineering programs
2033-2038	• Quantum Computing: Fully integrate quantum computing into the university's infrastructure and curriculum, allowing students and faculty members to explore and solve complex engineering problems using this cutting-edge technology.
	• Robotics and Automation: Expand the use of robotics and automation in engineering courses, providing students with hands-on experience in designing, building, and programming robots and automated systems.
	• Immersive Learning Environments: Develop immersive learning environments using technologies such as virtual reality, augmented reality, and mixed reality to provide students with realistic and interactive simulations that enhance their learning experience.
	• Smart City Integration: Collaborate with local

	municipalities to integrate the university's infrastructure with the smart city technologies, creating a more connected and sustainable community.
	● Digital Twins: Develop a digital twin of the university's infrastructure, allowing for real-time monitoring and optimization of campus facilities, and providing students with a virtual model for experimentation and learning.
	● Internet of Things (IoT) Security: Enhance IoT security protocols to ensure the safety and privacy of the university's data, devices, and infrastructure.
	● Personalized Learning: Develop a personalized learning system that uses artificial intelligence and machine learning to tailor course content and assessments to individual students' learning needs and preferences

11. FINANCIAL PLAN

The key revenue sources for the proposed VVITU are as follows:

- Student Course fees
- Student Hostel fees
- Student Bus fees
- Student Placement fees

The assumptions for Student Course fees are as follows:

Student strength:

The number of students for each of the projected years have been considered for each of the 5 schools and the respective UG and PG courses

Course fees:

The annual course fees for each academic program by year has been considered for the respective schools. An inflation factor of 4% has been considered for year on year increase.

The Revenues from course fees have been computed as the product of (i) the student numbers enrolled in a particular program for the year and (ii) the course fees.

Similarly, the Hostel and Bus revenues have been arrived at based on the number of students who are expected to avail the respective services during the year. The per student annual fees have been worked out and a year on year inflation factor has been applied.

The Students Placement has been assumed to be Rs 7500 per annum for eligible students

The above workings are as follows:

Student Strength

College of Engineering	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - B.Tech - 4 years																
Civil Engineering - 1st year	32	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Civil Engineering - 2nd year	128	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Civil Engineering - 3rd year	106	128	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Civil Engineering - Final year	121	121	128	120	120	120	120	120	120	120	120	120	120	120	120	120
Electrical and Electronics Engineering - 1st year	140	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Electrical and Electronics Engineering - 2nd year	180	140	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Electrical and Electronics Engineering - 3rd year	168	180	140	120	120	120	120	120	120	120	120	120	120	120	120	120
Electrical and Electronics Engineering - Final year	172	168	180	140	120	120	120	120	120	120	120	120	120	120	120	120
Mechanical Engineering - 1st year	32	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Mechanical Engineering - 2nd year	100	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Mechanical Engineering - 3rd year	110	100	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Mechanical Engineering - Final year	124	110	100	120	120	120	120	120	120	120	120	120	120	120	120	120
Electronics & Communication Engineering - 1st year	198	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
Electronics & Communication Engineering - 2nd year	186	198	240	240	240	240	240	240	240	240	240	240	240	240	240	240
Electronics & Communication Engineering - 3rd year	207	186	198	240	240	240	240	240	240	240	240	240	240	240	240	240
Electronics & Communication Engineering - Final year	205	207	186	198	240	240	240	240	240	240	240	240	240	240	240	240
Computer Science and Engineering - 1st year	264	480	540	600	660	720	780	780	780	780	780	780	780	780	780	780
Computer Science and Engineering - 2nd year	280	264	540	660	720	800	840	840	840	840	840	840	840	840	840	840
Computer Science and Engineering - 3rd year	283	280	264	540	660	720	800	840	840	840	840	840	840	840	840	840
Computer Science and Engineering - Final year	275	283	280	264	540	660	720	800	840	840	840	840	840	840	840	840
Information Technology - 1st Year	198	180	180	180	180	180	180	180	180	180	180	180	180	180	180	180
Information Technology - 2nd Year	200	198	240	240	240	240	240	240	240	240	240	240	240	240	240	240
Information Technology - 3rd Year	205	200	198	240	240	240	240	240	240	240	240	240	240	240	240	240
Information Technology - Final Year	200	205	200	198	240	240	240	240	240	240	240	240	240	240	240	240
Courses / Programs in Emerging Technologies - 1st year	662	720	780	840	900	960	1020	1020	1020	1020	1020	1020	1020	1020	1020	1020
Courses / Programs in Emerging Technologies - 2nd year	601	662	780	840	900	960	1020	1080	1080	1080	1080	1080	1080	1080	1080	1080
Courses / Programs in Emerging Technologies - 3rd year	475	601	662	780	840	900	960	1020	1080	1080	1080	1080	1080	1080	1080	1080
Courses / Programs in Emerging Technologies - Final year	262	475	601	662	780	840	900	960	1020	1080	1080	1080	1080	1080	1080	1080

Student Strength.

College of Engineering	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
PG - M.Tech - 2 years																
Computer Science and Engineering - 1st year	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Computer Science and Engineering - 2nd year	12	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Machine Design - 1st year	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Machine Design - 2nd year	0	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36
VLSI & ES - 1st year	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
VLSI & ES - 2nd year	0	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Structural Engineering - 1st Year	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Structural Engineering - 2nd Year	20	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Power Electrical & Electronics Drive - 1st year	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Power Electrical & Electronics Drive - 2nd year	0	18	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Specializations in Emerging Technologies - 1st year	0	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Specializations in Emerging Technologies - 2nd year	0	0	36	36	36	36	36	36	36	36	36	36	36	36	36	36

Student Strength

College of Arts and Sciences, VVITU		No of years from grant of Deemed to be University Status														
UG - B.Sc - 3 years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Mathematics - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Mathematics - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Mathematics - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Physics - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Physics - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Physics - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Chemistry - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Chemistry - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Chemistry - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Statistics - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Statistics - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Statistics - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Electronics - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Electronics - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Electronics - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Computer Science - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Computer Science - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Computer Science - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Biotechnology - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Biotechnology - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Biotechnology - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Zoology - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Zoology - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Zoology - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Microbiology - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Microbiology - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Microbiology - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Biochemistry - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Biochemistry - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Biochemistry - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Agriculture - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Agriculture - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Agriculture - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
Emerging Areas of Science - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Emerging Areas of Science - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Emerging Areas of Science - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60

Student Strength

College of Pharmacy, VVITU		No of years from grant of Deemed to be University Status														
UG - B.Pharmacy - 4 years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Bachelor of Pharmacy - 1st year		60	120	120	120	180	180	180	240	240	240	240	240	240	240	240
Bachelor of Pharmacy - 2nd year		0	60	120	120	120	180	180	180	240	240	240	240	240	240	240
Bachelor of Pharmacy - 3rd year		0	0	60	120	120	120	180	180	180	240	240	240	240	240	240
Bachelor of Pharmacy - Final year		0	0	0	60	120	120	120	180	180	180	240	240	240	240	240
PG - M.Pharm - 2 years																
Pharmaceutics - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Pharmaceutics - 2nd year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Pharmaceutical Analysis - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Pharmaceutical Analysis - 2nd year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Specializations in Emerging Areas of Pharmacy - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Specializations in Emerging Areas of Pharmacy - 2nd year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36

Student Strength

Appa International School of Business, VVITU		No of years from grant of Deemed to be University Status														
UG - BBA - 3 years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Bachelor of Business Administration - 1st year		120	180	240	240	240	240	240	240	240	240	240	240	240	240	240
Bachelor of Business Administration - 2nd year		0	120	180	240	240	240	240	240	240	240	240	240	240	240	240
Bachelor of Business Administration - final year		0	0	120	180	240	240	240	240	240	240	240	240	240	240	240
PG - MBA - 2 years																
Marketing - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Marketing - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Human Resources and Management - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Human Resources and Management - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Finance - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Finance - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
International Business - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
International Business - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Information Systems - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Information Systems - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Business Analytics - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Business Analytics - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
family business - 1st year		60	120	180	180	180	180	180	180	180	180	180	180	180	180	180
family business - final year		0	60	120	180	180	180	180	180	180	180	180	180	180	180	180
UG - BCA - 3 years																
Bachelor of Computer Applications - 1st year		60	60	60	60	120	120	120	120	120	120	120	120	120	120	120
Bachelor of Computer Applications - 2nd year		0	60	60	60	60	120	120	120	120	120	120	120	120	120	120
Bachelor of Computer Applications - final year		0	0	60	60	60	60	120	120	120	120	120	120	120	120	120
PG - MCA - 2 years																
Master of Computer Applications - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Master of Computer Applications - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36

Student Strength

College of Arts and Sciences, VVITU		No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - B.Com - 3 years																
Commerce - 1st year		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Commerce - 2nd year		0	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Commerce - final year		0	0	60	60	60	60	60	60	60	60	60	60	60	60	60
PG - M.Com - 2 years																
Information Systems - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Information Systems - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Business Analytics - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Business Analytics - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Finance - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Finance - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Marketing - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Marketing - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
PG - M.Sc - 2 years																
Mathematics - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Mathematics - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Physics - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Physics - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Computers - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Computers - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Electronics - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Electronics - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Organic Chemistry - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Organic Chemistry - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Analytical Chemistry - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Analytical Chemistry - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Biochemistry - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Biochemistry - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Microbiology - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Microbiology - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Agriculture - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Agriculture - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Emerging Areas - 1st year		18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Emerging Areas - final year		0	18	18	18	18	18	18	18	18	18	18	18	18	18	18

Total Student Strength across all Schools

College of Law, VVITU		No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - LLB - 5 years																
Legislative of Law - 1st year		60	60	60	60	120	120	120	120	120	120	120	120	120	120	120
Legislative of Law - 2nd year		0	60	60	60	60	120	120	120	120	120	120	120	120	120	120
Legislative of Law - 3rd year		0	0	60	60	60	60	120	120	120	120	120	120	120	120	120
Legislative of Law - 4th year		0	0	0	60	60	60	60	120	120	120	120	120	120	120	120
Legislative of Law - final year		0	0	0	0	60	60	60	60	120	120	120	120	120	120	120
PG - LLM - 2 years																
Corporate Law - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Corporate Law - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Human Rights Law - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Human Rights Law - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Intellectual Property Law - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Intellectual Property Law - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36
Cybersecurity and Privacy Law - 1st year		18	18	18	18	36	36	36	36	36	36	36	36	36	36	36
Cybersecurity and Privacy Law - final year		0	18	18	18	18	36	36	36	36	36	36	36	36	36	36

Course Fees (Rs)

		No of years from grant of Deemed to be University Status														
Total students	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
College of Engineering	6236	6992	7829	8614	9492	10052	10532	10832	10992	11052	11052	11052	11052	11052	11052	11052
College of Pharmacy, VVITU		114	288	408	528	702	816	876	996	1056	1116	1176	1176	1176	1176	1176
College of Arts and Sciences, VVITU		1032	2064	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844	2844
Appa International School of Business, VVITU		366	852	1272	1452	1698	1884	1944	1944	1944	1944	1944	1944	1944	1944	1944
College of Law, VVITU		132	264	324	384	576	708	768	828	888	888	888	888	888	888	888
Total Student Strenght	6236	8636	11297	13462	14700	15872	16784	17264	17604	17784	17844	17904	17904	17904	17904	17904

College of Engineering		No of years from grant of Deemed to be University Status														
College of Engineering	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - B.Tech - 4 years																
Civil Engineering - 1st year	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Civil Engineering - 2nd year	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Civil Engineering - 3rd year	85000	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Civil Engineering - Final year	85000	85000	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461
Electrical and Electronics Engineering - 1st year	90000	100000	104000	108160	112487	116987	121667	126534	131596	136860	142335	148029	153951	160110	166515	173176
Electrical and Electronics Engineering - 2nd year	85000	90000	100000	104000	108160	112487	116987	121667	126534	131596	136860	142335	148029	153951	160110	166515
Electrical and Electronics Engineering - 3rd year	85000	85000	90000	100000	104000	108160	112487	116987	121667	126534	131596	136860	142335	148029	153951	160110
Electrical and Electronics Engineering - Final year	85000	85000	85000	90000	100000	104000	108160	112487	116987	121667	126534	131596	136860	142335	148029	153951
Mechanical Engineering - 1st year	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Mechanical Engineering - 2nd year	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Mechanical Engineering - 3rd year	85000	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Mechanical Engineering - Final year	85000	85000	85000	90000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461
Electronics & Communication Engineering - 1st year	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766	259757
Electronics & Communication Engineering - 2nd year	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766
Electronics & Communication Engineering - 3rd year	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159
Electronics & Communication Engineering - Final year	85000	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922
Computer Science and Engineering - 1st year	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766	259757
Computer Science and Engineering - 2nd year	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766
Computer Science and Engineering - 3rd year	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159
Computer Science and Engineering - Final year	85000	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922
Information Technology - 1st Year	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766	259757
Information Technology - 2nd Year	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766
Information Technology - 3rd Year	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159
Information Technology - Final Year	85000	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922
Courses / Programs in Emerging Technologies - 1st year	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766	259757
Courses / Programs in Emerging Technologies - 2nd year	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159	249766
Courses / Programs in Emerging Technologies - 3rd year	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922	240159
Courses / Programs in Emerging Technologies - Final year	85000	85000	85000	90000	150000	156000	162240	168730	175480	182500	189800	197392	205288	213500	222040	230922
PG - M.Tech - 2 years																
Computer Science and Engineering - 1st year	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Computer Science and Engineering - 2nd year	65000	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Machine Design - 1st year	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Machine Design - 2nd year	65000	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
VLSI & ES - 1st year	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
VLSI & ES - 2nd year	65000	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Structural Engineering - 1st Year	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Structural Engineering - 2nd Year	65000	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Power Electrical & Electronics Drive - 1st year	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Power Electrical & Electronics Drive - 2nd year	65000	65000	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Specializations in Emerging Technologies - 1st year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Specializations in Emerging Technologies - 2nd year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884

Course Fees (Rs)

College of Pharmacy, VVITU	No of years from grant of Deemed to be University Status														
UG - B.Pharmacy - 4 years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Bachelor of Pharmacy - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Bachelor of Pharmacy - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Bachelor of Pharmacy - 3rd year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Bachelor of Pharmacy - Final year	0	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461
PG - M.Pharm - 2 years															
Pharmaceutics - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Pharmaceutics - 2nd year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Pharmaceutical Analysis - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Pharmaceutical Analysis - 2nd year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Specializations in Emerging Areas of Pharmacy - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Specializations in Emerging Areas of Pharmacy - 2nd year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140

Course Fees (Rs)

College of Arts and Sciences, VVITU	No of years from grant of Deemed to be University Status														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - B.Sc - 3 years															
Mathematics - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Mathematics - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Mathematics - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Physics - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Physics - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Physics - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Chemistry - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Chemistry - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Chemistry - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Statistics - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Statistics - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Statistics - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Electronics - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Electronics - 2nd yar	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Electronics - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Computer Science - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Computer Science - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Computer Science - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Biotechnology - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Biotechnology - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Biotechnology - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Zoology - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Zoology - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Zoology - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Microbiology - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Microbiology - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Microbiology - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Biochemistry - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Biochemistry - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Biochemistry - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Agriculture - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Agriculture - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Agriculture - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Emerging Areas of Science - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Emerging Areas of Science - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Emerging Areas of Science - final year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080

Course Fees (Rs)

College of Arts and Sciences, VVITU		No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - B.Com - 3 years																
Commerce - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Commerce - 2nd year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Commerce - final year		0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
PG - M.Com - 2 years																
Information Systems - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Information Systems - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Business Analytics - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Business Analytics - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Finance - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Finance - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Marketing - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Marketing - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
PG - M.Sc - 2 years																
Mathematics - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Mathematics - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Physics - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Physics - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Computers - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Computers - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Electronics - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Electronics - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Organic Chemistry - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Organic Chemistry - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Analytical Chemistry - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Analytical Chemistry - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Biochemistry - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Biochemistry - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Microbiology - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Microbiology - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Agriculture - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Agriculture - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Emerging Areas - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Emerging Areas - final year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884

Course Fees (Rs)

Appa International School of Business, VVITU		No of years from grant of Deemed to be University Status														
UG - BBA - 3 years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Bachelor of Business Administration - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Bachelor of Business Administration - 2nd year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Bachelor of Business Administration - final year		0	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134
PG - MBA - 2 years																
Marketing - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Marketing - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Human Resources and Management - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Human Resources and Management - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Finance - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Finance - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
International Business - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
International Business - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Information Systems - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Information Systems - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Business Analytics - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Business Analytics - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Emerging Areas - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Emerging Areas - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
UG - BCA - 3 years																
Bachelor of Computer Applications - 1st year		75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Bachelor of Computer Applications - 2nd year		0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Bachelor of Computer Applications - final year		0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
PG - MCA - 2 years																
Master of Computer Applications - 1st year		125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Master of Computer Applications - final year		0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140

Course Fees (Rs)

College of Law, VVITU	No of years from grant of Deemed to be University Status														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
UG - LLB - 5 years															
Legislative of Law - 1st year	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884	129880
Legislative of Law - 2nd year	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080	124884
Legislative of Law - 3rd year	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461	120080
Legislative of Law - 4th year	0	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020	115461
Legislative of Law - final year	0	0	0	0	75000	78000	81120	84365	87740	91250	94900	98696	102644	106750	111020
PG - LLM - 2 years															
Corporate Law - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Corporate Law - final year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Human Rights Law - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Human Rights Law - final year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Intellectual Property Law - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Intellectual Property Law - final year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140
Cybersecurity and Privacy Law - 1st year	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140	216466
Cybersecurity and Privacy Law - final year	0	125000	130000	135200	140608	146233	152083	158167	164494	171074	177917	185034	192436	200134	208140

