



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
PRIYADARSHINI INSTITUTE OF SCIENCE AND TECHNOLOGY FOR
WOMEN
C-19863
KHAMMAM
Telangana
507003

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	PRIYADARSHINI INSTITUTE OF SCIENCE AND TECHNOLOGY FOR WOMEN KHAMMAM Telangana 507003	
2.Year of Establishment	2009	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	3	
Programmes/Course offered:	6	
Permanent Faculty Members:	94	
Permanent Support Staff:	50	
Students:	1192	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Women only Technical Institute 2. Setup in Semi Urban Area 3. Well educated Management	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-06-2025 To : 05-06-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PARAG SANGHANI	Vice Chancellor,P P Savani Univerisity
Member Co-ordinator:	DR. SUMAM DAVID SARAH	Professor,NATIONAL INSTITUTE OF TECHNOLOGY KARNATAKA SURATHKAL
Member:	DR. MUHAMED ILYAS P	Principal,Sullamussalam Science College
NAAC Co - ordinator:	Dr. N R Mohan	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>The Institute prepares the academic calendar based on the academic calendar of the affiliating university, Jawaharlal Nehru Technological University Hyderabad (JNTUH). The academic calendar contains relevant information regarding the teaching- learning schedule, events to be organized, holidays, dates of internal examinations, Semester examinations etc. JNTUH regularly updates its curriculum, the department academic council (DAC) discusses the newly updated curriculum and proposes ways to bridge the curriculum gaps. No faculty of Institute is in University Board of Studies. Both are internal committees and AC has not been reconstituted after 2021-22. Faculty prepares a course diary. Heads of departments (HOD) monitor the syllabus coverage. Internal examinations are conducted as per the academic calendar. Principal and HOD's review whether all activities are on schedule as per the academic calendar and takes corrective measures in case of any discrepancies. Curriculum planning and delivery documentation process need to be internalised.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></p> <p>JNTU BTech curriculum effectively integrates cross cutting concerns. The curriculum consists of many courses that emphasise Social Values & Ethics, Universal Human values, Environmental Engineering, Disaster Management and Mitigation, Energy Audit Demand Side Management etc. Projects and field visits are conducted as a part of student assignments to study various environmental issues. Community Service Projects are carried out by the National Service Scheme (NSS) unit. The Institute's NSS unit with 100 student volunteers takes up social activities like blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, seminars on social issues, public-health and gender sensitivity. The Women's cell frequently hosts programmes on women empowerment and enable women faculty and girl students to explore their skills.</p>

Qualitative analysis of Criterion 1

PRIW was established in 2009 and is affiliated to Jawaharlal Nehru Technological University Hyderabad and recognised by AICTE. This Institute offers 5 BTech programs (CSE, CSE(AI&ML), CSE(AI&DS), ECE and EEE) and MBA for women with a total approved annual intake of 420. The intake for BTech EEE was zero since 2021. The internal examinations and other academic-related activities follow the academic calendar and is monitored by the HoDs and department academic committee. Overall, the institution follows a planned approach to academic processes, maintenance of laboratories and faculty development. The course files shown and online repositories required improvements. Learning Management system/ Academic Management system is not being used currently, though a few faculty share learning material using Google platform and

