



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PACE INSTITUTE OF TECHNOLOGY AND SCIENCES

NH-16, NEAR VALLURAMMA TEMPLE, ONGOLE.

523272

www.pace.ac.in

SSR SUBMITTED DATE: 07-11-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

PACE Institute of Technology and Sciences started its journey in the year 2008. Since its inception, the college has been striving to provide quality technical education to its students and making them industry ready. PACE ITS exemplifies quality in various fields ranging from Engineering to Business Administration courses and is rated as one among the top engineering colleges in Andhra Pradesh. The world class laboratories, the mammoth library which radiates knowledge, audio visual classrooms with plug and play ambience, seminar halls, make PACE ITS stand out among the multitude of engineering colleges in the state today.

Highly qualified Faculty always contributes to the knowledge levels of students and facilitates their placement in top most MNCs every year. NBA & NAAC accreditations bear testimony to top notch facilities available in the campus. PACE ITS became an autonomous engineering college in 2018 and are fine tuning its course curricula to suit the ever-growing industry needs.

PACE ITS started new engineering courses CSIT, AI & ML, AI & DS, IOT & CSBT, CSE(R) and EE(VLSI&D) which are highly prospective in the present job scenario besides offering the best engineering courses like CSE, ECE, EEE, ME and CE. The college has M. Tech (SE, VLSI&ES and CSE) and MBA wings which always strives to transform students into entrepreneurs.

The placements division always strives hard to entice prime global and Multi-national companies to visit the PACE ITS campus for conducting placement drives. The NSS unit helps students to inculcate discipline and civic sense among themselves to make them responsible citizens of this nation. The college has a dynamic NCC Unit.

Research and Development activities in the college represent a large and rapidly growing effort put forth by the faculty and students which creates new and improved technology that surely gives an edge over. The institute has set up an Incubation Center to foster and support innovation, entrepreneurs to build scalable and sustainable enterprises.

Having these many multi facets, PACE ITS is destined to be a meritorious choice to the engineering aspirants and preferable choice of the corporate for campus hiring.

Vision

Our vision is to impart futuristic technical education to transform the students into technically superior, ethically strong, and self-disciplined to serve the nation as a valuable resource.

Mission

- To inculcate quality education by implementing innovative teaching-learning methods and state-of-the-art facilities.
- To enrich the intellectual know-how, credibility, and integrity of the students to necessitate industry.
- To recognize as scholarly and influential leaders in engineering education and to develop human power with creativity and passion for the advancement of future nations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Accredited by NAAC with 'A' grade
- Permanent Affiliation to JNTUK, Kakinada
- Effective teaching by experienced faculty with background of industrial and academic work experience
- NBA accredited Programs
- Conferment of autonomous status by UGC in 2018
- Good retention ratio of faculty particularly at higher cadre
- Good demand for the emerging branches
- Around 90% admissions of all branches since 2013
- Financial sustainability and administrative autonomy that supports the continued growth of the institution.
- An equipped training and placement cell with highly competitive and dedicated faculty to impact CRT to the students from I year onwards to make them employable. More than 60 per cent students are placed in reputed organizations namely TCS, Wipro, HCL, Accenture, Deloitte and many other core and product development companies

Institutional Weakness

- Students, being from rural area, are striving to meet national and global standards in technical education and facing language barriers
- Institute has to upgrade their teaching community for more funded projects, quality research and development and patents and consultancy
- Research and development, consultancy and extension activities are to be strengthened
- Industry –Institution interaction not coming forth to the expected levels

Institutional Opportunity

- Institute is continuously organizing various development programs for the benefit of faculty and students through seminars, workshops, conferences, symposiums and other student meets.
- Ever increasing demand for technical education at UG & PG level of Engineering & Technology
- Demand for reputed colleges is on rise as people are looking for good colleges rather than a particular branch
- Competitive edge basing on the reputation of the institute gained over last decade
- The strong alumni base of the college can be involved to contribute to the institution towards excellence and to help in the journey of being listed in one of the best colleges

Institutional Challenge

- Interaction with the industries is one of the challenges to be met as very less number of industries is available nearby college
- Government policies in fixing the fees structure
- Quality of intake is coming down as many of the cream layer students are opting for deemed universities outside the state due to prolonged delay in admission process
- Rapid development in technology in every field of technology resulting in obsolescence of facilities
- Challenges to generate interest in students to become entrepreneurs due to diverse socio-economic background

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PACEITS is committed to developing and implementing courses that are highly relevant to local, national, and global developmental needs. The systematic approach to curriculum development, revision, and implementation, along with the adoption of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), reflects a forward-thinking educational strategy.