Student Revenues (Rs Lakhs)

VVITU - Revenue Summary		No of years from grant of Deemed to be University Status														
Rs Lakhs	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
College of Engineering	5352.5	6999.7	9062.8	11358.9	13898.1	15376.4	16816.8	18010.8	19016.2	19886.4	20681.9	21509.2	22369.6	23264.4	24195.0	25162.8
College of Pharmacy, VVITU		112.5	276.3	379.2	486.1	684.0	842.9	929.3	1078.3	1180.7	1287.1	1397.9	1453.8	1511.9	1572.4	1635.3
College of Arts and Sciences, VVITU		774.0	1579.0	2227.1	2316.2	2408.9	2505.2	2605.4	2709.7	2818.0	2930.8	3048.0	3169.9	3296.7	3428.6	3565.8
Appa International School of Business, VVITU		427.5	1028.1	1582.5	1886.0	2279.5	2607.5	2764.5	2875.1	2990.5	3109.7	3234.1	3363.5	3498.0	3638.0	3783.5
College of Law, VVITU		135.0	275.4	331.4	389.7	608.2	790.5	874.7	962.4	1053.5	1095.6	1139.5	1185.0	1232.4	1281.7	1333.0
Total Revenue for VVITU	5352.5	8448.7	12221.6	15879.0	18976.1	21356.8	23563.0	25184.7	26641.7	27928.7	29105.1	30328.6	31541.8	32803.5	34115.7	35480.4

Student Hostel Revenues (Rs Lakhs)

| Hostel Revenue (in Lakhs) | Transition | No of years from grant of Deemed to be University Status | | | | | | | | | | | | | | |
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
College of Engineering																
No of students availing service	1122	1258	1409	2326	2420	2563	3581	3683	3737	4697	4697	4697	5636	5636	5636	5636
Charge per student	90000	95400	101124	107192	113624	120442	127669	135330	143450	152057	161181	170852	181104	191971	203490	215700
Total revenues	1009.8	1200.1	1424.8	2493.3	2749.7	3086.9	4571.8	4984.2	5360.7	7142.1	7570.7	8024.9	10207.0	10819.5	11468.7	12156.9
College of Pharmacy, VVITU																
No of students availing service		27	97	129	153	206	326	346	387	510	535	561	673	673	673	673
Charge per student		95400	102555	110247	118516	127405	136961	147234	158277	170148	182910	196629	211377	227231	244274	262595
Total revenues		25.8	99.5	142.2	181.3	262.5	446.5	509.4	612.5	867.8	978.6	1103.1	1422.6	1529.3	1644.0	1767.3
College of Arts and Sciences, VVITU																
No of students availing service		174	360	751	709	709	946	946	946	1183	1183	1183	1419	1419	1419	1419
Charge per student		95400	102555	110247	118516	127405	136961	147234	158277	170148	182910	196629	211377	227231	244274	262595
Total revenues		166.0	369.2	828.0	840.3	903.3	1295.7	1392.8	1497.3	2012.9	2163.8	2326.1	2999.4	3224.4	3466.2	3726.2
Appa International School of Business, VVITU																
No of students availing service		58	127	256	304	375	574	596	596	894	745	745	894	894	894	894
Charge per student		95400	102555	110247	118516	127405	136961	147234	158277	170148	182910	196629	211377	227231	244274	262595
Total revenues		55.3	130.2	282.2	360.3	477.8	786.2	877.5	943.3	1521.1	1362.7	1464.9	1889.7	2031.4	2183.8	2347.6
College of Law, VVITU																
No of students availing service		23	47	82	97	146	180	260	281	301	377	377	452	452	452	452
Charge per student		95400	102555	110247	118516	127405	136961	147234	158277	170148	182910	196629	211377	227231	244274	262595
Total revenues		21.9	48.2	90.4	115.0	186.0	246.5	382.8	444.8	512.1	689.6	741.3	955.4	1027.1	1104.1	1186.9
Total Hostel Revenues	1009.8	1469.2	2072.0	3836.1	4246.6	4916.5	7346.7	8146.8	8858.6	12056.0	12765.3	13660.3	17474.2	18631.7	19866.8	21184.9

Student Bus Revenues (Rs Lakhs)

| Bus Revenue (in Lakhs) | Transition | No of years from grant of Deemed to be University Status | | | | | | | | | | | | | | |
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
College of Engineering																
No of students availing service	4490	5034	5637	5426	5648	5981	5371	5524	5606	4697	4697	4697	3758	3758	3758	3758
Charge per student	20000	21500	23113	24847	26711	28715	30869	33185	35674	38350	41227	44320	47644	51218	55060	59190
Total revenues	898.0	1082.3	1302.9	1348.2	1508.6	1717.4	1658.0	1833.1	1999.9	1801.3	1936.4	2081.7	1790.5	1924.8	2069.2	2224.4
College of Pharmacy, VVITU																
No of students availing service		108	227	303	357	482	490	521	582	510	536	561	449	449	449	449
Charge per student		21500	23113	24847	26711	28715	30869	33185	35674	38350	41227	44320	47644	51218	55060	59190
Total revenues		23.2	52.5	75.3	95.4	138.4	151.3	172.9	207.6	195.6	221.0	248.6	213.9	230.0	247.2	265.8
College of Arts and Sciences, VVITU																
No of students availing service		700	1443	1754	1657	1657	1420	1420	1420	1183	1183	1183	947	947	947	947
Charge per student		21500	23113	24847	26711	28715	30869	33185	35674	38350	41227	44320	47644	51218	55060	59190
Total revenues		150.5	333.5	435.8	442.6	475.8	438.3	471.2	506.6	453.7	487.7	524.3	451.2	485.0	521.4	560.5
Appa International School of Business, VVITU																
No of students availing service		233	510	600	711	877	862	894	894	596	745	745	596	596	596	596
Charge per student		21500	23113	24847	26711	28715	30869	33185	35674	38350	41227	44320	47644	51218	55060	59190
Total revenues		50.1	117.9	149.1	189.9	251.8	266.1	296.7	318.9	228.6	307.1	330.2	284.0	305.3	328.2	352.8
College of Law, VVITU																
No of students availing service		95	190	193	229	343	421	392	422	453	377	377	302	302	302	302
Charge per student		21500	23113	24847	26711	28715	30869	33185	35674	38350	41227	44320	47644	51218	55060	59190
Total revenues		20.4	43.9	48.0	61.2	98.5	130.0	130.1	150.5	173.7	155.4	167.1	143.9	154.7	166.3	178.8
Total Bus Revenues	898.0	1326.6	1850.7	2056.3	2297.7	2682.0	2643.6	2904.0	3183.5	2852.9	3107.7	3351.9	2883.4	3099.7	3332.2	3582.2

Student Placement Fees

Placement Collection (in Lakhs)	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
						No of years from grant of Deemed to be University Status										
College of Engineering																
No of students availing service	6236	6992	7829	8614	9492	10052	10532	10832	10992	11052	11052	11052	11052	11052	11052	11052
Charge per student	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500
Total revenues	467.7	524.4	587.2	646.1	711.9	753.9	789.9	812.4	824.4	828.9	828.9	828.9	828.9	828.9	828.9	828.9
College of Pharmacy, VVITU																
No of students availing service		150	360	480	600	810	960	1020	1140	1200	1260	1320	1320	1320	1320	1320
Charge per student		7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500
Total revenues		11.3	27.0	36.0	45.0	60.8	72.0	76.5	85.5	90.0	94.5	99.0	99.0	99.0	99.0	99.0
College of Arts and Sciences, VVITU																
No of students availing service		972	2004	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784
Charge per student		7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500
Total revenues		72.9	150.3	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8	208.8
Appa International School of Business, VVITU																
No of students availing service		324	708	1008	1128	1392	1596	1656	1656	1656	1656	1656	1656	1656	1656	1656
Charge per student		7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500
Total revenues		24.3	53.1	75.6	84.6	104.4	119.7	124.2	124.2	124.2	124.2	124.2	124.2	124.2	124.2	124.2
College of Law, VVITU																
No of students availing service		132	264	324	384	576	708	768	828	888	888	888	888	888	888	888
Charge per student		7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500	7500
Total revenues		9.9	19.8	24.3	28.8	43.2	53.1	57.6	62.1	66.6	66.6	66.6	66.6	66.6	66.6	66.6
Total Placement collection	467.7	642.8	837.4	990.8	1079.1	1171.1	1243.5	1279.5	1305.0	1318.5	1323.0	1327.5	1327.5	1327.5	1327.5	1327.5

Key expenditure heads are as follows:

- Faculty Compensation
- Non-Faculty Staff Compensation
- Hostel & Mess Expenses
- Bus Expenses

The assumptions for computation are as follows:

Faculty Numbers:

The faculty numbers have been considered for each year as follows:

- Administration/ Common across schools
- For each school, by designation

The per faculty annual compensation has been considered as above. An inflation factor of 5% has been considered for year on year increments.

Faculty Compensation: The faculty compensation is the product of (i) no of faculty in a particular position and (ii) annual compensation for that position. The detailed workings are given subsequently.

Non-Faculty Compensation: Non-Faculty Staff numbers have been assumed to be at a Student Staff ration of 1:30. The per faculty annual compensation has been considered along with a year on year increment as given subsequently.

Bus and Hostel expenses: Based on VVIT's experience, the operating expenses for Hostel and Bus has been considered at 60% of revenues.

Student Placement expenses: Expenses have been considered at 60% of revenues

The detailed workings are given subsequently

Faculty Numbers by year

	No of years from grant of Deemed to be University Status															
	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Management																
Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pro-Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Vice-chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rector		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Registrar		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Finance & Accounts Officer		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Controller of Examinations		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Admissions)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Planning & Monitoring Board)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Research and Consultancy)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (IQAC)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Training and Placement)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Industry Relations)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Collaborations)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Student Affairs)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dean (Alumni Relations)		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Librarian		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Warden		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Executive Engineer		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Estate Officer		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Public Relations Officer		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Faculty Numbers by year

	No of years from grant of Deemed to be University Status															
College of Engineering	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Head of the Departments	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
Professor	39	33	39	44	50	53	56	58	59	60	60	60	60	60	60	60
Associate Professor	75	92	103	113	125	132	138	142	144	145	145	145	145	145	145	145
Assistant Professor	172	275	308	338	373	395	414	426	432	434	434	434	434	434	434	434
Adjunct Faculty from Industry		19	31	34	37	40	42	43	43	43	43	43	43	43	43	43
Resource Persons from Academia		19	31	34	37	40	42	43	43	43	43	43	43	43	43	43
Off campus Faculty from Industry and academia		19	31	34	37	40	42	43	43	43	43	43	43	43	43	43

Faculty Numbers by year

College of Pharmacy, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Head of the Departments	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Professor	0	0	1	2	2	4	5	5	6	6	7	7	7	7	7	7
Associate Professor	0	2	5	7	8	11	13	14	16	16	17	18	18	18	18	18
Assistant Professor	0	6	15	20	24	32	38	40	46	48	50	52	52	52	52	52
Adjunct Faculty from Industry	0	1	1	2	2	3	4	4	4	5	5	5	5	5	5	5
Resource Persons from Academia	0	1	1	2	2	3	4	4	4	5	5	5	5	5	5	5
Off campus Faculty from Industry and academia	0	1	1	2	2	3	4	4	4	5	5	5	5	5	5	5

College of Arts and Sciences, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Head of the Departments	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Professor	0	1	8	13	13	13	13	13	13	13	13	13	13	13	13	13
Associate Professor	0	13	27	37	37	37	37	37	37	37	37	37	37	37	37	37
Assistant Professor	0	39	79	110	110	110	110	110	110	110	110	110	110	110	110	110
Adjunct Faculty from Industry	0	3	8	11	11	11	11	11	11	11	11	11	11	11	11	11
Resource Persons from Academia	0	3	8	11	11	11	11	11	11	11	11	11	11	11	11	11
Off campus Faculty from Industry and academia	0	3	8	11	11	11	11	11	11	11	11	11	11	11	11	11

Appa International School of Business, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Head of the Departments	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Professor	0	0	2	4	5	7	8	8	8	8	8	8	8	8	8	8
Associate Professor	0	5	10	14	15	19	21	22	22	22	22	22	22	22	22	22
Assistant Professor	0	14	28	40	45	55	63	66	66	66	66	66	66	66	66	66
Adjunct Faculty from Industry	0	1	3	4	5	6	7	7	7	7	7	7	7	7	7	7
Resource Persons from Academia	0	1	3	4	5	6	7	7	7	7	7	7	7	7	7	7
Off campus Faculty from Industry and academia	0	1	3	4	5	6	7	7	7	7	7	7	7	7	7	7

College of Law, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Head of the Departments	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Professor	0	0	0	1	1	2	3	4	4	4	4	4	4	4	4	4
Associate Professor	0	2	4	5	6	8	10	11	11	12	12	12	12	12	12	12
Assistant Professor	0	6	11	14	16	23	28	31	33	36	36	36	36	36	36	36
Adjunct Faculty from Industry	0	1	1	1	2	3	3	3	4	4	4	4	4	4	4	4
Resource Persons from Academia	0	1	1	1	2	3	3	3	4	4	4	4	4	4	4	4
Off campus Faculty from Industry and academia	0	1	1	1	2	3	3	3	4	4	4	4	4	4	4	4

Faculty Numbers by year

Summary	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
		No of years from grant of Deemed to be University Status														
Deans of Faculty/Schools	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Head of the Departments	12	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Professor	39	34	50	64	71	79	85	88	90	91	92	92	92	92	92	92
Associate Professor	75	114	149	176	191	207	219	226	230	232	233	234	234	234	234	234
Assistant Professor	172	340	441	522	568	615	653	673	687	694	696	698	698	698	698	698
Adjunct Faculty from Industry	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Resource Persons from Academia	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Off campus Faculty from Industry and academia	0	25	44	52	57	63	67	68	69	70	70	70	70	70	70	70
Total	303	589	798	944	1027	1116	1184	1217	1240	1253	1257	1260	1260	1260	1260	1260
Management																
Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Pro-Chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Vice-chancellor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Rector	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Registrar	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Finance & Accounts Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Controller of Examinations	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Deans (non Academic)	0	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Chief Librarian	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chief Warden	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Executive Engineer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Estate Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Public Relations Officer	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Management & Non Academic officers	3	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21

Faculty Annual Compensation per position per person (Rs)

	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
		No of years from grant of Deemed to be University Status														
Management																
e.g. Chancellor	2500000	2625000	2756250	2894062.5	3038765.63	3190703.91	3350239.1	3517751.06	3693638.61	3878320.54	4072236.57	4275848.4	4489640.82	4714122.86	4949829	5197320.45
Chancellor																
Pro-Chancellor																
Vice-chancellor	3000000	6000000	6300000	6615000	6945750	7293038	7657690	8040575	8442604	8864735	9307972	9773371	10262040	10775142	11313900	11879595
Rector		4800000	5040000	5292000	5556600	5834430	6126152	6432460	6754083	7091788	7446378	7818697	8209632	8620114	9051120	9503676
Registrar		3600000	3780000	3969000	4167450	4375823	4594615	4824346	5065564	5318843	5584786	5864026	6157228	6465090	6788345	7127763
Chief Finance & Accounts Officer		3600000	3780000	3969000	4167450	4375823	4594615	4824346	5065564	5318843	5584786	5864026	6157228	6465090	6788345	7127763
Controller of Examinations		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Admissions)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Planning & Monitoring Board)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Research and Consultancy)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (IQAC)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Training and Placement)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Industry Relations)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Collaborations)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Student Affairs)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Dean (Alumni Relations)		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Chief Librarian		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Chief Warden		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Executive Engineer		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Estate Officer		1620000	1701000	1786050	1875353	1969121	2067578	2170957	2279505	2393481	2513156	2638814	2770755	2909293	3054758	3207496
Public Relations Officer		1620000	1701000	1786050	1875353	1969121	2067578	2170957	2279505	2393481	2513156	2638814	2770755	2909293	3054758	3207496

Faculty Annual Compensation per position per person (Rs)

College of Engineering	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Head of the Departments		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Professor	2040000	2142000	2249100	2361555	2479633	2603615	2733796	2870486	3014011	3164712	3322948	3489096	3663551	3846729	4039066	4241020
Associate Professor	1500000	1575000	1653750	1736438	1823260	1914423	2010145	2110653	2216186	2326996	2443346	2565514	2693790	2828480	2969904	3118400
Assistant Professor	900000	945000	992250	1041863	1093957	1148655	1206088	1266393	1329713	1396199	1466009	1539310	1616276	1697090	1781945	1871043
Adjunct Faculty from Industry		680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361
Resource Persons from Academia		680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361
Off campus Faculty from Industry and academia		680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361

College of Pharmacy, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Head of the Departments		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Professor	0	2040000	2142000	2249100	2361555	2479633	2603615	2733796	2870486	3014011	3164712	3322948	3489096	3663551	3846729	4039066
Associate Professor	0	1500000	1575000	1653750	1736438	1823260	1914423	2010145	2110653	2216186	2326996	2443346	2565514	2693790	2828480	2969904
Assistant Professor	0	900000	945000	992250	1041863	1093957	1148655	1206088	1266393	1329713	1396199	1466009	1539310	1616276	1697090	1781945
Adjunct Faculty from Industry	0	680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361
Resource Persons from Academia	0	680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361
Off campus Faculty from Industry and acad	0	680000	714000	749700	787185	826545	867873	911267	956831	1004673	1054907	1107653	1163036	1221188	1282248	1346361