YouTube. The student feedback system collects and analyses course feedback and helps in improving the teaching-learning environment.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</p> <p>Guest lectures by experts from industry and academics are organized to supplement the curriculum. Group learning activities, field visits and industrial visits are conducted to enhance participative learning. Students are encouraged to take NPTEL courses. Assignments are given to the students to enhance their problem-solving skills. The institute encourages students to do internship and projects in industry. Almost all the classrooms are ICT enabled, and enough computers are available for student use. Library has a digital library section to access e-resources. Learning Management system/ Academic Management system is not being used currently, though a few faculty share learning material using Google platform. The campus is WiFi enabled. Faculties are using just projectors but other tools and material usage or LMS usage is not evident. Experiential and Participative Teaching learning methodologies only limited to few project and internship.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>The continuous assessment includes mid-term examinations and assignments. Question papers set by the faculty for internal examinations are reviewed by the HoD. Answer scripts of the internal assessment are evaluated and shared with the students for any discrepancy. If the student has any questions regarding the evaluation, she approaches the faculty directly and gets doubts clarified. Final internal marks obtained by the students are displayed on notice boards of the respective departments. . A committee headed by the Principal consisting of all HODs and senior faculty members monitor the total examination system during the Continuous Internal Examinations (CIE) and Semester End Examinations (SEE).The institute has a mechanism to address examination related grievances. The peer team was informed that no grievances were received during the period of review</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>The Institute follows a framework for evaluating the attainment of COs and POs of BTech programs which needs improvement. CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) (weightage 25%) and Semester End Examinations (SEE) (weightage 75%). From JNTU only final grades obtained are announced for each course after the SEE which is coarsely mapped for CO attainment calculation and hence the CO attainment calculation is only a rough estimate. Course end survey is conducted for each course and indirect attainment of COs is computed. Direct attainment of COs and Indirect attainment of COs are given weightage of 80% and 20% respectively in computing the final attainment of COs. Direct attainment of POs/PSOs is done from the attainment of COs. Indirect attainment of POs/PSOs is done using a program exit survey, employer survey and alumni survey. A weightage of 10% is given to each of the indirect methods of attainment. The final attainment of PO/PSO is done by assigning weights of 70% and 30% to direct and indirect attainments respectively. The evidence for analysis of PO and CO attainment calculations and continuous</p>

	improvement was not shown to the peer team.
2.6.2 QIM	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>The Institute follows a framework for evaluating the attainment of COs and POs of BTech programs which needs improvement. CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) (weightage 25%) and Semester End Examinations (SEE) (weightage 75%). From JNTU only final grades obtained are announced for each course after the SEE which is coarsely mapped for CO attainment calculation and hence the CO attainment calculation is only a rough estimate. Course end survey is conducted for each course and indirect attainment of COs is computed. Direct attainment of COs and Indirect attainment of COs are given weightage of 80% and 20% respectively in computing the final attainment of COs. Direct attainment of POs/PSOs is done from the attainment of COs. Indirect attainment of POs/PSOs is done using a program exit survey, employer survey and alumni survey. A weightage of 10% is given to each of the indirect methods of attainment. The final attainment of PO/PSO is done by assigning weights of 70% and 30% to direct and indirect attainments respectively. The evidence for analysis of PO and CO attainment calculations and continuous improvement are not sufficient.</p>

Qualitative analysis of Criterion 2

The Institute has 94 faculty members, 16 with PhD. Student performance is continuously evaluated through assignments, midsemester exam etc. Based on the assessment slow learners are provided with remedial classes. The examination section of the institute monitors, reviews and revises the conduct of assessments and evaluation of internal examinations and ensures transparency in its processes. POs and PSOs are defined for the BTech programs and displayed on the website. COs as defined by the affiliating university are adopted by the departments for BTech programs but not displayed on the website at time of PTV. The POs and COs of MBA program are not available on the website. The Institute follows a framework for evaluating the attainment of COs and POs of BTech programs which needs improvement. The evidence for analysis of PO and CO attainment calculations was not sufficient. Corrective actions are not visible.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.2	Innovation Ecosystem
3.2.1 QIM	<p>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</p> <p>The Institute has claimed it has created an ecosystem for promoting innovation, and entrepreneurship by collaborative action of all departments. As part of this initiative, technical symposiums are conducted in emerging domains. Different entrepreneurship and IPR activities are conducted for nurturing innovative ideas from the students. However, it was not showing good results and benefit to students. A Research and Development cell has been established. Faculty are encouraged to enhance their research activities and publish in reputed journals and file patents. The Institute has collaborated with many educational institutions and organizations to develop the soft skills and technical skills of students. MOUs are signed with the many agencies that are working in the areas of Innovation, Patent filing, Start-Ups, and Entrepreneurship. However limited reserch fund is used and vere limited support student has received for startups.</p>
3.4	Extension Activities
3.4.1 QIM	<p>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</p> <p>The institute has adopted a village and has built a neighbourhood network to enable students to participate in outreach programs. These activities have helped the students in developing interpersonal relationships, leadership qualities, organizing skills, understanding the life of underprivileged people, helping society in times of need and inculcating moral and human values. The NSS volunteers address social issues and have organised Covid-19 awareness programs, Road Safety Awareness programs, Swatch Bharath, Blood donation, Voter enrolment awareness Programmes etc. Insitutte extensio activites are limited to local and regional area.</p>
3.4.2 QIM	<p>Awards and recognitions received for extension activities from government / government recognised bodies</p> <p>Gram panchayats and Non-government organisations have appreciated the following student activities in the community - Blood donation camp, Books/Benches distribution to elementary school children, Sapling plantation in surrounding areas, health and hygiene awareness sessions etc. Many students actively participated in Swatch Bharath, Clean and Green, tree plantation and water conservation activities.</p>