The emphasis on employability, entrepreneurship, and skill development aligns with the demands of the contemporary job market. The inclusion of skill-oriented courses in every semester from II B. Tech I Semester to IV B. Tech I Semester is a proactive step in preparing students for real-world challenges.

The incorporation of internships as a mandatory component further enhances the practical exposure of students, bridging the gap between theoretical knowledge and practical application. Additionally, the focus on continuous feedback collection and analysis ensures that the institution stays responsive to the evolving needs and expectations of both students and industries.

The prioritization of MOOCs, NPTEL, and Value Added Courses reflects a commitment to providing students with diverse learning opportunities and keeping them updated with the latest technologies and trends. Furthermore, the encouragement of entrepreneurship through programs and support from the Entrepreneurship Development Cell empowers students to explore innovative ventures and contribute to economic growth. The following table show the various courses attended by the students.

S. No	Academic Year	No. of Students awarded
1	2022 - 2023	3595
2	2021 - 2022	334
3	2020 - 2021	945
4	2019 - 2020	780
5	2018 – 2019	1420

35.3% of new courses introduced in the last five years,

Feedback on Syllabus and Curriculum is continuously collected and analyzed.

Teaching-learning and Evaluation

It's evident that PACEITS is deeply committed to providing a holistic and student-centered education. The focus on Outcome-Based Education (OBE) and the employment of various student-centric methods, such as group discussions, seminars, mini-projects, technical reports, interdisciplinary projects, class assignments, and quizzes, demonstrate a dedication to active learning and critical thinking.

The Mentor-Mentee program is a commendable initiative, as it creates a supportive environment for students, ensuring that they have guidance and mentorship throughout their academic journey. This personalized approach can significantly enhance students' overall learning experience and personal growth.

The high student enrolment ratio (89.56%) and a relatively student-teacher ratio (14.47) indicate that the institution can maintain a focused and interactive learning environment. Additionally, the average teaching experience of 9.3 years signifies a wealth of experience among the faculty, contributing to the quality of education provided.

While the retention ratio of 42% might be an area that the institution could focus on improving, the student pass percentage of 80% without backlogs suggests a good level of academic performance among the students. Addressing the retention rate could potentially enhance the overall student satisfaction and success rates.

PACEITS' commitment to nurturing students' intellectual abilities, embracing diversity, and providing a supportive learning environment through various student-centric initiatives positions the institution as a leader in fostering holistic student development. Continuously evaluating and refining these efforts will likely lead to further improvements in student outcomes and satisfaction.

Research, Innovations and Extension

PACEITS' commitment to research, innovation, and community engagement is highly commendable. The support provided to faculty and students for their research endeavors, including avenues for external funding and seed funding based on merit, underscores the institution's dedication to fostering a culture of research and innovation.

The focus on promoting innovation and incubation by creating a supportive environment is essential for nurturing entrepreneurial spirit among students and faculty. The active role played by the Institution's Innovation Council (IIC) in organizing seminars, workshops, project exhibitions, entrepreneurship boot camps, and idea competitions further enhances the innovation ecosystem within the institution.

Engagement in social and community activities through the National Service Scheme (NSS), National Cadet Corps (NCC), and Unnath Bharath Abhiyan showcases the institution's commitment to instilling a sense of social responsibility and community awareness among students. These initiatives not only benefit the society but also contribute to the overall development of the students as responsible citizens.

The recognition of departments ECE and CSE as Research Centers by affiliating university JNTUK, Kakinada, and the institution's achievements in securing research funds and consultancy projects highlight the academic

excellence and expertise of the faculty and researchers. The presence of recognized Research Guides further emphasizes the institution's standing in the research community.