College of Arts and Sciences, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Head of the Departments		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Professor	0	1680000	1764000	1852200	1944810	2042051	2144154	2251362	2363931	2482128	2606235	2736547	2873375	3017044	3167897	3326292
Associate Professor	0	1320000	1386000	1455300	1528065	1604469	1684693	1768928	1857375	1950244	2047757	2150145	2257653	2370536	2489063	2613517
Assistant Professor	0	780000	819000	859950	902948	948096	995501	1045277	1097541	1152419	1210040	1270542	1334070	1400774	1470813	1544354
Adjunct Faculty from Industry	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Resource Persons from Academia	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Off campus Faculty from Industry and acad	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581

Appa International School of Business, VVIT	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Head of the Departments		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Professor	0	1680000	1764000	1852200	1944810	2042051	2144154	2251362	2363931	2482128	2606235	2736547	2873375	3017044	3167897	3326292
Associate Professor	0	1320000	1386000	1455300	1528065	1604469	1684693	1768928	1857375	1950244	2047757	2150145	2257653	2370536	2489063	2613517
Assistant Professor	0	780000	819000	859950	902948	948096	995501	1045277	1097541	1152419	1210040	1270542	1334070	1400774	1470813	1544354
Adjunct Faculty from Industry	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Resource Persons from Academia	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Off campus Faculty from Industry and acad	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581

College of Law, VVITU	Transition	No of years from grant of Deemed to be University Status														
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Deans of Faculty/Schools		2700000	2835000	2976750	3125588	3281868	3445962	3618261	3799175	3989134	4188591	4398021	4617923	4848820	5091261	5345825
Head of the Departments		2340000	2457000	2579850	2708843	2844286	2986501	3135827	3292619	3457250	3630113	3811619	4002200	4202310	4412426	4633048
Professor	0	1680000	1764000	1852200	1944810	2042051	2144154	2251362	2363931	2482128	2606235	2736547	2873375	3017044	3167897	3326292
Associate Professor	0	1320000	1386000	1455300	1528065	1604469	1684693	1768928	1857375	1950244	2047757	2150145	2257653	2370536	2489063	2613517
Assistant Professor	0	780000	819000	859950	902948	948096	995501	1045277	1097541	1152419	1210040	1270542	1334070	1400774	1470813	1544354
Adjunct Faculty from Industry	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Resource Persons from Academia	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581
Off campus Faculty from Industry and acad	0	420000	441000	463050	486203	510514	536040	562842	590985	620535	651562	684141	718349	754267	791981	831581

Non-Faculty Staff Compensation

Administration Staff Compensation		No of years from grant of Deemed to be University Status														
Students	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
College of Engineering	6236	6992	7829	8614	9492	10052	10532	10832	10992	11052	11052	11052	11052	11052	11052	11052
College of Pharmacy, VVITU		150	360	480	600	810	960	1020	1140	1200	1260	1320	1320	1320	1320	1320
College of Arts and Sciences, VVITU		972	2004	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784	2784
Appa International School of Business, VVITU		324	708	1008	1128	1392	1596	1656	1656	1656	1656	1656	1656	1656	1656	1656
College of Law, VVITU		132	264	324	384	576	708	768	828	888	888	888	888	888	888	888
Total Students	**6236**	**8570**	**11165**	**13210**	**14388**	**15614**	**16580**	**17060**	**17400**	**17580**	**17640**	**17700**	**17700**	**17700**	**17700**	**17700**
Administration Staff (1:30)	208	286	372	440	480	520	553	569	580	586	588	590	590	590	590	590
Average Compensation (Rs)	300000	315000	330750	347288	364652	382884	402029	422130	443237	465398	488668	513102	538757	565695	593979	623678
Total Staff Compensation (Rs Lakhs)	**624.0**	**900.9**	**1230.4**	**1528.1**	**1750.3**	**1991.0**	**2223.2**	**2401.9**	**2570.8**	**2727.2**	**2873.4**	**3027.3**	**3178.7**	**3337.6**	**3504.5**	**3679.7**

Faculty Annual Compensation (Rs Lakhs)

VVITU - Faculty Cost Summary		No of years from grant of Deemed to be University Status														
Rs Lakhs	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Management	30.0	556.2	584.0	613.2	643.9	676.1	709.9	745.4	782.6	821.8	862.8	906.0	951.3	998.9	1048.8	1101.2
College of Engineering	3468.6	5450.0	6623.9	7626.8	8829.4	9810.1	10784.5	11644.9	12381.4	13083.3	13737.4	14424.3	15145.5	15902.8	16697.9	17532.8
College of Pharmacy, VVITU	0.0	154.8	316.3	459.7	541.8	785.5	984.0	1077.4	1278.2	1398.9	1551.6	1683.0	1767.1	1855.5	1948.3	2045.7
College of Arts and Sciences, VVITU	0.0	674.4	1419.4	2036.8	2138.6	2245.5	2357.8	2475.7	2599.5	2729.5	2865.9	3009.2	3159.7	3317.7	3483.6	3657.7
Appa International School of Business, VVITU	0.0	261.6	520.4	758.7	891.1	1150.8	1359.2	1476.3	1550.1	1627.6	1708.9	1794.4	1884.1	1978.3	2077.2	2181.1
College of Law, VVITU	0.0	136.2	211.7	281.1	343.1	494.5	624.1	726.9	802.9	897.1	942.0	989.1	1038.5	1090.4	1145.0	1202.2
Total Faculty Cost for VVITU	**3498.6**	**7233.2**	**9675.6**	**11776.4**	**13387.9**	**15162.5**	**16819.5**	**18146.5**	**19394.6**	**20558.0**	**21668.8**	**22806.0**	**23946.3**	**25143.6**	**26400.8**	**27720.8**

Hostel and Mess Expenses (Rs Lakhs)

		No of years from grant of Deemed to be University Status														
(in Lakhs)	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Hostel expenditure (in Lakhs)																
College of Engineering	605.9	720.1	854.9	1496.0	1649.8	1852.2	2743.1	2990.5	3216.4	4285.3	4542.4	4815.0	6124.2	6491.7	6881.2	7294.1
College of Pharmacy, VVITU		15.5	58.9	83.0	104.3	148.9	249.7	280.9	333.1	465.3	517.4	575.1	731.3	775.2	821.7	871.0
College of Arts and Sciences, VVITU		99.6	218.4	483.0	483.4	512.4	724.6	768.1	814.2	1079.3	1144.1	1212.7	1541.9	1634.4	1732.5	1836.5
Appa International School of Business, VVITU		33.2	77.1	164.6	207.3	271.0	439.7	483.9	513.0	815.6	720.5	763.7	971.4	1029.7	1091.5	1157.0
College of Law, VVITU		13.2	28.5	52.7	66.1	105.5	137.9	211.1	241.9	274.6	364.6	386.5	491.2	520.6	551.9	585.0
Total Hostel Expenses	**605.9**	**881.5**	**1237.8**	**2279.3**	**2510.9**	**2889.9**	**4295.0**	**4734.7**	**5118.6**	**6920.1**	**7288.9**	**7752.9**	**9860.0**	**10451.7**	**11078.8**	**11743.6**

Bus Expenses (Rs Lakhs)

		No of years from grant of Deemed to be University Status														
	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Bus expenditure (in Lakhs)																
College of Engineering	538.8	649.4	781.7	808.9	905.2	1030.5	994.8	1099.9	1199.9	1080.8	1161.9	1249.0	1074.3	1154.9	1241.5	1334.6
College of Pharmacy, VVITU		13.9	31.5	45.2	57.2	83.0	90.8	103.7	124.6	117.4	132.6	149.2	128.4	138.0	148.3	159.5
College of Arts and Sciences, VVITU		90.3	200.1	261.5	265.6	285.5	263.0	282.7	303.9	272.2	292.6	314.6	270.7	291.0	312.9	336.3
Appa International School of Business, VVITU		30.1	70.7	89.4	113.9	151.1	159.7	178.0	191.4	137.1	184.3	198.1	170.4	183.2	196.9	211.7
College of Law, VVITU		12.3	26.3	28.8	36.7	59.1	78.0	78.1	90.3	104.2	93.3	100.3	86.3	92.8	99.8	107.3
Total Bus Expenses	**538.8**	**795.9**	**1110.4**	**1233.8**	**1378.6**	**1609.2**	**1586.2**	**1742.4**	**1910.1**	**1711.7**	**1864.6**	**2011.2**	**1730.0**	**1859.8**	**1999.3**	**2149.3**

Student Placement Expenditure

		No of years from grant of Deemed to be University Status														
	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Placement expenditure (in Lakhs)																
College of Engineering	280.6	314.6	352.3	387.6	427.1	452.3	473.9	487.4	494.6	497.3	497.3	497.3	497.3	497.3	497.3	497.3
College of Pharmacy, VVITU		6.8	16.2	21.6	27.0	36.5	43.2	45.9	51.3	54.0	56.7	59.4	59.4	59.4	59.4	59.4
College of Arts and Sciences, VVITU		43.7	90.2	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3	125.3
Appa International School of Business, VVITU		14.6	31.9	45.4	50.8	62.6	71.8	74.5	74.5	74.5	74.5	74.5	74.5	74.5	74.5	74.5
College of Law, VVITU		5.9	11.9	14.6	17.3	25.9	31.9	34.6	37.3	40.0	40.0	40.0	40.0	40.0	40.0	40.0
Total Placement Expenses	**280.6**	**385.7**	**502.4**	**594.5**	**647.5**	**702.6**	**746.1**	**767.7**	**783.0**	**791.1**	**793.8**	**796.5**	**796.5**	**796.5**	**796.5**	**796.5**

11.1 Income & Expenditure

Based on the above assumptions, the Income & Expenditure for the proposed VVITU for the 15 year projection period is as follows:

Income & Expenses		No of years from grant of Deemed to be University Status														
Rs Lakhs	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Revenues																
Course Fees	5352.5	8808.7	12866.0	16725.6	20033.0	22328.6	24575.0	26348.1	27996.1	29446.9	30684.0	31970.6	33249.5	34579.5	35962.8	37401.4
Bus Fee collection	898.0	1326.6	1850.7	2056.3	2297.7	2682.0	2643.6	2904.0	3183.5	2852.9	3107.7	3351.9	2883.4	3099.7	3332.2	3582.2
Hostel & Mess Collections	1009.8	1469.2	2072.0	3836.1	4246.6	4916.5	7346.7	8146.8	8858.6	12056.0	12765.3	13660.3	17474.2	18631.7	19866.8	21184.9
Placement Cell Collection	467.7	642.8	837.4	990.8	1079.1	1171.1	1243.5	1279.5	1305.0	1318.5	1323.0	1327.5	1327.5	1327.5	1327.5	1327.5
Total Revenues (Rs)	7728.0	12247.2	17626.0	23608.8	27656.3	31098.1	35808.8	38678.4	41343.3	45674.2	47880.0	50310.3	54934.6	57638.4	60489.4	63495.9
Expenses																
Faculty Compensation	2960.4	6032.8	8257.9	10624.4	12049.7	13672.8	15179.2	16373.7	17508.4	18565.4	19576.5	20609.1	21639.5	22721.5	23857.6	25050.5
Bus Expenses	538.8	795.9	1110.4	1233.8	1378.6	1609.2	1586.2	1742.4	1910.1	1711.7	1864.6	2011.2	1730.0	1859.8	1999.3	2149.3
Hostel & Mess Expenses	605.9	881.5	1237.8	2279.3	2510.9	2889.9	4295.0	4734.7	5118.6	6920.1	7288.9	7752.9	9860.0	10451.7	11078.8	11743.6
Placement expenses	280.6	385.7	502.4	594.5	647.5	702.6	746.1	767.7	783.0	791.1	793.8	796.5	796.5	796.5	796.5	796.5
Non-faculty staff expenses	624.0	900.9	1230.4	1528.1	1750.3	1991.0	2223.2	2401.9	2570.8	2727.2	2873.4	3027.3	3178.7	3337.6	3504.5	3679.7
Electricity and DG Maintenance	267.6	422.4	611.1	794.0	948.8	1067.8	1178.2	1259.2	1332.1	1396.4	1455.3	1516.4	1577.1	1640.2	1705.8	1774.0
Repairs & Maintenance	133.8	211.2	305.5	397.0	474.4	533.9	589.1	629.6	666.0	698.2	727.6	758.2	788.5	820.1	852.9	887.0
Labs Maintenance	25.0	28.0	31.0	35.0	39.0	43.0	48.0	53.0	59.0	65.0	72.0	80.0	88.0	97.0	107.0	118.0
Administration & Other Maintenance	267.6	422.4	611.1	794.0	948.8	1067.8	1178.2	1259.2	1332.1	1396.4	1455.3	1516.4	1577.1	1640.2	1705.8	1774.0
Marketing Expenses	152.9	321.1	337.2	354.1	371.8	390.3	409.6	430.4	451.9	474.5	498.2	523.1	549.3	576.7	605.5	635.8
Misc. Expenses	124.7	172.7	225.9	336.6	367.5	396.8	419.6	517.9	528.1	533.5	624.5	626.6	626.6	716.2	716.2	716.2
Depreciation	636.6	668.4	701.9	737.0	773.8	812.5	853.1	895.8	940.6	987.6	1037.0	1088.8	1143.3	1200.4	1260.4	1323.5
Rates & Taxes	15.5	20.5	25.0	30.0	31.0	33.0	34.0	35.0	40.0	41.0	42.0	43.0	45.0	48.0	49.0	50.0
Interest & Finance Charges	508.2	406.5	325.2	260.2	208.2	166.5	133.2	106.6	85.3	68.2	54.6	43.7	34.9	27.9	22.4	17.9
Interest on fresh loans		500.0	1000.0	1500.0	1350.0	1200.0	1050.0	900.0	750.0	600.0	450.0	300.0	150.0	0.0		
Total Expenses (B)	7141.7	12170.2	16512.8	21497.7	23850.2	26577.2	29922.9	32107.1	34075.9	36976.4	38813.6	40693.2	43784.6	45933.8	48261.7	50715.9
Surplus (A) - (B)	586.3	76.9	1113.2	2111.1	3806.1	4520.9	5885.8	6571.3	7267.4	8697.8	9066.4	9617.1	11150.0	11704.7	12227.7	12780.0
Profit Margin (%)	7.6%	0.6%	6.3%	8.9%	13.8%	14.5%	16.4%	17.0%	17.6%	19.0%	18.9%	19.1%	20.3%	20.3%	20.2%	20.1%

It is observed that the revenues in the first year of operations is Rs. 121.70 crores which is expected to grow to Rs. 507.15 crores in the 15th year representing a CAGR of 12%

It is further observed that there will be an operating deficit in the 1st and 2nd year of operations which shall be made up by the 5th year of operations.

11.2 Capital Expenses Plans

Given that the proposed VVITU is an existing institution having infrastructure and facilities catering to its Engineering College, as described in details in earlier sections, for the purpose of expansion with the addition of 4 new schools, there is a need to construct additional classrooms and hostels. The planned expansion is as follows:

Buildings	Existing Sq ft	ADDITIONS Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Academic Blocks	445613	83207	83207	83207	83207	83207	60000	60000	60000	60000	1101648
Administrative Block	29665										29665
Boys Hostel	27602		17536	17536	17536	17536	25000	25000	25000	25000	197746
Girls Hostel	71651	27836	27836	27836	27836						182995
Total area (Sq Ft)	574531	111043	128579	128579	128579	100743	85000	85000	85000	85000	1512054
Cost per Sq Ft		2500	2750	3025	3328	3660	4026	4429	4872	5359	
Total Cost (Rs Lakhs)		2776.1	3535.9	3889.5	4278.5	3687.4	3422.3	3764.6	4141.0	4555.1	34050.5

Note: "No of years from grant of Deemed to be University Status" spans Year 1 through Year 8.

Accordingly, existing capital cost and the additional Project cost for the expansions are as follows:

The Funding for the above is expected to be met from (i) Term loans from Bank Rs 150 crores and (ii) balance amount will be provided by the promoting Trust and internal accruals.

Project Cost	Rs. Lakhs
Existing Assets to be transitioned	
Land	3000
Buildings	6000
Total	**9000**
New Assets	
Buildings	34050
Furniture	1250
Machinery & Equipment	1600
Amenities and Misc. Equipment	1200
Vehicles (40) Buses	1400
Library Book	250
CORPUS FUND	2500
Total	**42250**

Annexure 1: Key Milestones for VVIT

During their evolution and growth, Vasireddy Venkatadri Institute of Technology has achieved numerous milestones in the areas of Quality Sustenance, Research & Development, Innovation and Entrepreneurship, Collaborations, Skill-development, and Community service. Few of them are as follows:

A. Quality Sustenance

a. Approved by AICTE Order No. F.No.730-50-518 (E)/ ET/ 2007 Dt. 28-08-2007.

b. Affiliated to JNTU Kakinada, Proc. No. B1/Affi/Vasireddy VIT-BQ/2009-10 Dt. 29-12-2009.

c. All six eligible UG programs offered by VVIT were accredited by NBA

d. VVIT was accredited by NAAC with 'A' Grade in 2016 with a CGPA of 3.09 and later reaccredited with 'A' Grade in 2021.

e. UGC 2(f) and 12(B) Status from 2016

f. The UGC has granted autonomy to VVIT for ten years from July 2019.

g. Permanently affiliated to JNTU Kakinada from 2015

h. Quality policy implementation - ISO 9001: 2015 certification from 2017.

i. NIRF Innovation Ranking 2023 (ARIIA) – Placed in 150 – 300 Band

j. Achieved university gold medal for Top Academic Performance with 89.5% in B. Tech ECE batch of 2009-13.

k. T. Manjusree (18BQ1A05K1), CSE Dept. Got two Gold medals [from JNTUK and Computer Science Corporation sponsored] in JNTUK 9th Convocation on 31st May 2023

l. Alapati Naga Sreevani,17BQ1A0304, Mech Dept awarded Gold medal [from JNTUK] in JNTUK 9th Convocation on 31st May 2023

m. Meghana Sri Ram of IT Dept got first prize worth USD 5000 in the world wide Engineering Equity Hackathon Conducted by Virtusa Hackathon in Feb 2023

B.   Research & Development

a.   VVIT has 10 DST funded research projects and FDPs worth 1.5 Cr.

b.   All the departments are having research centres recognized by JNTU Kakinada.