Qualitative analysis of Criterion 3

The Institute has initiated attempts to establish an ecosystem to foster innovation and research. A Research and Development cell has been established. Guest lectures have been conducted in emerging domains. Different entrepreneurship and IPR workshops were conducted for nurturing innovative ideas from the students and faculty. Three alumni have set up their own start-ups and the Institute has offered them guidance. At present there are 16 faculty with PhD and others are encouraged to join for part-time PhD programs with incentives. The institution has been very active in organizing numerous extension and outreach activities involving the students to ensure their holistic development. The institution has an active NSS unit and they have organized 50 extension and outreach activities addressing the spectrum of societal issues and concerns during the assessment period. In recognition of its significant contribution to society, the institution received appreciation letters from gram panchayats and NGOs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p> <p>PRIW follows AICTE and JNTUH guidelines, providing infrastructure for teaching and learning. Spread over 6 acres with a built-up area of 1.5 lakh sq. ft., the campus includes 22 classrooms, 2 seminar halls, department laboratories, meeting rooms, a library, and a 400-seat auditorium. Internet connectivity is robust with 1050 Mbps speed and Wi-Fi access. The campus is developed with blacktop roads, landscaped gardens, 24/7 security, canteen and electric lighting. Separate parking bays are provided for students and staff.</p> <p>Academic Facilities: Nine computer labs, and an Online Examination lab with 489 systems (400 for student use) all connected via LAN/Wi-Fi. Adequate drawing halls with individual drawing tables are available. The seminar halls seat up to 350, and the auditorium accommodates 400 attendees for curricular and co-curricular events.</p> <p>Sports & Recreation: The Outdoor sports facilities include basic athletic track, volleyball, ball badminton, throw ball and kho-kho. This is developed on open land no professional sports facilities are developed. A qualified physical director provides training in sports such as yoga, football, cricket, and gymnasium activities. Indoor games like carom, chess, and shuttlecock are also supported. Students are encouraged to participate in both institutional and university-level events. however there are limited medals from state and national level events.</p> <p>The institution provides hostel facilities for female students, a canteen for day scholars, reliable power through a 100 KVA generator and UPS, and transportation to nearby villages.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></p> <p>The PRIW Central Library spans 496 sq m and serves as a key resource hub for students and faculty. With a reading capacity for 155 users, it houses 20174 volumes, 3008 titles, including a rich collection of textbooks, reference books, e-books, journals (print and digital), project reports, and NPTEL video lessons. A Digital Library with 10 computers provides access to e-resources, including eBooks, e-Journals, NPTEL video lectures, etc. Special sections include competitive exam materials (GATE), encyclopedias, and dictionaries to support beyond-syllabus learning.</p> <p>10 computers with high-speed internet for e-resource access, but not sufficient to accommodate the present strength. The institute has partially automated systems. Books and journals are digitally catalogued with accession/call numbers, but instead of a barcode, it is manually written. The library subscribed to JNTU-H Consortium, e-Shodh Sindhu, National Digital Library (NDL), e-journals, and databases, ensuring access to premium academic content. Internet facilities further</p>