C.   Innovation and entrepreneurship

a.   Technical Entrepreneurship Program (TEP) by Indian School of Business(ISB), Hyderabad– from 2015

b.   Student Internships through Internshala from 2017

c.   Venture development Program under I2DE by Northeastern University Boston, USA   - 2017

D. Collaborations

   d.   MOUs with:

- APSSDC from 2015 for skill development
- IUCEE and VVIT for knowledge up gradation and industry institute interaction in 2012
- TCS ION and VVIT from 2014 for conducting various competitive on line exams like APPGMET, NSEIT, and IITJEE etc.
- APSSDC as nodal center from 2016 for training on skilled courses
- Google Inc. USA for establishing Google Code labs, University Innovative Fellowship (UIF) program by Stanford University USA
- Social Agro Industries in 2014
- German Universities (Two MoUs) for International Internship and Nano masters
- Campus Connect program by Infosys Hyderabad from 2010
- Virtusa, for Centre of Excellence
- Infosys Spring Board
- MoU's with Co Cubes, Monster, Ikya Global, Seventh Sense and APITA for Training and Placement

   e.   NPTEL Local Chapter, stands among top 50 local chapters all over India with 'AA' Rating, from - 2016-17

f. Siemens Centre of Excellence with 15 state-of-the-art labs by Siemens India - 2016

g. University Innovative Fellowship (UIF)program by Stanford University USA - 2016

h. AICTE - MHRD - Innovation Cell - Industry Connect and Smart India Hackathon from 2017.

i. Dassault Systems 3D Experience Centre by Dassault Systems, France -2018

j. AI/Deep Learning program through Bennett University-2018

k. Google Code lab by Google Inc., USA -$2 Lakhs (Rs.1.3 Crores including 60 Systems) -2018

l. IUCEE for knowledge up gradation from 2014, and IUCEE - EPICS Program–2018.

m. VVIT Inked a pact with Germany's Steinbeis University, under Academic Alliance Program, for student exchange, in July 2023.

D. Skill-development

a. VVIT was recognised as the nodal centre for skill development programmes of APSSDC, Govt. of AP in 2014

b. CM's Skill Development Centre by AP Govt –2018

c. Gaming and Design programme by Kaajani University, Finland--2018

d. Faculty Develop Programs and Seminars/Guest Lectures By JNTUK, JNANABHERI Program –2018

e. Nanodegree Programme – Android Developer Nanodegree by Udacity - 2018

E. Community service

a. VVIT has NCC and NSS Cell

Annexure-2: List of popular skill courses

Below are some popular skilling courses tailored to benefit the rural Indian community. These skilling courses cater to the needs of the rural Indian community, empowering individuals and enhancing livelihood opportunities, economic growth, and overall socio-economic development in these regions.

1. Agriculture and Farming Techniques: Modern agricultural practices, organic farming, and sustainable agriculture foster productivity and eco-friendly methods.

2. Rural Entrepreneurship and Business Management: Tailored courses for rural entrepreneurs promote self-employment and economic opportunities.

3. Handicrafts and Artisan Skills: Training preserves traditional crafts, empowering artisans to expand their markets and income.

4. Dairy Farming and Animal Husbandry: Courses optimize livestock management and improve animal well-being and milk production.

5. Solar Energy Technician: Training in solar energy installation supports sustainable energy practices in rural areas.

6. Tailoring and Sewing: Skill development enables garment businesses and tailoring services, supporting the local economy.

7. Computer Literacy and Digital Skills: Basic computer and digital skills bridge the rural-urban digital divide, unlocking online opportunities.

8. Healthcare Services and First Aid: Training in basic healthcare and first aid enhances medical emergency handling.

9. Home-Based Food Processing: Courses in food processing add value to agricultural produce and generate additional income.

10. Water Resource Management: Training conserves water, mitigates scarcity, and improves agricultural practices.

11. Mobile Repairing and Servicing: Skill development creates livelihood opportunities for mobile device repair.

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12. Beekeeping and Honey Production: Training promotes sustainable agriculture and provides additional income sources.

13. Community Health Workers: Courses train health workers to spread awareness on health, hygiene, and disease prevention.

Annexure-3: List of Research initiatives centered on Indian Knowledge Systems and Thought

Research on Indian Traditional Knowledge and Ancient Indian Technologies spans diverse fields, preserving and adapting traditional wisdom for contemporary applications. Interdisciplinary collaborations among scholars from anthropology, archaeology, history, environmental science, medicine, engineering, and the arts facilitate comprehensive exploration. The research outcomes hold the potential to inform policy decisions, drive sustainable development, and deepen appreciation for India's cultural heritage.

Highlighted below are diverse fields and approaches for research in this domain

1. Ayurveda and Traditional Medicine: Investigate the efficacy of traditional herbal remedies and therapeutic practices, integrating advanced technologies for holistic healthcare.

2. Sustainable Agriculture and Farming Practices: Study organic farming, traditional seed varieties, and water management systems from ancient India, adapting them for modern sustainable agriculture using cutting-edge technology.

3. Yoga and Meditation: Explore the physiological and psychological benefits of yoga and meditation, integrating them into modern wellness and mental health programs in an academic context while preserving secular values.

4. Traditional Architecture and Construction: Research ancient Indian architectural principles like Vastu Shastra and their relevance in sustainable building practices and urban planning, potentially integrating them into Civil Engineering curricula.

5. Indigenous Knowledge in Biodiversity Conservation: Examine traditional community knowledge in biodiversity preservation, natural resource management, and species conservation, contributing to modern conservation efforts.

6. Traditional Textiles and Crafts: Study traditional textile-making and handicraft techniques, reviving and promoting these heritage practices for sustainable livelihoods and economic empowerment.

7. Traditional Engineering and Metallurgy: Investigate ancient Indian technologies in metallurgy, engineering, and metalwork, exploring their historical significance and modern applications.

8. Astrology and Astronomy: Analyze ancient Indian contributions to astronomy and astrology, investigating their relevance in contemporary astronomical research.

9. Indigenous Knowledge in Weather Forecasting and Natural Disaster Management: Explore traditional methods used by indigenous communities for weather prediction and disaster management, contributing to climate resilience and disaster preparedness.

10. Traditional Music, Dance, and Performing Arts: Research traditional music, dance forms, and performing arts to preserve cultural heritage and explore their integration into modern creative expressions and entertainment.

11. Ethical and Sustainable Practices in Business: Study ethical and sustainable business practices rooted in ancient Indian values, exploring how they can be incorporated into modern business models.

Annexure 4: Detailed Course Structure for UG/Bachelor's Degree Programme

S. No	Course category	Year-Semester							
		1-1	1-2	2-1	2-2	3-1	3-2	4-1	4-2
1	Disciplinary Major (DMJ)	5	5	5	5	6	6	4	4
2	Inter-disciplinary Major (IDMJ)	4	4	4	4				
4	Disciplinary Minor (DMI)	2	2	2	2	2	2	2	
5	Inter-disciplinary Minor (IDMI)	2			2	2	2	2	
6	Field projects, Internship	4	3	3	4	3	4	4	3
7	Environmental studies (EVS)	3							
8	Skill/Vocational Studies		4	4		4	3		3
9	Language skills and communication (LSC)		2	2					
10	Value based courses					3	3		
11	Global Citizenship Education (GCE)					3			
12	Research project (RP)							8	10
	Total	**20**	**20**	**20**	**20**	**20**	**20**	**20**	**20**

Annexure 5: Guidelines for Skill/Vocational Studies under Multiple Entry and Exit in VVIT University

Introduction

The operational details as per multiple entry and exit guidelines suggested 12-18 credits vocational studies for a four-year-undergraduate degree courses. The guidelines further suggested

1. Skill component will be generally assessed by respective Sector Skill Council (SSC).

2. In case, there is no SSC for specific trade, assessment may be done by an allied SC or the Industry partner or a recognized Skill University.

3. If SSC has no approved Qualification Pack/set of competencies/or SSC could not conduct skill assessment, the institution may conduct the skill assessment through a Skill Assessment Board by Certified Assessors as per the provision enumerated by MoE for Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY).

4. Skill Assessment Board may be constituted under the chairmanship of VC with nodal officer/coordinator of the programme/centre

Recommendations

In order to start vocational studies under NEP 2020 as per the Guidelines issued by the UGC, the following suggestions have been proposed for smooth transition to the new framework.

1) Memorandum of Understanding with Sector Skill Councils

Under National Skill Development Council (NSDC), there were 36 approved Sector Skill Councils which designed relevant skill development courses as per the provisions of National Skill Qualification Framework (NSQF). In the light of VVIT's Skill Gap Analysis, the following Sector Skill Councils may be invited initially to immediately work out the syllabus for vocational studies in their respective fields:

a) Agriculture Sector Skill Council (e.g., Organic Farming, Protected Cultivation, Production of Horticulture Crops such as Orange and Banana, Floriculture, Piggery etc)

b) Beauty and Wellness Sector Skill Council.

c) Banking, Financial Services and Insurance (BFSI) Sector Skill Council

d) Construction Sector Skill Council

e) Domestic Workers

f) HealthCare

g) Food Industry Capacity & Skill Initiative

h) IT-ITeS

i) Management & Entrepreneurship and Professional

j) Media & Entertainment

k) Paints & Coatings

l) Tourism and Hospitality

2) Creation of Separate School of Vocational Studies and Skill Development

As NEP 2020 puts/gives priority on introduction of vocational education in the higher educational institution and vocational education being integrated in the HEI system, it is suggested to create immediately a separate School of Vocational Studies and Skill Development to work out courses and coordinate functioning of the programmes under PG and UG courses of VVITU. In the meantime, a small committee may be set up to work out the immediate needs of the University.

3) Creation of VVITU Skill Assessment Board

The Guidelines suggested that if SSC has no approved Qualification Pack/set of competencies/or SSC could not conduct skill assessment, the institution may conduct the skill assessment through a Skill Assessment Board by Certified Assessors as per the provision enumerated by MoE for Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY). VVIT University Skill Assessment Board may be constituted under the chairmanship of VC in order to conduct skill assessment as per SAMVAY.

All School of Studies may be instructed to immediately prepare at least two vocational subjects for immediate approval by VVITU Skill Assessment Board for introduction in 2022 or until SSC-approved courses are available in the university. They may refer to NSQF, NSDC guidelines and existing courses.

Examples-

(i)   SEMIS may work out on Tourism, Entrepreneurship, Banking, etc);

(ii) SLS on Beekeeping, Piggeries, Poultry Development etc.

Annexure 6: List titles and volumes available with each department in the central library

S. No.	Branch	Titles	Volumes	National Journals	International Journals	e-Journals
1	B. Tech - CIVIL	920	7860	12	8	8
2	B. Tech - CSE	1720	13250	24	18	10
3	B. Tech – ECE	1580	11120	18	12	12
4	B. Tech - EEE	1240	9260	18	6	12
5	B. Tech – IT	1395	8840	18	12	6
6	B. Tech - MECH	930	8020	18	8	6
7	B. Tech – CSE (AI & ML)	380	1320	6	12	8
8	B. Tech - CSO	450	1520	7	6	6
9	B. Tech - CIC	390	1340	7	8	4
10	B. Tech – AI & DS	370	1410	6	8	6
11	B. Tech - CSM	570	2860	18	8	6
12	M. Tech Civil – Structural Engineering	440	2150	6	6	4
13	M. Tech EEE – Power Electronics and Power Drives	510	2270	6	10	8
14	M.Tech ME – Machine Design	480	2340	6	8	6
15	M. Tech ECE – VLSI and Embedded System Design	560	2640	6	12	8
16	M. Tech CSE Computer Science and Engineering	650	2870	12	6	6
17	Science and Humanities	5295	8550	10	6	10
18	General Books	8250	9400	0	0	0
	Total	**26130**	**97020**	**198**	**154**	**126**

Annexure 7: List of Research Accomplishments of VVIT

S.No	Name of the Faculty	Title	Grant Amount	Funding Agency	Status/ Duration
1.	Dr T Sridhar Babu (Civil)	Research Promotion Scheme "Experimental Study on CFRP strengthened CFS Angle sections subjected to Compression"	Rs 15,77,466/-	AICTE	Sanctioned March. 2022
2.	Dr M.Y.Bhanumurthy (ECE)	SPICES	Rs.2,00,000/-	AICTE	Sanctioned April. 2021
3.	Dr Giri Babu Kande (ECE)	MODROBS	Rs.13,72,549/-	AICTE	Sanctioned July. 2020
4.	Dr Giri Babu Kande (ECE)	MODROBS	Rs.10,50,000/-	AICTE	Sanctioned Feb. 2020
5.	Dr Giri Babu Kande (ECE)	Short Term Training Program on "Mixed Signal Design"	Rs. 3,00,000/-	AICTE	Completed Dec 2020
6.	Dr D Srilatha(EEE)	Faculty Development Program on "Power Electronics Control and Grid Integration of Renewable Energy Sources"	Rs. 4,80,667/-	AICTE	Completed Dec 2020
7	Dr A.V.Naresh Babu (EEE)	Short Term Training Program on "Role of Electric Vehicles in Smart Cities – Vision of India – Opportunities and Challenges"	Rs. 2,96,667/-	AICTE	Completed Dec 2020
8	Dr Giri Babu Kande (ECE)	FIST - Funding for Infrastructure Development in ECE, CSE and Civil Engineering Departments	Rs. 60,00,000/-	DST - FIST	Sanctioned, Oct, 2018
9	Dr Giri Babu Kande (ECE)	Faculty Development Program on "Mixed Signal Design"	Rs. 4,86,000/-	AICTE	Completed Nov. 2019
10	Dr. Ch. Venkata Suresh (EEE)	National Conference on "Application of Power Electronics in	Rs. 5,00,000/-	AICTE	Completed July. 2020

		Renewable Energy Systems and Electrical Drives using IoT"			
11	Dr Kedar Mallik	ATAL Faculty Development Program on "Advances and Recent Trends in Additive Manufacturing"	Rs.93,000/-	AICTE	Completed, Aug. 2020
12	Dr. Ch. Venkata Suresh (EEE)	Development of low cost Aero Generator for commercial and industrial applications	Rs.31,19,600/-	SERB - DST	Completed Nov 2016 – Nov 2019
13	Dr. T. Madhu Mohan DrT.Vijaya Krishna (S&H)	Acoustical, Thermodynamic, Spectroscopic and Computational Investigations on Environmental Friendly Green Solvents	Rs.33,94,000/-	SERB – DST	Completed Dec 2016 – Dec 2019
14	Dr. Giri Babu Kande(ECE)	National Seminar on "Advances in Image Processing"	Rs 1,00,000/-	DST – SERB	Completed June, 2016
15	Dr Ch. Venkata Suresh (EEE)	National Seminar on "Recent Trends in Power Systems"	Rs 1,00,000/-	DST – SERB	Completed August, 2016
16	Dr R Eswariah (CSE)	National Seminar on "BIG Data: Challenges"	Rs 1,00,000/-	DST – SERB	Completed Oct, 2016
17	Dr N. Kumara Swamy (CE)	National Seminar on "Emerging Building Blocks for Smart and Built Environment"	Rs. 75,000/-	SERB-DST	Completed June, 2017
18	Dr. Giri Babu Kande (ECE)	National Seminar on "Advances in Antenna Design"	Rs 1,00,000/-	AICTE	Completed Sept, 2017
19	Dr. A. Kalavathi (IT)	Information Hiding using Text Steganography for Indian Languages	Rs 19,40,000/-	WOS-A, DST	Completed Oct 2011 – Oct 2014
20	Dr. Kedar Mallik (ME) (Co-PI)	Functionally graded prosthetics and biomedical implants with optimal porosity for aged people	Rs. 68,51,858/-	DST-SEED	Ongoing Sep 2018-Sep 2021

Annexure 8: CoEs, SDC and other Industry related Centers

Google Developers Code

Google Developers Code Labs are advanced Computer labs designed for group work and mobile development, and VVIT is proud to be one of ONLY TWO college campuses in India to have them. These labs were fully funded by Google, including maintenance and IT support throughout the skilling initiative. Upon the agreement's completion, the Code Labs space and equipment will become the property of VVIT.

The labs' purpose is to sustain interest in product/application development beyond our initial trainings and act as an incentive for host colleges and universities to be part of our training program, making them available to as many people as possible.

The primary use of these spaces is to host curriculum on various topics, including Machine Learning/AI, Mobile Development, Web Development, Cloud/Analytics, and IoT.

Additionally, these labs can be utilized by the college as regular computer labs, while Google retains the right to use them for special programming, such as Hackathons, GDG/WTM meetups, Design workshops in partnership with UIF, event live-stream viewing parties, and Launch pad start-up events.

The Code Labs will also feature a Speaker Series, inviting distinguished speakers from Industry/Academia to share their expertise. A hands-on curriculum will be developed based on the talk given by the speaker, enriching the learning experience for all participants.

2. Siemens Center of Excellence

SIEMENS has set up 15 fully equipped laboratories with cutting-edge machinery and tools, along with licensed software like NX Academic, CAD, CAM, Technomatix, and Rob Cad, among others. Moreover, the Center offers approximately 65 short-term courses and training modules, covering various subjects such as Product Design, Validation, Advanced Manufacturing, Testing, Optimization, CNC Machining & Part Programming, Robotics Programming, Electrical Machines, Mechatronics, and Automation.

These "COEs" (advanced knowledge centers) are dedicated to skill students for growth industries such as Automotive, Aerospace & Defense, Industrial Machineries, and Shipbuilding. The initiative targets competent Engineering Colleges and large Polytechnics, fostering a skilled workforce for the relevant sectors.

- Bridge the gap between Industry needs and available Skills through Industry-oriented learning.

- Enable the improvement of the quality of education.

- Provide state-of-the-art tools to match industry standards.

- Offer student training on Industry skills.

- Facilitate collaboration in research

Levels of training:

Level A:

❖CATIA

❖DELMIA

❖SIMULIA

Level B:

❖Automotive

❖Aerospace

❖Ship building

3. Dassault Systems (3D Experience) Lab)

The 3D experience lab has been established by APSSDC in collaboration with M/s. Dassault Systems, France in the year 2018. The lab has 36 laptops along with chargers and mouses. Free licences have been provided to improve the skills in the students for the software CATIA, DELMIA and SIMULIA for designing, simulation and analysis in the field of Mechanical Engineering. About 300 students from second, third and fourth year of Mechanical Engineering have been trained in the lab since its inception. A well experience trainer was appointed by APSSDC to run the training program. A few students' projects also have been undertaken by the students using the lab.

4. APSSDC-Skill Development Center

APSSDC is a unique organization formed as a Public Private Partnership (PPP) corporation, dedicated to promoting skill development and entrepreneurship in Andhra Pradesh. The establishment of state-level sector skills council empowers APSSDC to launch various training and placement programs for the unemployed youth in the state.

Staffed with the best talent in the sector and partnering with leading training providers and industries, APSSDC strives to deliver top-notch training programs. Its vision includes developing a best-in-class learning management system (LMS) and an effective placement and tracking mechanism. Ultimately, APSSDC aims to become one of the world's leading training provider organizations.

5. InfyTQ

InfyTQ is a certification round that evaluates candidates based on their JAVA/Python programming skills, including SQL questions. The certification qualifier round does not have negative marking.

Objectives:

- Validate candidates' industry preparedness and enable them to pursue their dream job.
- Thoroughly assess candidates' programming and database expertise throughout the Infosys Certification testing procedure.

Training Programmes for Students:

- ❖ Python/Java
- ❖ Data Structures
- ❖ DBMS

6. Wipro Talent Next Program

The Wipro Talent Next Program is a flagship initiative aimed at up skilling students through training by certified faculty from Talent Next. Nominated students will undergo comprehensive Java/J2EE training in two phases, covering the curriculum offered by Wipro. The training will include mid-term and final assessments, and upon successful certification, students can expect to receive attractive job offers from various MNCs.

Training Programmes for Students:

- ❖ Core Java
- ❖ Advanced Java
- ❖ Spring Framework
- ❖ Hibernate
- ❖ REST API

talentnext

wipro

Digital Skills Readiness Program

Wipro Certified Faculty
Nutalapati Ashok

successfully passed the TalentNext certification assessment and is recognized as a mentor for project-based learning (PBL) in Java J2EE

Anurag Seth
VP & Head – Talent Transformation,
TopGear & Business Continuity

Sunil Kalachar
General Manager - Global
Campus Head

P B Kotur
General Manager & Head -
TalentNext

EPAM Systems Inc (EPAM Systems) is a technology company specializing in software engineering services for software development and digital platforms. Since 2022, VVIT has been collaborating with EPAM through an MOU to offer industry-oriented training to our students. As part of the MOU, we have sent five faculty members to the company for training on five different technologies.

Objectives:

- Enhance individuals' level of awareness.
- Provide industry-level coding skills.
- Increase individuals' expertise in one or more areas of specialization.
- Enhance individuals' motivation to perform their job exceptionally well.

Training Programmes for Students:

- ❖ Front End Development
- ❖ Dot net Technology
- ❖ Java Programming
- ❖ Testing and Automation
- ❖ Devops

8. Amazon Web Services

AWS stands for Amazon Web Services, a comprehensive and widely used cloud computing platform provided by Amazon. It offers a vast array of services and tools for building, deploying, and managing applications and services over the internet. The AWS Certified Cloud Practitioner course is an entry-level certification offered by AWS to validate foundational knowledge of AWS Cloud and its core services. It is designed for

individuals new to the cloud, aiming to gain a broad understanding of AWS offerings and cloud concepts. The course covers the following key topics:

- Cloud Concepts: Introduces basic cloud computing concepts, advantages of cloud services, and differences between cloud deployment models.
- AWS Core Services: Covers essential AWS services like Amazon EC2, Amazon S3, Amazon RDS, Amazon VPC, and more, providing an overview of their purpose and functionality.
- Security and Compliance: Explains AWS security features, data protection best practices, and compliance in the cloud.
- Billing and Pricing: Covers AWS pricing models, cost management, and the free tier offering.
- Architectural Principles: Introduces best practices for designing and deploying applications on AWS.

AWS offers a flexible and scalable infrastructure, enabling businesses to avoid large upfront hardware costs and pay for only the resources they use. This makes it a popular choice for start-ups, enterprises, and developers worldwide.

The certification exam typically consists of multiple-choice questions and has no formal prerequisites. It's an excellent starting point for demonstrating your understanding of AWS Cloud and its fundamental services. Passing the AWS Certified Cloud Practitioner exam can serve as a foundation for pursuing more advanced AWS certifications as you progress in your cloud computing journey.

Faculty members from different streams have participated in the AWS Educator Program on Cloud Practitioner and obtained the cloud certification. As trained faculty, we have the opportunity to impart AWS knowledge to students and introduce them to the world of cloud computing. By leveraging our expertise and AWS Educator Program resources, we can create engaging and informative training sessions for students.

09. Nano Masters

INTRODUCTION:

"NANO Master" is a unique certification program designed by German partner universities and industries, catering to international partner university students. It aims to provide cutting-edge knowledge transfer and quality equivalence, opening doors to employment and higher education opportunities in German public universities and top-notch German industries.

The "Nano Master" program currently offers three specializations, each comprising four sub-courses. Each sub-course is designed with 5 credit points, contributing to a total of 20 credits rewarded to students upon achieving the "Nano Master Certificate." These credits can be earned through credit-based courses offered in parallel to their studies at their home university during the 5th, 6th, and 7th semesters of their bachelor studies. These additional 20 credits also provide an opportunity for students to pursue honor or minor degrees from their home university if they align with it.

The "Nano Masters" program is designed to bestow special status on students, equipping them with the necessary qualifications to gain entry into top-notch higher education (Master's) programs in German universities and employment-linked programs in Germany. The courses are delivered and assessed by respective partner universities and industries, ensuring high quality and relevance to industry demands.

AIM: The aim of this course is to offer Indian students a German quality excellence and equivalence by adopting German teaching methodologies and certifications. Selected and qualified Indian students will undergo credit-based courses and receive certification, preparing them as qualified and quantified candidates for pursuing advanced career opportunities in Germany.

KEY FEATURES: A key feature of these course activities is the involvement of design and development partners, who seek to recruit Indian students to meet skilled employee requirements in Germany. These courses cover all emerging industries, providing students with a broad spectrum of career opportunities in Germany. Each specialized course comprises four sub-courses, enriching students' knowledge and preparing them as technical and management leaders.

The courses are delivered by respected German Professors or Industry Leaders through live lectures, incorporating industrial case studies. The program is specifically designed not to conflict with students' regular studies, and it is supported by a 24-hour Learning Management System (LMS) facility that allows access to every lecture. The LMS platform assists students in completing assignments, assessments, quizzes, case studies, and projects.

10. Virtusa internship

Virtusa's Centers of Excellence (CoE) program collaborates with academic institutes to ensure the industry readiness of fresh talent. This unique approach involves establishing 'Campus Centers of Excellence' across institutes to train faculty and students in current technologies and platforms. The students who are subsequently recruited experience a smooth transition into the industry, following the Hire-Train-Deploy model. The program focuses on identifying, shaping, and nurturing talent in the technology space, making students job-ready from day one and providing them with a head-start in their careers.

Faculties from institutes are identified and invited for the "Train the Trainer (TtT)" program, anchored by subject matter experts. The identified faculty undergo a certification program to ensure their qualification to handle the training. The hiring of candidates takes place at the institutes based on technical skills like coding, testing, etc. Selected students undergo extensive training programs during the final semester, led by trained faculty, with constant evaluation by the Virtusa GTP team on topics covered. These selected candidates go through a certification program just before joining the organization.

An exclusive innovation challenge is also provided for students from Virtusa Center of Excellence (CoE) Campus Institutes across India and Sri Lanka. This challenge allows them to work on cutting-edge new-age technologies, mentored by experts from Virtusa. Students from the third year of CoE Campus Institutes receive mentorship on domain and next-gen technologies in a controlled and integrated environment.

Eligibility Criteria:

Students of 3rd and Final year from the IT, CS, and ECE branches, willing to work in groups and possess good analytical and cognitive thinking with a passion for problem-solving and application development, while maintaining a balance with academics, are eligible. Applications are welcome from Virtusa-partnered Center of Excellence campus students only.

The program offers the following salient features:

- Leverage for Participants
- Opportunity to work on the latest, new-age technologies
- Access to mentors at Virtusa
- Potential for patenting opportunities for the selected solution
- Long-term internship at Virtusa
- Full-time employment opportunity
- Opportunities to win big cash prizes and multiple awards

11. SSIT Internship

The purpose of this MoU is to establish a relationship between (Sense Semiconductor and IT Solutions) SSIT and VVIT for workspace, laboratory support, and collaboration primarily in the field of electronics engineering and other engineering departments.

The program offers the following salient features:

- Career Awareness Session
- Assistance in Placements & Internships
- Internship, Training, and Mentorship
- Workshops and Seminars
- Research and Development
- Faculty Development Programmes

Annexure 9: List of Memoranda of Understandings entered into by VVIT

S.No	Company Name	Starting Date	Closing Date	In force
1	EXCELR	4-Jul-23	3-Jul-25	Yes
2	EDUNET -IBM	26-Jun-23		Yes
3	CODETANTRA	21-Jun-23	20-Jun-24	Yes
4	INFOSYS SPRING BOARD	21-Jun-23	20-Jun-27	Yes
5	SENSE SEMI CONDUCTOR	24-May-23		Yes
6	SGIT, STEINBEIS UNIVERSITY, BERLIN, GERMANY	8-May-23	Until termination	Yes
7	AWS ACADEMY PROGRAM GUIDE VERSION7	1-Jan-23		Yes
8	ANU GROUP OF HOSPITALS(AGH)	28-Nov		Yes
9	SOCIETY FOR LEARNING TECHNOLOGIES	11-Nov-22	10-Nov-25	Yes
10	VIRTUSA	4-Aug-22		Yes
11	EPAM	Aug-22		Yes
12	GRAY QUEST EDUCATION FINANCE LIMITED	20-Apr-22		Yes
13	IDS	17-Feb-22	18-Feb-22	No
14	BLUE PRISM	6-Dec-21		Yes
15	EDU SKILLS	4-Dec-21		Yes
16	HIEE	25-Aug-21		Yes
17	QUANTUM LEARNINGS(CENTRE OF EXCELLENCE)	31-Mar-21		Yes
18	ICT ACADEMY	1-Feb-21		Yes
19	ICT ACADEMY HUAWEI	9-Oct-20	Until termination	Yes
20	UI PATH ACADEMIC ALLIANCE	26-Jul-19		Yes
21	INTERNSHALA	21-Jun-19		Yes
22	ELEVEN01 TECHNOLOGIES	25-Jul-18	Until termination	Yes
23	VERAKKI TECH SERVICES PRIVATE LIMITED	1-Feb-18	1-Feb-19	No
24	APSSDC	25-Apr-16		Yes
25	SIEMENS CoE			Yes

Annexure 10: The contents of the proposed HR policy

a) Human Resources Philosophy

b) Equal Employment Policy

c) Work Culture & Environment

d) Manpower Planning, Recruitment and Selection

    I.   Manpower and Control

    II.   Recruitment and Selection

e) Classification of Employees

    I.   Regular

    II.   Probationer

    III.   Part-time / Adjunct

f) Classification of Teaching & Non-teaching staff

- Teaching
  - i. Core Faculty
  - ii. Visiting Faculty
  - iii. Adjunct Faculty
- Non- Teaching
  - i. Full Time
  - ii. Part Time
  - iii. Joining Formalities

g) Employment Record and Information for efficient discharge of duties.

h) Incapacitation

i) Date of Birth

j) Residential Address

k) Verification of Employee Particulars

l) Terms and Conditions of Service

m) Adherence to Management's Philosophy

n) Work Timings

o) Hours of Operation and work schedule

p) Leave Policy

- Leaves
- Casual Leaves
- Special Causal Leave
- Earned Leave & Medical Leave
- Extra-ordinary Leave
- Leave on Duty
- Maternity leave:
- Study Leave:
- Sabbatical Leave:
- Leave for Adjunct Employees:
- Holidays

q) Salary

- Attendance and Salary Cycle
- Confidentiality of Salary Information

r) Annual Appraisal

s) Promotions and Transfers

t) Resignation, Termination and retirement Policies

- Abandonment & Automatic Termination
- Retire
- Relieving Formalities

u) Official Expenses Reimbursement

v) Professional Standards and Business Ethics

w) Misconduct

x) Disciplinary Action

y) Probationary Period

- Absences and Late Coming
- Telephone and Computer use policy
- Smoking policy
- Dress code policy

- Safety policy
- Drug and Alcohol policy

z) Basic obligations towards the organization

- Personal Conduct
- Harassment of Female Employees

aa) Secrecy Maintenance Agreement

- Acceptance of Outside Assignment
- Taking Part in Politics and Elections
- Demonstrations and Strikes
- Joining of Association by Teachers
- Criticism of University, College or Government
- Articles/talks/Interviews, etc.
- Office Property

bb) Redressal of Grievance
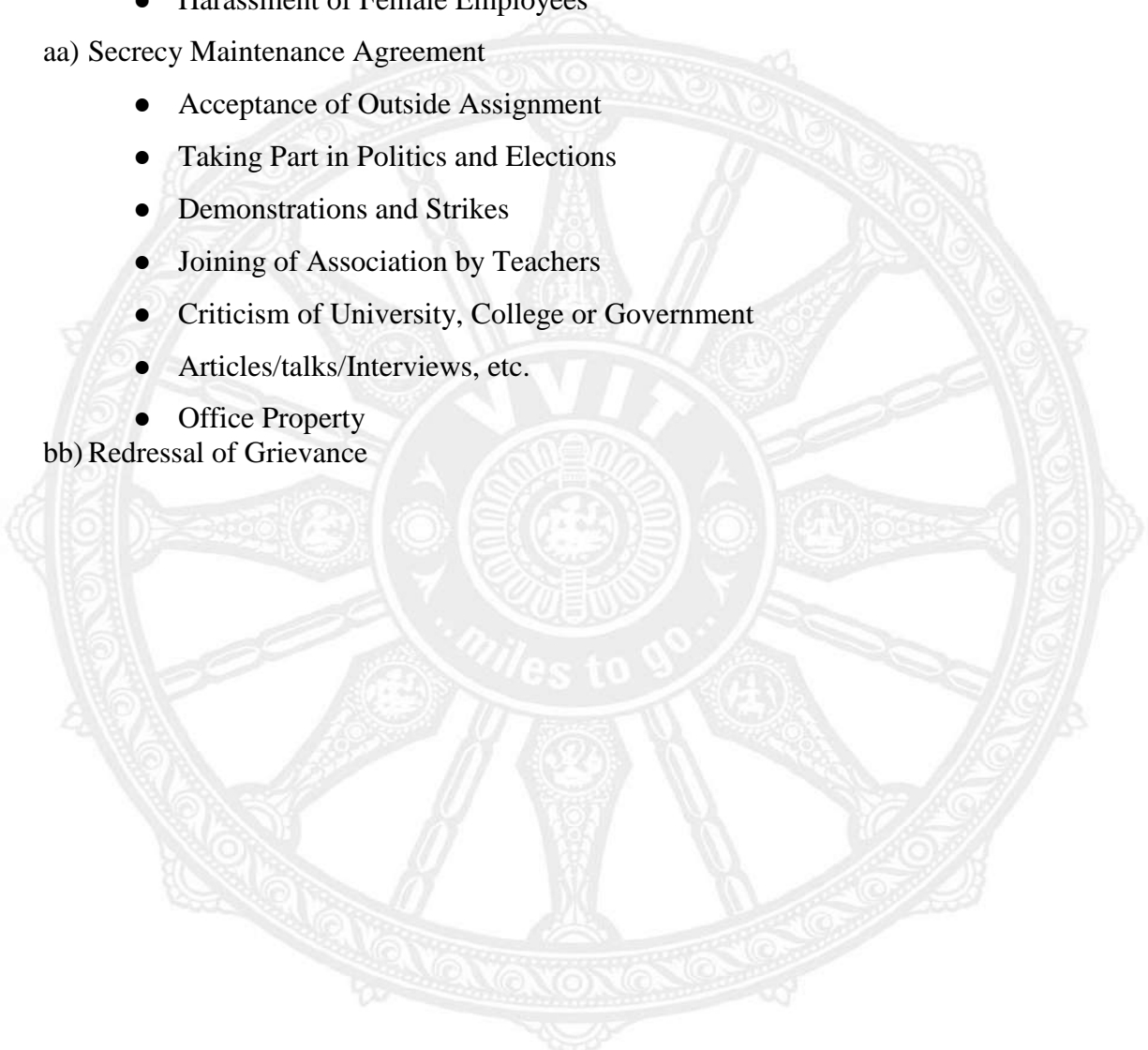
Annexure 11: Select pictures of sports facilities

Indoor Games Facilities

Chess

Carrom

Table tennis

Yoga & meditation

Indoor badminton court

Gymnasium

Outdoor Sporting Facilities

Basketball courts

Volleyball court

Kabaddi court

Football field

Kho-Kho court

Cricket practice nets and ground

Tennis courts

Throw ball court

Martial arts

Basket Ball Court

200m running track and field

Cricket turf

Lawn tennis courts

Annexure 12: Entrepreneurship Development Cell and Start-Up Facilities

I

INSTITUTE INNOVATION CELL (IIC)

MHRD'S
INNOVATION CELL
(GOVERNMENT OF INDIA)

INSTITUTION'S
INNOVATION
COUNCIL
(Ministry of HRD Initiative)

★ ★ ★ ★ ★

CERTIFICATE

This is to certify that

Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani(M), PIN-522508(CC-BQ), Guntur

has established Institution Innovation Council(IIC) as per the norms of Innovation Cell,
Ministry of HRD, Govt. of India during IIC Calendar year 2019-20

Prof.Anil D.Sahasrabudhe
Chairman, AICTE

Certificate No : 1727

Shri. R. Subrahmanyam
Secretary, MHRD

Dr. Abhay Jere
CIO, MHRD, Innovation Cell

AICTE/MOE INTIATIVES

ARIIA

Atal Ranking of Institutions on Innovation Achievements (ARIIA) is an initiative of Ministry of Education (MoE), Govt. of India to systematically rank all major higher educational institutions and universities in India on indicators related to "Innovation and Entrepreneurship Development" amongst students and faculties. ARIIA ranking will certainly inspire Indian institutions to reorient their mind-set and build ecosystems to encourage high quality research, innovation and entrepreneurship. More than quantity, ARIIA will focus on quality of innovations and will try to measure the real impact created by these innovations nationally and internationally.