	support research. Overall, the spending on the library is very less in the last five years.
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p> <p>PRIW maintains a sufficient IT infrastructure that supports academic and administrative needs. The campus is equipped with high-speed internet, Wi-Fi zones, LCD projectors, desktop computers, scanners, and printers. With 600 computers available, about 400 are dedicated to student use. All computer labs are LAN-connected with internet access, and Wi-Fi is accessible in key areas like reading halls, hostels, and department corridors. Staff and students can register their devices to access online resources, aiding in project work, competitive exam preparation, and presentations.</p> <p>Many Classrooms across all departments are ICT-enabled and furnished with LED projectors, internet connectivity. Seminar halls also support digital teaching and learning. The library features a digital login entry system, helping users efficiently access relevant e-resources.</p> <p>The campus is under CCTV surveillance, with cameras installed in classrooms, offices, and other strategic locations to ensure safety and monitoring. The hostel has only a CCTV Camera at the entrance.</p> <p>IT services support faculty, students, staff, and administrators, promoting effective teaching, learning, research, and management. To maintain a secure and efficient digital environment, PRIW has implemented a comprehensive IT policy. This policy ensures the availability, integrity, and confidentiality of IT resources and applies to all users of the institute's digital infrastructure.</p> <p>The IT policy was developed and has received formal approval from the management. However, it needs to be properly made available to all stakeholders.</p>

Qualitative analysis of Criterion 4	
<p>PRIW offers sufficient infrastructure with ICT-enabled classrooms, 20 labs, 2 seminar halls, and an auditorium. The campus features accessible design for Divyangjans in few areas. Administrative facilities include principal/HOD offices, placement cells, the account and administrative office. Institute transport is supported by 10 college buses.</p> <p>The automated library (155 seating capacity) houses 20174 volumes, 3008 titles, 60 journals, and digital resources (10 computers). It is automated using DELNET's LMS and provides OPAC for smooth operations. It supports competitive exam preparation (GRE/GATE/CAT) with study materials, photocopying services, and a digital section with 10 desktops for e-resources.</p> <p>IT infrastructure includes 600 computers (400 for students), 1050 Mbps Wi-Fi/LAN, and licensed software. A 100 KVA generator, CCTV surveillance, and fire-fighting systems ensure safety.</p>	

Overall investment in IT and Library infrastructure is less. The institute promotes sports and cultural activities through basic sports facilities.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>The Priyadarshini Alumni Association (PRIW) is a registered body that serves as a vital link between the institution and its alumni. Alumni Association was formally established in 2021. Its primary aim is to ensure the continued engagement of alumni in various activities such as conferences, meetings, and lectures, providing them with opportunities to actively participate in the progress and development of the college and bridging the gap between academia and industry.</p> <p>Many alumni hold prestigious positions globally and actively support their alma mater by offering feedback on curriculum, and institutional development. The strong alumni network plays a critical role in enhancing the institute's vision and mission, and PRIW takes pride in its alumni, many of whom serve in top roles across multinational companies worldwide.</p> <p>While the Association asserts it provides these services, it has been unable to substantiate most claims with documented evidence of institutional support. There is limited financial contribution of Alumni in Institute development.</p>

Qualitative analysis of Criterion 5

PRIW offers comprehensive student support, with over 60% receiving Telangana government scholarships. The institution enhances student capabilities through career counseling, competitive exam guidance, bridge courses, and life skills training via its Career Counselling Cell (CCC). Meditation and yoga sessions further promote holistic development. The campus maintains a safe, ragging-free environment through a zero-tolerance policy and an Grievances Redressal Cell. Students actively participate in co-curricular activities, sports, and annual cultural events.