Pre-Incubation Centers:

Google codelabs

Siemens center of Excellence

AICTE/MOE Initiatives:

KAPILA

Kalam Program for IP Literacy and Awareness, which will create appropriate awareness regarding the need of IP filing, mechanism, and methodology involved in filing IP in India and globally, especially amongst students and faculty of higher education institutions. KAPILA will help in establishing the much required IP filing

ecosystem in large number of education institutions and thus create a culture of systematically protecting new ideas, research, and innovation having national and global relevance. YUKTHI

YUKTI – National Innovation Repository (NIR) is an initiative of the Ministry of Education (MoE) Government of India and it is implemented by MoE's Innovation Cell and AICTE to build a system of repository of ideas, innovations and startups developed in academic institutions and enabling institutions to systematically foster the I&E culture by managing and nurturing these innovations by offering continuous support in terms of one-to-one mentorship, grant assistance, referral and linkage with incubation units, connecting with Angel/Venture Capital (VC) investors network, knowledge agencies, etc

Innovation activities through YUKTHI scheme:

Sr. No.	Innovation ID	Date of Submission	Innovation Title	FY of Development	Developed as part of	TRL Stage	Team Lead Details	View Innovation Details	Verification	Avg. Score	Status
1	IR2022-785518	08-09-2022	Smart Bin	2021-22	Academic Requirement/Study Project	TRL 2	Bandaru.sridevi 20bq1a4906@vvit.net 6302135846 Student View ID	View Details	Assign - 0		Pending
2	IR2022-784092	07-09-2022	Street Light Monitoring	2021-22	Academic Requirement/Study Project	TRL 3	Ponakampalli Pooja 20BQ1A4937@vvit.net 7569535386 Student View ID	View Details	Assign - 0		Pending

SMART INDIA HACKATHON

Smart India Hackathon is a nationwide initiative to provide students a platform to solve some of pressing problems we face in our daily lives, and thus inculcate a culture of product innovation and a mindset of problem solving. The first four editions SIH2017, SIH2018, SIH2019 and SIH2020 proved to be extremely successful in promoting innovation out-of-the-box thinking in young minds, especially engineering students from across India.

E-learning Repository by IIC:

Details of e-Learning Sessions Organized.

Add New

S.No.	Title	Theme	Organised as	Tags	Video URL	Expert Details	Action
1	Intellectual property rights(IPR)	IPR	SELF Driven Activity	Patents Industrial design Trademarks copyrights patent offices relation between IPRs	https://photos.app.goo.gl/MAptkJ2cZ2YWvhcW8	Dr.P.Guruprasad puttuvvit@gmail.com 9334969898 Professor and Lawyer Vasireddy Vekatadri Institute of Technology	Pending Remarks:

STARTUP POLICY

ATAL SCHOOLS

Our Associations

MHRD

MHRD Innovation Cell will focus on creating complete ecosystem which will foster the culture of Innovation across all educational institutions from ideas generation to pre-incubation, incubation and graduating from the incubator as successful start-ups. IIC will also work on designing ranking system to identify institutions in the forefront of innovation.

Indian School of Business

Technology Entrepreneurship Program (TEP), an ISB initiative supported by Andhra Pradesh Information Technology Academy. The TEP program was initiated in September, 2013, with the objective of promoting Technology Entrepreneurship as a viable career option and nurture the culture of entrepreneurship in the region. An Agreement was made between APITA, ISB and VVIT.

North-eastern University

Northeastern University, USA, inked collaboration with VVIT for establishing a Venture Development Centre under the International Institute of Entrepreneurship Development (I2E) initiative of Andhra Pradesh State Skill Development Corporation (APSSDC).

Other institutes/incubation centers partnered with:
IIM Vizag, IIT Chennai, IIT Kharagpur, NASSCOM center, ASSOCHAM, CII

Activities Conducted by Institute Innovation cell (IIC)

Academic Year	IIC ACTIVITIES
2022-23	1. Building Institute Level YUKTI - National Innovation Repository (NIR)
	2. Innovation & Entrepreneurship in HEIs for Aatmanirbhar Bharat & Celebrating 75 Years of Independence -Azadi Ka Amrit Mahotsav
	3. Demo Day/Exhibition/Poster Presentation of Start-ups developed & linkage with Innovation Ambassadors for mentorship support.
	4. Out of the box thinking for problem solving
	5. Session on Accelerators/Incubation - Opportunities for Students & Faculties - Early Stage Entrepreneurs
	6. Session on Innovation/Prototype Validation – Converting Innovation into a Start- up or Session on Achieving "Value Proposition Fit" & "Business Fit"
	7. World Environment Day
	8. Field/Exposure Visit to Incubation Unit/Patent Facilitation Centre/ Technology Transfer Centre
	9. Digital Idea repository
	10 World Earth Day
	11. IoT Digital Expo
	12. Session on "How to plan for Start-up and legal & Ethical Steps"
	13. Session/ Workshop on Business Model Canvas (BMC)
	14. IPR Awareness Quiz
	15. Orientation Session on IIC4.0 & Features
	16. Pictorial business quiz
	17. Expert talk on "Process of Innovation Development & Technology Readiness Level (TRL)" & "Commercialisation of Lab Technologies & Tech-Transfer
	18. E-Symposium on Building Innovation Ecosystem in Educational Institutions-Day 2
	19. E-Symposium on Building Innovation Ecosystem in Educational Institutions-Day 1
	20. Workshop on Design Thinking, Critical thinking and Innovation Design
	21. ENIGMA
	22. Pitching event for idea scouted & linkage with innovation ambassadors for mentorship support

	23. National energy conservation day 2021
	24. Field/Exposure Visit to Pre-incubation units such as Fab lab, Makers Space, Design Centres, City MSME clusters, workshops etc.
	25. Developing idea repository and idea expo
	26. Exposure and field visit for problem identification
	27. B-quiz
	28. Pitching event for idea scouted & linkage with innovation ambassadors for mentorship support
	29. Developing idea repository and idea expo
	30. Session on intellectual property rights
	31. My story-motivational session by successful entrepreneur/start- up founder
	32. Workshop on entrepreneurship and innovation as career opportunity
	33.national innovation day 2021
2021-22	1. Orientation session for all students & faculties of Institute by Innovation Ambassador
	2. Workshop on Design Thinking, Critical thinking and Innovation Design
	3. Workshop on Entrepreneurship Development Phases
	4. Founders Talk with Dr. Bharat Damani
	5. Field/Exposure Visit to Incubation Unit/Patent Facilitation Centre/Technology Transfer Centre/ Co- working spaces
	6. session on Problem Solving and Ideation Workshop
	7. Bootcamp Emailer - Workshop
	8. AICTE Microsoft MOU
	9. RSVP- Industry Interactive Meeting
	10. Start-up With GeM -ShaikNizamuddin
	11. Vizag Industrial Meet
	12. CII Integrate
	13. ORIENTATION SESSION ON NATIONAL INNOVATION AND STARTUP POLICY (NISP)
	14. 3rd Startup Ecosystem Meetup
	15. Orientation Session on National Education Policy
	16. IKS Orientation Session
	17. A One Day Session on My Story-Motivational Session By Successful Entrepreneur & Start-up Founder Mr Sumanth, Director, RSAC, Vijayawada
	18. Workshop on "Entrepreneurship and Innovation as Career Opportunity"
	19. AICTE - Mixed Signal Design workshop
	20. IPR Awareness
	21. KAPILA: Kalam Program for IP Literacy and Awareness

	22. World student Day
	23.Idea/ PoC pitching & validation and Institute level PoC competition. Submission of Idea/PoC on IIC Portal
	24. Session on identifying Intellectual Property component at the early stage of Innovation
	25. Awareness on Entrepreneurship For Fresher's
	26. Exposure and field visit for problem identification
2020-21	1. My Story - Innovator's Life & Crossroad Motivational Speak - To be Share by Innovators.
	2.Product Development Phases - Story Telling - (Innovators in Campus)
	3.Organise a workshop/Seminar/Call for Paper presentation on Innovation/Social Innovation & Entrepreneurship
	4.Demo Day – Exhibition Cum Demo for PoCs& Mentorship Session for Innovators (or) Student Entrepreneurs
	5.Organise a Product Design/ Design Thinking Workshop at VVIT
	6.Family Business &Sucession Planning ,Wealth Management
	7.IUCEE WebseriesGlobalEntrteprenureship
	8.Faculty Development prog on Entrepreneurship by NSTEDB
	9.Interacion with Jayaesh Ranjan, Principal secretary, Govt of Telengana
	10. Webinar on IPR-Rules for Design
	11. Industry Institute Interaction event of Asia
	12. Industry Institute Interaction event Singapore Team visit
	13. URJAVARAN event by ISHRAE
	14. Design Test by DesignTech
	15. NEAT Logo Contest
	16. Progress Monitoring and Upload of 2nd Quarter Action Plan with Minutes of Meeting of Council
	17. Organise One Day Workshop on "Entrepreneurship and Innovation as Career Opportunity"
	18. Organise One Day Workshop on Problem Solving/Design Thinking/Ideation Workshop/ Campus Hackathon etc.
	19. Innovation Day Campaign
	20. IPR Talent search exam-MOU with ASSOCHAM
	21. IUCEE-Artificial Intelligence Program
	22. Awareness Program for Freshers
	23. Field/Exposure Visit to Design Centre/Makers' Space/Fab Lab/Prototype Lab/Tinkering Lab etc
	24. Field/Exposure Visit to Village/Society /School/Industry/Market – Identity real Life Problem
	25. Formulate Council, Upload of 1st Quarter Action Plan with Minutes of Meeting of Council

	26. My Story - Entrepreneur's Life & Crossroad – Motivational Speak - To be Share by Entrepreneurs
	27. CII-MSME Investors Meet
	28. World Entrepreneur\'s Day-Chat with Mr.Mohan Reddy
	29. World Entrepreneurs Day
	30. IPR Talent search exam
	31. ISB Hackthon day
	32. Training at Siemen\'s centre of excellence
	33. ISB Interaction with SPOCs
	34. IUCEE-Student Leadership Course
	35.Engage Students for Internship at Innovation & Start-up Centre/Start-ups/Incubation Unit etc. during Semester Break.
2019-20	1.E-Talk by Unite and Inspire founder and President, Mrs. Rajani Priya Ailavarapu, VVIT, Guntur.
	2.VDC Coordinator meeting with CEO, APSSDC, Vijayawada.
	3.Strategic meeting with i2E APSSDC, Tadepalli.
	4.Idea Spoofing, Business Quiz and Idea Expo at VIVA-VVIT.
	5.Entrepreneurs Club Launch, VVIT, Guntur
	6.Monthly Review Meeting, Head Office - PN Bus STOP, Vijayawada
	7.Boot camps, VVIT, Guntur
	8.Students Leaders Training Head Office - PN Bus STOP, Vijayawada
	9.IUCEE - Venture Expo SRM University
	10. VDC and Team Meeting with Prof. Greg, NU Boston Head Office - PN Bus STOP, Vijayawada
	11. Demo Day "A" Convention Hall, Vijayawada
	12. Workshop on "Venture Development: Ready Stage" , VRSEC Vijayawada
	13. Boot camp for Demo day Pitch Data , VRSEC, Vijayawada
	14. Design Thinking Workshop, VVIT, Guntur
2018-19	1. VDC Coordinator meeting Head Office - PN Bus STOP, Vijayawada.
	2.VDC Coordinator Interaction Head Office - PN Bus STOP,Vijayawada
	3.VDC Coordinator Interaction, VRSEC, Vijayawada
	4. Design Thinking Workshop, Vijayawada.
	5.VDDP Launch Program, VRSEC, Vijayawada
	6.VDC Coordinator Interaction, VRSEC, Vijayawada
	7.Smart Idea-2 Contest, RVR&JC
	8.Boot camp, VVIT, Guntur
	9.Smart Idea Contest, Vijayawada

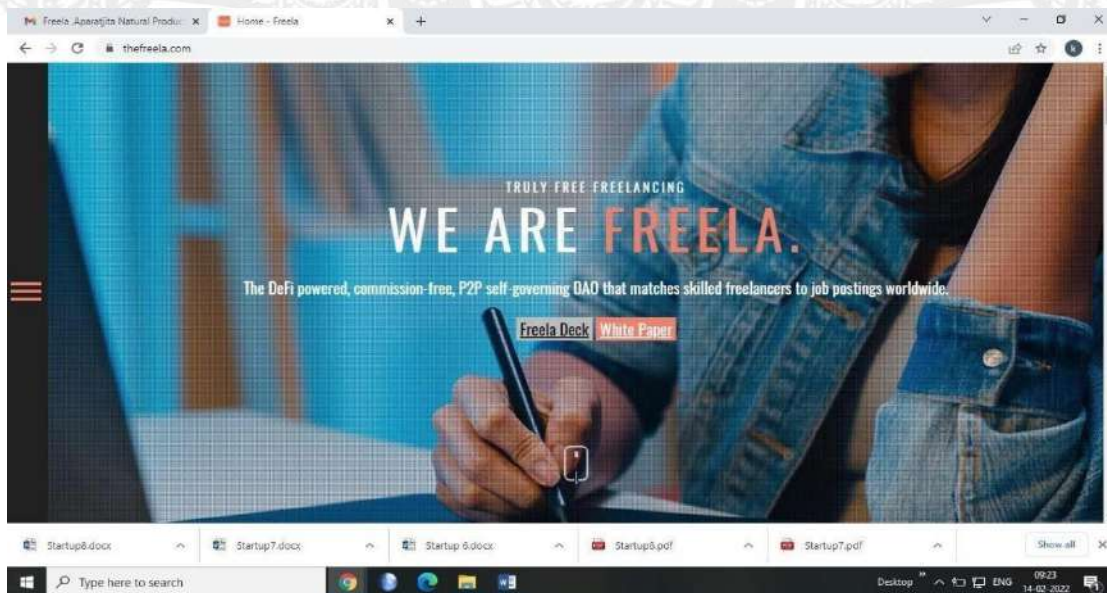Details of generation of innovative ideas and recognition (Last 3 Year)

	Award details	Awardee details
ISB Graduation Day	Display of prototypes under technology Entrepreneurship program	2 Teams won consolation prize
Demo Day APSSDC & North-eastern University	Display of prototypes under Diploma in Venture Development Program	4 Teams (1&2 Prize - 2 teams, consolation prize - 2 teams)
Coding test at Google code lab	After training test on Knowledge levels	600 students
ASSOCHAM Ericsson IPR Talent search Exam	After training test on Knowledge levels	800 students from Vasireddy Venkatadri Institute of Technology Participated and one student stood No.1 at all India
NEAT Logo Contest	Contest by MoE on Logo for IIC Program	one student got appreciation Prize.
IUCEE NEP-20 Contest	Project based learning Ideas	Six People secured Top-10 at all India level
Rural Entrepreneurship	Competition on Social Entrepreneurship by MGNCRE, MoE	3 Teams Participated and won Appreciation Prize

Achievements of IIC

S. No.	Name of the Start-up	Name and contact details
1	Freela	Mr.MahadevVasireddy
2	Whimsical Ready	Juhi Eturu
3	Aparajita Natural Products	M. Sai Krishna
4	E-Bike Battery Housing	M. Rajesh & 7661014991
5	NSM Advertising Pvt Ltd	N.SaiBabu & 9603871415
6	STANSYS SOFTWARE SOLLUTIONS PVT Ltd	Narendra Kumar & 8686123254
7	FILTER PHARMA	G. Sukanya& 7981208075
8	Jani Lorry Service	Shaik Jani & 8686066012
9	FIT FORMULA	Shaik Mohiddin & 8686066012
10	AAROGYAWAYZ	Shiva Prakash & 7702723270
11	ARDENT INFRA Projects	B.Dasaradha Ram & 89771777

12	Sowmya Automobiles	K. Sesha Giri Rao
13	Asian Paints	Ganesh Veernala
14	CAFFEINE	Manoj Boyina, Vinay Bommu

Start-up	Freela
Founder	Mr. Mahadev Vasireddy, Vice Chairman, Vasireddy Venkatadri Institute Of Technology, Nambur, Guntur
Website	https://thefreela.com/
Brief Description	Mahadev's innovative thinking and knowledge about industry 4.0 led to the idea and inception of Freela, a Defi– Powered, commission_free, P2P and self-governing DAO. He envisions Freela to be a game changing Block chain Unicorn and the future of freelancing facilitating a win – win platform for both employers and employees ensuring "right person on right job for the right pay at no extra cost"
Support from H R	Provided the Pre–incubation Support (converting idea to concept) through Google Code Lab. Provided Mentoring Support with Internal/External Experts.

Start-up	Aparajita Natural Products
Founder	M. SaiKrishna (Branch Electronics & Communication 2018-22 batch) VVIT, Nambur, Guntur
Website	www.Aparajitanaturalproducts.com(in process)
Brief Description	The Company Started with the moto of Providing employment for rural women. Currently the company is providing 30 different types of pickles and processing 10 different types of spices. The products are manufactured and packed without any chemical preservatives.
Support from HEI	Provided support in marketing strategies Helped in developing layout using Siemen's center of excellence, NX Design

Start-up	Whimsical Ready
Founder	Juhi Eturu (Computer Science,2018-22 batch)
Website	www.Whimsicalreads.com
Brief Description	A sister site to FWO (Fantasy World Online) WR deals with non – faloo translations of all genders and languages. The company is in building stage and is planning to inculcate a transparent platform where original authors will have control on Copy rights, Royalties and Proceedings and the translation /editing teams get a stable, comfortable environment to operate in.
Support from HR	Provided Support in developing the app and streamlining the process.

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Gf-8, Anjana Appartment, Water Tank Road
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N. Sai Babu

PH: 9603871415
8919930272

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R.R. Dst - 501 401. Ph.: 08418 - 221984, Cell : 99480 44400,
e-mail : rao@sowmyaauto.com

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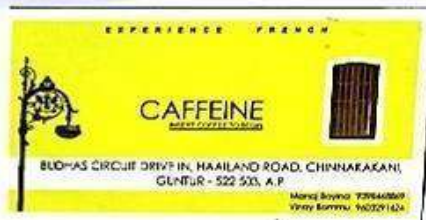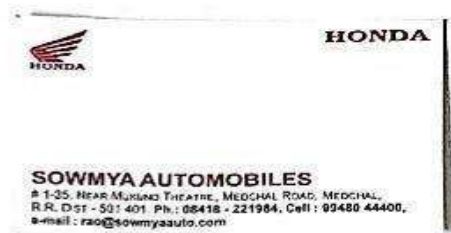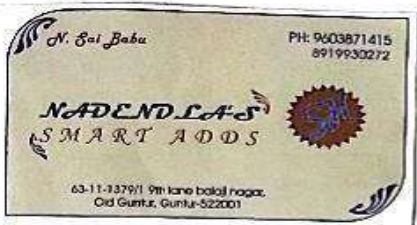91 8977 1717 77

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Future Plan

1. Infrastructure augmentation
2. Funding
3. Student Entrepreneurship

1. Infrastructure augmentation

Infrastructure will be key to the growth of start-ups. Innovation and incubation do not limit itself to Information technology sector alone but has its scope in all the sectors including agriculture, energy & environment and Health Care, which are currently not tapped optimally. For this VVIT aims to develop world-class physical infrastructure in the Campus that will provide conducive environment for ideas to originate, scale- up and see business fruition.

PRE-INCUBATION CENTRE

VVIT will establish a pre-incubator in the given discipline and encourage student projects. All such incubators would be networked with external Incubators to facilitate exchange of thoughts, ideas and collaboration across institutions and disciplines. VVIT will encourage students to do intern with start- up incubators recognized by the State Government to do their mini-projects or summer projects or internships.

TRAINING- CENTRES

VVIT has initiated a number of measures to improve the start-up ecosystem in the Campus. VVIT established four World class Facilities Google Code Lab ,Siemens Centre of Excellence (with over 15 state of art labs under Siemens Centre of Excellence) Dassault systems Lab and, CM skill center to impart students the basic skills which gives competitive edge in Global Market.

The Centres would also facilitate mentoring support in business and technology plans, networking of business resources, entrepreneurship cum skill development, identification of appropriate technology, hands on experience on Projects, Projects/ Products selection, project report preparation, credit facilitation, seed capital assistance, marketing assistance, professional assistance to make the enterprise successful. Some specific infrastructures will be developed as access to equipped laboratories, prototyping, testing and demonstrating facilities

- <u>Training & Coaching:</u> The idea here is to train start-up minds with some real-time scenarios wherein, they will develop skills to tackle specific challenges on a daily basis, for example; technology commercialization, presentation/pitch skills, human resources, identifying market opportunities, and customer relation. External experts and/or experienced entrepreneurs will be appointed to act as a mentor and coach during the incubation phase. The mentor is also involved to provide support in obtaining the essential knowledge about the product and the market to be addressed

- <u>Business Support:</u> Guiding is one factor that can boost start-up ecosystem in right direction. Every incubation programme also gives business support to assist the start-ups in managing their future market and business-related issues. A start-up can look up for guidance in business strategy development, sales and marketing, or web design. Another important service is added recently i.e. legal services that includes intellectual property rights of the new product, the establishment of the new company as a legal entity and on regulation compliance.

- <u>Mentoring & Training</u>: In order to provide mentoring for priority issues such as fundraising, scaling, recruitment and product interface, Incubators data base shall be provided by VVIT

- <u>Assistance for participating in Fair/Exhibition:</u> The Industry association/Incubators leading a delegation of start-ups to National and International Fair/Exhibition or for organizing such fair/exhibition/seminars would be supported by VVIT annually by providing the facility or by encouraging student participation.

- <u>Start-up Competition assistance</u>: To encourage entrepreneurship culture among colleges, Eligible Institutes of National Importance, State Universities & Central Universities based in the region VVIT to organize such start-up competition fest annually.

2. <u>FUNDING</u>

Seed Funding

A Seed Grant up to INR 2 Lakhs per Department is provided for validation of idea, prototype development, assistance towards travelling costs and carrying out field/ market research/ skill training/ marketing and initial activities to setup a start-up etc. Seed funding to start-ups would be routed through implementation Committee. Student would apply for the grant to pre-incubation center and in turn would forward the case to the Implementation Committee. The Implementation Committee would further give its recommendation & accordingly sanction the grant on merit of the idea.

3. <u>STUDENT ENTREPRENEURSHIP</u>

Inculcating the habit and embedding the idea of innovation and entrepreneurship in the minds of citizens in every aspect of economic activity is essential for promoting the culture of innovation. This needs to be achieved through strong educational support to bring out innovators and technopreneurs among the youth. VVIT would work with universities, educational institutions and the industry to provide pre-trained manpower in emerging technologies and to foster a culture of entrepreneurship in all sectors

Academic Intervention

- <u>Update University Syllabus</u>: The Academic Council will be advised to upgrade the course curriculum to be in tune with the emerging technologies and align to the requirements of the Start-up sector, and to introduce courses in skill training and entrepreneurship development.

- <u>Faculty Upgradation:</u> A special training programme will be designed for faculty development to be equipped with the know-how of start-ups in order to cultivate entrepreneurship intellect.

- <u>Mandatory apprenticeship</u>: VVIT will implement a mandatory scheme of internship/ apprenticeship with the Government departments or other enterprises in the last year of the course under the aegis of Industry department.

- <u>Credits to MOOCs and insertion as electives:</u> The Academic Council will be advised to give credits to the students successfully completing notified online courses related to Entrepreneurship.

Annual Hackathon Competition

VVIT would be actively participating in Smart India Hackathon, conducted by Ministry of Education and organize Hackathons on various subjects.

Scientific Conferences for Industry-Institute collaboration

Scientific conference would be conducted annually by inviting scientists and researchers from around the world in participation with Research Institutions with the aim to create collaborations with VVIT and scientists that can lead into new products and business opportunities through research.

Accreditation and Recognitions

VVIT is accredited by NBA for UG programs

S. No	Branch	Accreditation Status	NBA File No
1	Electronics and Communication Engineering	01 Jul 2016 to 30.06.2019 (3 Years) and Re Accredited from 01.07.2019 to 30.06.2022 Re Accredited 01.07.2022 to 30.06.2025	11-204-2014-NBA-16.08.2016 & 29.03.2019 & 16.12.2022
2	Information Technology		
3	Civil Engineering	01.07.2019 to 30.06.2022 and Re Accredited from 01.07.2022 to 30.06.2025 Re Accredited	11-204-2014-NBA-26.04.2019 & 21.10.2022
4	Electrical and Electronic Engineering	01.07.2017 to 30.06.2020 (3 Years) and Re Accredited from 01.07.2020 to 30.06.2023	11-204-2014-NBA-19.01.2018 & 05.03.2020
5	Mechanical Engineering		
6	Computer Science and Engineering		

- VVIT is accredited by NAAC with 'A' Grade with CGPA of 3.09 up to 01-04-2016 to 28-03-2021 and Reaccredited up to 31-12-2024 with 'A' Grade
- VVIT is conferred Autonomy by UGC from 2019, F.22-1/2017(AC) date 28-11-2018 up to 2029.
- VVIT has 2(f) of UGC Act
- VVIT has 12B of UGC Act:
- VVIT is permanently affiliated to JNTU Kakinada
- All Research Centers of VVIT are recognized by JNTUK.

VVIT

VASIREDDY VENKATADRI
INSTITUTE OF TECHNOLOGY

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

Vasireddy Venkatadri Institute of Technology

Nambur, Guntur,

affiliated to Jawaharlal Nehru Technological University, Kakinada,

Andhra Pradesh as

Accredited

with CGPA of 3.09 on four point scale

at A grade

valid up to March 28, 2021

Date : March 29, 2016

Director

EC(SC)/14/A&A/12.1

ಪ್ರೊ. ಎಸ್.ಸಿ. ಶರ್ಮ
ನಿರ್ದೇಶಕರು

प्रो. एस.सी. शर्मा
निदेशक

Prof. S.C. Sharma
Director

ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯೀಕರಣ ಮತ್ತು ಮಾನ್ಯತಾ ಪರಿಷತ್ತು
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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
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NAAC/DO/BSP/A&A-RAF-AU/2021   30th June 2021

The Principal
Vasireddy Venkatadri Institute of
Technology(Autonomous)
Nambur, Pedakakani,
Guntur-522 508, Andhra Pradesha

Sub: Extension of validity period – Transition Autonomous Colleges

Dear Sir/Madam,

Kindly refer to the correspondence on the subject cited above. Based on the information provided, the validity of accreditation of your institution has been extended upto **31/12/2024** with **CGPA 3.09** and **Grade "A"**. To enable NAAC for issuing the certificate afresh, the previous Certificate of Accreditation and Quality Profile may be returned in original. The HEI will have to submit its Institutional Information for Quality Assessment (IIQA) for the next cycle six months prior to the completion of its extended validity period.

With regards,

Yours sincerely,

(S. C. Sharma)

NATIONAL BOARD OF ACCREDITATION

NBCC Place, East Tower, 4" Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22, 2436 0654 , Telefax: +91 11 4308 4903
Website: www.nbaind.org

F. No. 11-204-2014-NBA

Dated: 26-04-2019

To
The Principal
Vasireddy Venkatadri Institute of Technology,
Village-Nambur, Mandal-Pedakakani
Andhra Pradesh- 522508

Subject: Accreditation status of programmes applied by Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508.

Sir/Madam,

This has reference to your application I.D. No. 3212-31/10/2018 seeking accreditation by National Board of Accreditation in Tier-II format to UG Engineering programs offered by Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh-522508.

2. An Expert Team conducted on-site evaluation of the program from 06th-07th April,2019. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the program as given in the table below:

Sl. No	Name of the Program (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Civil Engineering	Tier-II June 2015 Document	Accredited	Academic Years 2019-2020 to 2021-2022 i.e. Up to 30-06-2022	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier

3. It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4. The program has been granted accreditation for 3 years. Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508 should submit the Compliance Report at least six months before the expiry of validity of accreditation mentioned above to be eligible for consideration by the concerned Committee in NBA for further processing of the accreditation status. This could entail further extension of accreditation or a visit, as deemed appropriate by NBA Committees.

5. The accreditation status awarded to the program as indicated in the above table does not imply that the accreditation has been granted to Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508 as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

Contd/-

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राष्ट्रीय प्रत्यायन बोर्ड

Civil Renewal upto 30/6/2025

चौथा तल, ईस्ट टावर, एन. बी. सी. सी. प्लेस, भीष्म पितामह मार्ग, प्रगति विहार, लोधी रोड, नई दिल्ली -110003

NATIONAL BOARD OF ACCREDITATION

4th Floor, East Tower, NBCC Place, Bhisham Pitamah Marg, Pragati Vihar, Lodhi Road, New Delhi 110003

NBA
NATIONAL BOARD
OF ACCREDITATION

File No. 11-204-2014-NBA

Date: 21-10-2022

To,

The Principal
Vasireddy Venkatadri Institute of Technology,
Village-Nambur, Mandal-Pedakakani,
Andhra Pradesh- 522508

Subject: Further accreditation status on the basis of Compliance Report of the program in Tier II offered by Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508.

Sir,

       This is regarding Compliance Report submitted by Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508 for the UG Engineering program which was accredited by NBA in Tier-II for academic years 2019-20 to 2021-22 whose validity of accreditation has expired on 30.06.2022.

2.   An Expert Team conducted data verification of the program on 13th August, 2022. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the program as given in the table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Civil Engineering	Tier-I June, 2015 Document	Accredited	Academic Years 2022-2023 to 2024-2025 i.e. upto 30-06-2025	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier.

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The program has been granted accreditation for further 3 years. Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508 should submit fresh online application through eNBA portal at least five months before the expiry of validity of accreditation mentioned above.

5.   The accreditation status awarded to the program as indicated in the above table does not imply that the accreditation has been granted to Vasireddy Venkatadri Institute of Technology, Village-Nambur, Mandal-Pedakakani- Andhra Pradesh- 522508 as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

6.   The accreditation status of the above program is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.

Contd./...

NATIONAL BOARD OF ACCREDITATION

NBCC Place, East Tower, 4ᵗʰ Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22 ; Telefax: +91 11 4308 4803
Website: www.nboind.org

NBA
NATIONAL BOARD
of ACCREDITATION

Date: 19-01-2018

File No: 11-204-2014-NBA

To

The Principal
Vasireddy Venkatadri Institute of Technology,
Nambur (V), Pedakakani (M),
Guntur-522508, Andhra Pradesh

Subject: Accreditation status of programs applied by Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur-522508, Andhra Pradesh.

Sir,

This has reference to your Application No. 2150 dated 17/12/2016 seeking accreditation by National Board of Accreditation in Tier-II format to UG Engineering programs offered by **Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur-522508, Andhra Pradesh.**

2.   An Expert Team conducted on-site evaluation of the programs from 08th to 10th December, 2017. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Computer Science & Engineering	Tier-II June 2015 Document	Provisionally Accredited	Academic Years 2017-2018 to 2019-2020 i.e. upto 30-06-2020	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier
2.	Electrical & Electronics Engineering				
3.	Mechanical Engineering				

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The programs have been granted provisional accreditation. **Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur-522508, Andhra Pradesh** should submit the Compliance Report at least six months before the expiry of validity of accreditation mentioned above to be eligible to be considered by the concerned Committee in NBA for further processing of the accreditation status. This could entail further extension of accreditation or a revisit, as deemed appropriate by NBA Committees.

5.   The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted to **Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur-522508, Andhra Pradesh** as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the programs accredited, level of programs and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

.Contd/...

VVIT
VASIREDDY VENKATADRI INSTITUTE OF TECHNOLOGY

राष्ट्रीय प्रत्यायन बोर्ड

चौथा तल, ईस्ट टावर, एन. बी. सी. सी. प्लेस, भीष्म पितामह मार्ग, प्रगति विहार, लोधी रोड, नई दिल्ली -110003

NATIONAL BOARD OF ACCREDITATION

4th Floor, East Tower, NBCC Place, Bhisham Pitamah Marg, Pragati Vihar, Lodhi Road, New Delhi 110003

NBA
NATIONAL BOARD
of ACCREDITATION

F.No- 11-204-2014-NBA   Date: 16.12.2022

To,
The Principal
Vasireddy Venkatadri Institute of Technology,
Village – Nambur, Mandal – Pedakakani Dist. Guntur,
Andhra Pradesh - 522508

Subject: Accreditation status of UG Engineering programs applied by Vasireddy Venkatadri Institute of Technology, Village – Nambur, Mandal – Pedakakani Dist. Guntur, Andhra Pradesh - 522508.

Sir,

This has reference to your application I.D. No. 6446-31/01/2022 seeking accreditation by National Board of Accreditation to UG Engineering programs applied by Vasireddy Venkatadri Institute of Technology, Village – Nambur, Mandal – Pedakakani Dist. Guntur, Andhra Pradesh - 522508.