The Training & Placement Cell achieves exceptional results, placing over 75% of students annually.. It also guides students toward higher education opportunities. The active Alumni Association strengthens institutional ties through annual meets and contributes to academic growth. Alumni Association has limited financial contribution for Insititue development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></p> <p>Institute has well defined vision and misson statment. It states that institute strives to deliver quality Enggineering education with technological advancement. The Governing Body (GB), 14 statutory/non-statutory committees, and stakeholders jointly steer institutional growth. Principal's Oversees academic/non-academic regulations, faculty appointments, and policy implementation. However he has limited financial powers. HODs manage lab development,</p>

	<p>workload allocation, timetables, and academic delivery in consultation with faculty. Teaching/non-teaching staff support daily operations under the Principal's leadership.</p> <p>Senior faculty and HODs ensure academic excellence and holistic student development through structured committees (disciplinary, extracurricular, etc.). While faculty members demonstrate active engagement in academic planning, instruction, and related matters, their participation in broader institutional development remains limited. Furthermore, although the institution asserts that Governing Body decisions regarding academic and non-academic affairs are published on the college website, our verification found these critical documents unavailable on the stated platform. To uphold total development of the students there are many committees in the institute which function continuously. Active committees monitor discipline, extracurricular, and co-curricular, enhancing the institute's societal reputation.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i></p> <p>The institution maintains an administrative structure compliant with AICTE and affiliating university norms. The Governing Council, chaired by the institution's Chairman, includes the Principal, industry/academic experts, JNTU-H representatives, faculty, and special invitees. This council convenes biannually to review academic-administrative progress and implement quality enhancement measures.</p> <p>A comprehensive committee system drives institutional operations:</p> <ul style="list-style-type: none"> • Statutory Committees: IQAC ensures quality standards • Functional Committees: 12 committees oversee key areas including academics, examinations, research, library, grievances, SC/ST welfare, women's empowerment, admissions, and transportation • Composition: Multi-stakeholder representation (faculty, staff, students) <p>Human resources partially adhere to Government of Telangana regulations and UGC norms. Orientation programs familiarize new staff/students with institutional policies.</p> <p>Perspective Plan & Strategic Plan: While the institution has established both a long-term Perspective Plan and an action-oriented Strategic Plan, the versions currently published on the website. The Department Academic Committee spearheads curriculum development and add-on courses, technology integration in pedagogy, budget planning and welfare measures and staff concerns. Student issues are addressed by Principal and Grievance Committee.</p> <p>.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The institution implements welfare policies for teaching and non-teaching staff:</p>

- Professional Development: The institute provides financial assistance to attend faculty development programmes, conferences, workshops in emerging areas, and for professional body memberships.
- Accommodation: Provides free hostel facilities and subsidized food for staff.
- Transport: Offers free bus travel for senior faculty and concessional rates for other staff.
- Leave Policies: The institute provides 15 annual casual leave, maternity leave and two-week annual vacation .
- Additional Benefits: Fee concessions for employees' wards and free lunch for non-teaching staff.

Performance Appraisal System:

1. Faculty Evaluation:

- o Annual assessment of teaching performance, research contributions, and institutional service.
- o Evaluates skills development, achievements, and growth areas to align with organizational goals.

2. Non-Teaching Staff Assessment:

HODs submit confidential annual reports based on:

- o Punctuality and discipline
- o Task execution efficiency
- o Skills/qualification upgrades
- o Willingness for overtime work
- o Documentation and file management

Though the appraisal systems aim to enhance individual and institutional performance while maintaining transparency, it require improvement. There are very limited funding for career development and progression. Pay structure is also not as per UGC/AICTE.

6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</p> <p>The funds are mainly generated through the fees paid by the students. The institute has a mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development. All the major financial</p>

decisions are taken by the College Managing / Governing Body.

A budget is prepared well before the academic year begins, taking into consideration recurring and non-recurring expenditures. The budget is scrutinized and approved by the top management and Governing Council. The financial transactions are analyzed and verified by the governing council under different heads like Salary, Library Books / Journals, Repair & maintenance, Printing & stationery, Furniture & Fixtures, electricity, water and vehicles etc. Adequate funds are utilized for the development and maintenance of the infrastructure of the institute. Funds are also allocated for social service activities as a part of social responsibility.