2.   An Expert Team conducted onsite evaluation of the programs from **23rd to 25th September, 2022**. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The Competent Authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No. (1)	Name of the Program(s) (UG) (2)	Basis of Evaluation (3)	Accreditation Status (4)	Period of validity (5)	Remarks (6)
1.	Electronics & Communication Engineering	Tier II June 2015 Document	Accredited	Academic Years 2022-2023 to 2024-2025 i.e. upto 30-06-2025	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the Competent Authority, whichever is earlier
2.	Information Technology		Accredited		

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The programs have been granted accreditation for 3 years. Vasireddy Venkatadri Institute of Technology, Village – Nambur, Mandal – Pedakakani Dist. Guntur, Andhra Pradesh - 522508should submit the Compliance Report at least six months before the expiry of validity of accreditation mentioned above so as to be eligible for consideration by the concerned Committee in NBA for further processing of the accreditation status.

5.   The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted Vasireddy Venkatadri Institute of Technology, Village – Nambur, Mandal – Pedakakani Dist. Guntur, Andhra Pradesh – 522508 as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

6.   The accreditation status of the above programs is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.

Contd./...

Tel: +91 11 2436 0620-22, 2436 0654; Telefax: +91 11 4308 4903
Website: http://www.nbaind.org | Email:membersecretary@nbaind.org

ONAL BOARD OF ACCREDITATION

NBCC Place, East Tower, 4" Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22, 2436 0654 ; Telefax: +91 11 4306 4903
Website: www.nbaind.org

NBA
NATIONAL BOARD
of ACCREDITATION

File No. 11-204-2014-NBA

Date: 05-03-2020

To,

The Principal
Vasireddy Venkatadri Institute of Technology,
Village- Nambur, Mandal-Pedakakani, Guntur,
(Dist.), Andhra Pradesh- 522508

Subject: Further accreditation status on the basis of Compliance Report of the program in Tier-II offered by Vasireddy Venkatadri Institute of Technology, Village- Nambur, Mandal-Pedakakani, Guntur, (Dist.), Andhra Pradesh- 522508.

Sir,

This is regarding Compliance Report submitted by **Vasireddy Venkatadri Institute of Technology, Village- Nambur, Mandal-Pedakakani, Guntur, (Dist.), Andhra Pradesh- 522508** for the UG Engineering programs which were accredited by NBA in Tier-II for academic years 2017-18 to 2019-20 whose validity is expiring on 30.06.2020.

2.   An Expert Team conducted data verification of the programs on **07th February, 2020**. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Computer Science & Engineering	Tier-II	Accredited	Academic Years 2020-2021 to 2022-2023 i.e. Up to 30 06 2023	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier.
2.	Electrical and Electronics Engineering		Accredited		
3.	Mechanical Engineering		Accredited		

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted to **Vasireddy Venkatadri Institute of Technology, Village- Nambur, Mandal-Pedakakani, Guntur, (Dist.), Andhra Pradesh- 522508 as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation.** If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

5.   The accreditation status of the above programs is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.

Contd/-

NATIONAL BOARD OF ACCREDITATION

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Pragati Vihar, New Delhi-110 003.
Tel: +91 11 2436 0620-22, 2436 0654 Telefax: +91 11 2436 0682
Website: www.nbaind.org

File No. 11-204-2014-NBA

16th August, 2016

To,

The Principal
Vasireddy Venkatadri Institute of Technology,
Nambur(V) – Pedakakani(M), Guntur,
Andhra Pradesh 522508

Subject: Accreditation status of UG Engineering program(s) offered by Vasireddy Venkatadri Institute of Technology, Nambur(V) – Pedakakani(M), Guntur, Andhra Pradesh 522508 granted provisional accreditation for 2 years w.e.f. 01-07-2015 in Tier II format.

Sir,

This has reference to NBA's letter of even number dated 10/06/2016 under which some of the UG Engineering program(s) offered by your Institution were granted accreditation in Tier II by National Board of Accreditation.

2. National Board of Accreditation (NBA) has now decided that in all cases where UG Engineering program(s) of an Institution were granted provisional accreditation for a period of 2 years in Tier I/Tier-II format and whose period of validity has not yet expired, the period of provisional accreditation of these programs shall be extended from 2 to 3 years subject to the condition that they meet the essential Pre-visit qualifiers. The Pre-visit qualifiers submitted by **Vasireddy Venkatadri Institute of Technology, Nambur(V) - Pedakakani, Guntur, Andhra Pradesh 522508**, have been considered and approved by NBA in respect of the following UG Engineering program(s). Accordingly, the competent authority in NBA has approved the following accreditation status to the program(s) as given in the Table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of extended validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1	Electronics & Communication Engineering	Tier-II Document	Provisionally Accredited	Academic Year 2018-2019, i.e., upto 30-06-2019.	Accreditation status granted is valid for the period indicated in col.5 or till the program has the approval of the competent authority, whichever is earlier
2	Information Technology				

3. It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4. The programs have been granted provisional accreditation. **Vasireddy Venkatadri Institute of Technology, Nambur(V) – Pedakakani(M), Guntur, Andhra Pradesh 522508**, should submit the Compliance Report at least six months before the expiry of validity of accreditation mentioned above to be eligible to be considered by the concerned Committee in NBA for further processing of the accreditation status. This could entail further extension of accreditation or a revisit, as deemed appropriate by NBA Committees.

Contd/...

NATIONAL BOARD OF ACCREDITATION

NBCC Place, East Tower, 4" Floor, Bhisham Pitamah Marg,
Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22, 2436 0654 ; Telefax: +91 11 4308 4903
Website: www.nbaind.org

File No. 11-204-2014-NBA

Date 29-03-2019

To

The Principal
Vasireddy Venkatadri Institute of Technology,
Nambur(v), PedaKakani (Md), Guntur(DT),
Andhra Pradesh-522508

Subject: Further accreditation status on the basis of Compliance Report of the programs in Tier II offered by Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508.

Sir,

This is regarding Compliance Report submitted by Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508 for the UG Engineering programs which were provisionally accredited by NBA in Tier-II for academic years 2016-17 to 2018-19 whose validity is expiring on 30.06.2019.

2.   An Expert Team conducted data verification of the programs on **08ᵗʰ March, 2019**. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No	Name of the Program(s) (UG)	Basis of Evaluation	Accreditat ion Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Information Technology	Tier-II	Accredited	Academic Years 2019-2020 to 2021-2022 i.e. Up to 30-06-2022	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier
2.	Electronics & Communication Engineering		Accredited		

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted to Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508 as a whole. **As such the institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously.** Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

5.   The accreditation status of the above programs is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.

Contd/-

NATIONAL BOARD OF ACCREDITATION

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Pragati Vihar, New Delhi-110 003
Tel: +91 11 2436 0620-22, 2436 0664 ; Telefax: +91 11 4308 4903
Website: www.nbaind.org

File No. 11-204-2014-NBA

Date 29-03-2019

To

The Principal
Vasireddy Venkatadri Institute of Technology,
Nambur(v), PedaKakani (Md), Guntur(DT),
Andhra Pradesh-522508

Subject: Further accreditation status on the basis of Compliance Report of the programs in Tier II offered by Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508.

Sir,

This is regarding Compliance Report submitted by Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508 for the UG Engineering programs which were provisionally accredited by NBA in Tier-II for academic years 2016-17 to 2018-19 whose validity is expiring on 30.06.2019.

2.   An Expert Team conducted data verification of the programs on **08th March, 2019.** The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the programs as given in the table below:

Sl. No	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Information Technology	Tier-II	Accredited	Academic Years 2019-2020 to 2021-2022 i.e. Up to 30-06-2022	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier
2.	Electronics & Communication Engineering		Accredited		

3.   It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4.   The accreditation status awarded to the programs as indicated in the above table does not imply that the accreditation has been granted to Vasireddy Venkatadri Institute of Technology, Nambur(v), PedaKakani (Md), Guntur(DT), Andhra Pradesh-522508 as a whole. **As such the institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously.** Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

5.   The accreditation status of the above programs is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.

Contd/-

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शिक्षा-विकास विभागये
डॉ सुरेन्द्र सिंह
संयुक्त सचिव
Dr. Surender Singh
Joint Secretary

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002

दूरभाष Phone : कार्यालय Off : 011-23238865
ई-मेल E-mail : ssingh.ugc@nic.in

No.F. 22-1/2017(AC)

SPEED POST

November, 2018

2 8 NOV 2018

The Registrar,
Jawaharlal Nehru Technological University,
Kakinada- 533 003,
Andhra Pradesh

Sub:- Conferment of Autonomous Status to Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur (Dist.,) Andhra Pradesh-522 508 affiliated to Jawaharlal Nehru Technological University, Kakinada- 533 003, Andhra Pradesh

Sir/Madam,

This is with reference to the proposal submitted by Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur (Dist.,) Andhra Pradesh-522 508 affiliated to Jawaharlal Nehru Technological University, Kakinada- 533 003, Andhra Pradesh under the UGC Scheme for Autonomous Colleges.

On the basis of the report of the UGC Expert Committee, the Standing Committee in its meeting held on 02.11.2018 decided to grant autonomous status to Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur (Dist.,) Andhra Pradesh-522 508 affiliated to Jawaharlal Nehru Technological University, Kakinada- 533 003, Andhra Pradesh for a period of ten years w.e.f. 2019-2020 to 2028-2029.

The University is requested to issue necessary notification/order regarding the grant of autonomous status to the college as per UGC (Conferment of Autonomous Status Upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018 for Autonomous Colleges. The college, if eligible, shall apply for autonomy grant as per the norms laid down in the Regulations.

The autonomous college is required to abide by all the provisions of the UGC Regulations for Autonomous Colleges. The Regulations are available on the UGC website, www.ugc.ac.in. The college shall also apply in the prescribed format to University Grants Commission for extension of autonomous status six months prior to the expiry of the autonomous cycle.

Yours faithfully,

-Sd.-

(Surender Singh)

Cont..

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627
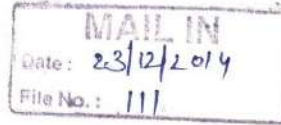
Extension No. 413 (CPP-1 Colleges)
UGC Website: www.ugc.ac.in

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

ज्ञान-विज्ञान विमुक्तये
SPEED POST

F. No. 8-234/2013 (CPP-I/C)

MAIL IN
Date: 23/12/2014
File No.: 111

December, 2014

[1 8 DEC 2014]

The Registrar,
Jawaharlal Nehru Technological University
Kakinada – 533 003
Andhra Pradesh

Sub: - Recognition of College under Section 2 (f) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter no. VVIT/UGC/179/1 dated 27.05.2014 received from the Principal, Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur Dist. – 522 508, Andhra Pradesh on the above subject and to say that it is noted that the following college is **un-aided/self-financed** and **temporarily** affiliated to **Jawaharlal Nehru Technological University, Kakinada**. I am further to say that the name of the following College has been included in the list of colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head '**Non-Government** Colleges teaching upto **Master's Degree**':-

Name of the College	Year of Establishment	Remarks
Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur Dist. – 522 508, Andhra Pradesh.	2007	The college does not fulfill the requirement of permanent affiliation. Therefore, the college is **not** eligible to receive Central assistance under Section 12 (B) of the UGC Act, 1956.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Charan Dass)
Under Secretary

Copy to:-

1. The Principal, Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Guntur Dist. – 522 508, Andhra Pradesh.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, Shastri Bhavan, New Delhi – 110 001.
3. The Secretary (Higher Education), Government of Andhra Pradesh, Secretariat Building, J-Block, 4th Floor, Hyderabad – 500 022, (Andhra Pradesh).
4. The Joint Secretary, UGC, South Eastern Regional Office (SERO), P.B. No. 152, A.P.S.F.C. Building, IV Floor, 5-9-194, Chirag Ali Lane, Hyderabad - 500 001, (Andhra Pradesh).
5. Publication Officer, (UGC-Website), New Delhi.
6. Section Officer (F.D.-III Section) U.G.C., New Delhi.
7. Guard file.

(Sunita Khanna)
Section Officer

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
**Ministry of Human Resource Development,
Govt. of India)**
बहादुर शाह ज़फर मार्ग, नई दिल्ली – 110 002
Bahadur Shah Zafar Marg, New Delhi – 110 002

UGC Website: www.ugc.ac.in
Ph. 011-23604414 (CPP-I/Colleges)

ज्ञान-विज्ञान विमुक्तये

सत्यमेव जयते

Speed Post

F. No. 8-234/2013 (CPP-I/C)

September, 2016

MAIL IN
Date: 20- 0.9 -16
File No.: 0195   [15 SEP 2016

The Registrar,
Jawaharlal Nehru Technological University
Kakinada – 533 003
Andhra Pradesh

Sub: - Declaring a College fit to receive Central Assistance under Section 12 (B) of the UGC Act, 1956.

Sir,

i am directed to refer to your letter no. DAP/B1/Academic/12(B)ofUGCAct/2015-16 dated 07.05.2016 on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **Jawaharlal Nehru Technological University, Kakinada.** The college is already included under Section 2 (f) of the UGC Act, 1956 vide this office letter of even No. dated 18.12.2014. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** College teaching upto **Master's** Degree':-

Name of the College	Year of Establishment	Remarks
Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Dist. Guntur - 522 508, Andhra Pradesh.	2007	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8th July 2011.

The documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Charan Dass)
Under Secretary

Copy to:-

1. The Principal, Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Dist. Guntur - 522 508, Andhra Pradesh.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Secretary (Higher Education), Government of Andhra Pradesh, Secretariat Building, J-Block, 4th Floor, Hyderabad – 500 022, (Telangana).
4. The Joint Secretary, UGC, South Eastern Regional Office (SERO), P.B. No. 152, A.P.S.F.C. Building, IV Floor, 5-9-194, Chirag Ali Lane, Hyderabad - 500 001, (Telangana).
5. Section Officer (FD-III Section), UGC, New Delhi.
6. Guard file.

(Sunita Kalra)
Section Officer

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
**Ministry of Human Resource Development,
Govt. of India)**
बहादुर शाह जफर मार्ग, नई दिल्ली – 110 002
Bahadur Shah Zafar Marg, New Delhi – 110 002

ज्ञान-विज्ञान विमुक्तये

UGC Website: www.ugc.ac.in
Ph. 011-23604414 (CPP-I/Colleges)

Speed Post

F. No. 8-234/2013 (CPP-I/C)

September, 2016

MAIL IN
Date: 20- 0.9.-16
File No. : 0195   [15 SEP 2016]

The Registrar,
Jawaharlal Nehru Technological University
Kakinada – 533 003
Andhra Pradesh

Sub: - Declaring a College fit to receive Central Assistance under Section 12 (B) of the UGC Act, 1956.

Sir,

i am directed to refer to your letter no. DAP/B1/Academic/12(B)ofUGCAct/2015-16 dated 07.05.2016 on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **Jawaharlal Nehru Technological University, Kakinada.** The college is already included under Section 2 (f) of the UGC Act, 1956 vide this office letter of even No. dated 18.12.2014. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 12 (B) of the UGC Act, 1956 under the head '**Non-Government, self financed** College teaching upto **Master's Degree**':-

Name of the College	Year of Establishment	Remarks
Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Dist. Guntur - 522 508, Andhra Pradesh.	2007	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8th July 2011.

The documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Charan Dass)
Under Secretary

Copy to:-

1. The Principal, Vasireddy Venkatadri Institute of Technology, Nambur (V), Pedakakani (M), Dist. Guntur - 522 508, Andhra Pradesh.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary & Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Secretary (Higher Education), Government of Andhra Pradesh, Secretariat Building, J-Block, 4th Floor, Hyderabad – 500 022, (Telangana).
4. The Joint Secretary, UGC, South Eastern Regional Office (SERO), P.B. No. 152, A.P.S.F.C. Building, IV Floor, 5-9-194, Chirag Ali Lane, Hyderabad - 500 001, (Telangana).
5. Section Officer (FD-III Section), UGC, New Delhi.
6. Guard file.

(Sunita Kalra)
Section Officer

Certificate

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2023

VASIREDDY VENKATADRI INSTITUTE OF TECHNOLOGY

Positioned in the Band of 151-300 in the Innovation Category

CHAIRMAN, AICTE

CHAIRMAN, NBA

MEMBER SECRETARY, NBA

VVIT
VASIREDDY VENKATADRI
INSTITUTE OF TECHNOLOGY

INNOVATION CELL
(Government of India)

Ministry of Education
(Government of India)

AICTE

ATAL RANKING OF INSTITUTIONS
ON INNOVATION ACHIEVEMENTS

Certificate of Recognition

This is to certify that

VASIREDDY VENKATADRI INSTITUTE OF TECHNOLOGY

is recognised in the band "EXCELLENT" under the category
"Colleges/Institutes (Private / Self Financed) (Technical)"
in Atal Ranking of Institutions on Innovation Achievement(ARIIA) 2021,
a flagship program of the Ministry of Education, Government of India.

29th December 2021.

Dr. Anil D Sahasrabudhe
Chairman, AICTE

Shri K Sanjay Murthy
Secretary (HE), MoE

Dr. Abhay Jere
Chief Innovation Officer
MoE's Innovation Cell

VVIT
VASIREDDY VENKATADRI
INSTITUTE OF TECHNOLOGY

MIC

MHRD

AICTE

ATAL RANKING OF INSTITUTIONS
ON INNOVATION ACHIEVEMENTS

Certificate of Appreciation

This is to certify that

Vasireddy Venkatadri Institute of Technology, Namburu

is categorized as 'Band A' institution (rank between 06-25) in category of
'**Private or Self-Financed College/Institutes**' in Atal Ranking of Institutions on
Innovation Achievement (ARIIA) 2020 announced on 18th Aug 2020.

Dr. Anil D Sahasrabudhe
Chairman, AICTE

Sh. Amit Khare
Secretary (HE), MHRD

Dr. Abhay Jere
Chief Innovation Officer
MHRD's Innovation Cell