The Institute has a mechanism for internal and external audit to ensure financial compliance. The institutional accounts are regularly audited.

The external auditor appointed by the institution performs audit of the financial statements of the college.

The financial records are audited at the end of each financial year and income & expenditures, balance sheet are certified. Finalization of account is completed in June and audited statement is prepared in July.

There are no other funding received in terms of Grants / Consultancy /Research and Training.

6.5 Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) was established in 2019 as a permanent body to implement quality enhancement initiatives in line with NAAC's National Action Plan. Serving as the nodal agency for quality matters, IQAC systematically monitors and improves academic, research, and administrative standards.

Key Functions of IQAC is Quality Monitoring & Enhancement for that it Conducts quarterly reviews of teaching-learning processes, research outputs, and committee proceedings. Implements corrective measures based on stakeholder feedback (students, faculty, alumni). IQAC Develops benchmarks for academic/administrative activities and work for Capacity Building.

At Institute IQAC yet to structrised all this activites and produce documentery evidence for the same.

IQAC Cell of Institute is Organizes workshops, seminars, and faculty development programsand Provides orientation on Outcome-Based Education (OBE) and NAAC accreditation processes. This need to be strenthened.

By integrating quality assurance into all institutional functions, IQAC ensures sustained academic excellence and compliance with national benchmarks.

Qualitative analysis of Criterion 6	
<p>PRIW adopts a decentralized, democratic, and efficient governance model aligned with its Vision, Mission, and Quality Policy. With about 20 statutory and non-statutory committees, the institute ensures smooth academic, administrative, and financial operations. Strategic planning and defined policies guide its growth.</p> <p>The institution emphasizes discipline, effective teaching-learning, research, and staff welfare through benefits like free transport, maternity/medical leave, and childcare leave. E-governance supports institutional functions, and faculty are encouraged to attend FDPs, workshops, and conferences with financial incentives. Internal and external audits maintain financial transparency. The IQAC plays a key role in quality enhancement through faculty self-appraisal, benchmarking, workshops, stakeholder feedback, and collaborations. It ensures continual improvement and maintains institutional standards and accreditations. IQAC Cell activities need to be internalised by the Institute.</p>	

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Gender equity & sensitization in curricular and co-curricular activities are essentially part of AICTE curriculum, and the College is following the same. Few programmes on women's health, safety, etc were organized. For Women's safety, there has to be more CCTV in the hostel. The college has no full-time special counsellor for women's issues. The College is a women's college; hence gender audit is not done. The college is a women's college, and hence required to install more sanitary pad vending machines.</p>
7.1.4 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</p> <p>The institution has a student council. The institute recognizes the right of students to a learning environment that respects diversity, enables participation, eliminates barriers, and anticipates and takes into account a variety of learning strategies. The college organizes few sports and cultural activities. The cultural program for students focus on communal and religious harmony. The college observes commemorative days such as International Women's Day, International Yoga Day, and Alluri Sitarama Raju's birthday. The college celebrates numerous regional holidays, including Pongal, Ganesh Chaturthi, Diwali, Eid, and Christmas, to promote harmony. The institute has done voter awareness programs. The institute has very few students from other states and region hence limited exposure of students to different culture.</p> <p>College Annual Day is celebrated annually to highlight achievements.. The institution encourages students to participate in the program in order to reveal their latent abilities. Few students who excelled in academics or extracurricular activities receive awards. NSS volunteers conducted programs on the rights to health, a clean environment, and education.</p>
7.2	Best Practices
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format

QIM	<p>provided in the Manual</p> <p>Insittute has claimed 2 best practices. 1. Effective mentoring system and 2. Enhancing employability skills through Campus Recruitment Training. In first practice institute objective is to increase contact hours ,reduce student drop out ratio and distinguish between slow and fast learner. Students are divided into groups and they are assigned a mentor. Institute claims benefit of this system in reduced drop out ratio and improved teacher -student relationship. This pratctce is generally common to all institute. In doesnot show any special practice. Recordkeeping of this practice need to be strengthened.</p> <p>In second practice, Enhancing employability skills through Campus Recruitment Training, the institute claims that by recognizing the future needs of the corporate sector and the skills that will be in demand, the institution is able to enhance the student's skill development. Training specialists monitor the students throughout the four-year graduation period. In the final year, nearly six months are dedicated solely to training. Students receive intensive instruction in areas such as Aptitude, Reasoning, Technical skills, and Communication skills.</p> <p>This is also very common in other Institutes . Insitute has yet to run industry partnered skill programs.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>In this institution has claimed Academic Excellence of Students through Extension and outreach Activities. The Institute's NSS activities aim at encouraging students to make surveys in villages. Providing awareness about the importance of education. Inculcating in students the determination & sincerity to face the world after graduation. institute has claimed that such practices results in employment in good organizations & achieving the goal of going for higher education and also resulting in clearance of civil service examination.</p> <p>The NSS unit organizes blood donation camps through our volunteers every year and donates blood to thousands of people. NSS unit organizes career guidance program like skill development, leadership program and motivational speeches by eminent personalities every year to develop service-mindedness to young students. NSS unit has been conducting special camps in our adopted village since its inception. during the camp, we are conducting an awareness program on education, health literacy, and plantation etc. However , this numbers are very small.</p> <p>This practice is also simillar to all other institute . Impact of this practice in Academic Excellence is not visible in organisation.</p>

Qualitative analysis of Criterion 7

The College has facilities for gender sensitivity. The college has formed Women Development Committee to organize various programs for gender sensitization among the students, faculty and staff. This initiative needs to be strengthened. Insitute tries to create best practices in terms of Mentoring and Placment Related Training. This practices are good and showing results but any special processes are not visible. Insitute also claimed distictiveness through Extension Activiity . However this extension activites are part of NSS work and yet to give recognition and state level awards to Institute. Insitute is organinsing many seminars for

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

- Overall Admissions Scnario is Good except core engineering branch EEE
- Basic Academic infrastructure is available
- Academic Systems and Policies are created
- Placment Cell is Active
- Progressive, keen management striving for quality academic output.
- Overall Academic Result is Good

Weaknesses:

- Though faculty strength is there, faculty cadre ratio needs improvement
- Limited Ph.D faculty available
- Weak quality research culture
- Attracting student towards core Enggineering branch
- Industry-Institute interaction at low level
- Lack of diversity among students

Opportunities:

- Large employment potential in the State for Women as All MNC look for Gender Diversity
- On-going expansion of industry base in India increasing students' aspirations
- Can create modern laboratory facilities on the campus through Industry partnerships
- Ample possibilities to undertake innovation and incubation centres for entrepreneurship and developmental programmes.
- Hyderabad is Cyber City hence huge scope for IT and CE branch
- Leveraging Alumni network for placements

Challenges:

- Enhancing Diversity in Staff and Students
- Orienting faculty to use ICT tools more often in teaching/learning/ evaluation
- Attracting quality faculty and students in large numbers.
- Moblising Resources for Instituonal Development
- Running Only Women College
- Enhancing average salary package in Placements

Section IV:Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Outcome based education system to be rigorously followed and stakeholders should be properly trained.
- Library facilities, including text/reference books and e-resources to be expanded. Automation need to be properly utilised. Library should increase no of titles and invest in E-books .Invest at least 2% of revenue on the same
- Efforts to be made to improve faculty cadre ratio by inducing senior, experienced, well qualified faculty to join.
- Invest in enhancing teacher's exposure , research aptitude and career advancement
- Sports and Canteen Facilities need to be strengthened
- Institute should mobilise resources and increase industry interaction through its alumni network
- The Institution requires definite strategy and plans for enhancement of research publications, R & D Project Funding and consultancy by faculty. They also need to organise national and international conferences on regular basis for promotion of research atmosphere in the institute.
- Industry partnered courses and Mooc Courses usage need to be increased

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. PARAG SANGHANI	Chairperson	
2	DR. SUMAM DAVID SARAH	Member Co-ordinator	
3	DR. MUHAMED ILYAS P	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date