- Our institution received research fund of 67.88 Lakhs.
- Our institution has 7 funded projects/Programs in last five years.
- From JNTUK, Kakinada 9 members are recognized as Research Guides.
- Our institution received 81.45 lakhs from consultancy work.
- Our NCC and NSS units organized 83 activities.
- Faculty members published 631 papers in indexed journals and conferences, published 25 patents, 12 design patents granted, 32 book chapters and 9 books.

Additionally, the establishment of active collaborations with industries through 18 Memorandums of Understanding (MoUs) demonstrates a proactive approach to bridging the gap between academia and industry, fostering valuable partnerships that can enhance research opportunities and provide real-world exposure to students.

Infrastructure and Learning Resources

PACEITS' dedication to providing a conducive learning environment is evident through its well-maintained and expansive campus. The emphasis on a green and serene campus spanning over 12.87 acres highlights the institution's commitment to creating an atmosphere that nurtures learning and creativity.

The well-furnished, well-ventilated, and spacious classrooms equipped with modern amenities such as LCD projectors and Wi-Fi connectivity enhance the quality of education. The presence of multiple seminar halls further facilitates interactive sessions, seminars, and workshops, fostering a culture of knowledge exchange and collaborative learning.

The comprehensive Wi-Fi coverage across the campus ensures uninterrupted internet access, enabling students and staff to stay connected and engage in online research and learning activities effectively. Additionally, the fully automated library with an extensive collection of titles covering various fields underscores the institution's commitment to providing diverse and extensive academic resources to its students.

The focus on safety through the deployment of CCTV cameras throughout the campus is a proactive measure, ensuring the security and well-being of everyone within the college premises.

Moreover, the meticulous maintenance of laboratories and equipment, including regular calibration and servicing, is essential for providing students with hands-on learning experiences. Engaging external agencies for major breakdown maintenance demonstrates a commitment to swift problem resolution and the seamless functioning of laboratory facilities.

The institution's dedication to infrastructure development, with a significant portion of the budget allocated for this purpose, reflects a forward-looking approach to enhancing the overall learning environment. The balanced student computer ratio (4.92) and investment in physical and academic support facilities (14.86%) further contribute to the institution's mission of providing a well-rounded educational experience.

Student Support and Progression

PACEITS' focus on comprehensive career counseling and guidance reflects a deep commitment to the overall development and success of its students. The institution's efforts to empower students with essential skills and knowledge are evident in the various capacity development and skills enhancement activities organized over the past five years.

S. No	Academic Year	No. of Students completed Skill Enhancement programs
1	2022 – 2023	7757
2	2021 – 2022	11108
3	2020 – 2021	3094
4	2019 – 2020	4316
5	2018 - 2019	3065

The significant increase in the number of participants in these activities over the years highlights the growing recognition and participation of students in these programs. By focusing on soft skills, language and communication skills, life skills (including yoga, physical fitness, health and hygiene, and entrepreneurial skills), as well as keeping students aware of the latest trends in technology, the institution ensures that students are not only academically proficient but also well-rounded individuals prepared for the challenges of the modern world.

The high percentage of students benefiting from government and non-government scholarships (68.66%) indicates the institution's efforts in making education accessible to a diverse range of students, irrespective of their financial backgrounds. Additionally, the institution's average placement rate of 45% reflects its success in guiding students toward suitable career opportunities.

Moreover, the recognition received by the institution in the form of awards and medals (85 in the last five years) further attests to the institution's excellence and the achievements of its students and faculty members.

Governance, Leadership and Management

PACEITS' commitment to continuous improvement and holistic education is evident in its well-crafted vision and mission statements, developed with the active involvement of stakeholders. The institution's vision to provide futuristic, technical education that transforms students into technically superior, ethically strong, and self-disciplined individuals aligns with the goal of nurturing well-rounded professionals who can contribute significantly to the nation.

The decentralized administrative structure, with well-defined roles and responsibilities, fosters transparency and efficiency within the institution. The active participation of various stakeholders, including students, faculty, staff, alumni, and employers, in statutory bodies and institution-level committees ensures a diverse and inclusive decision-making process.

The implementation of a performance appraisal system acknowledges and values the hard work and contributions of the staff, while also identifying areas for improvement and growth. The provision of effective welfare measures for both teaching and non-teaching staff demonstrates the institution's concern for the well-being of its employees.

Financial planning and resource utilization are conducted meticulously, with the Governing Body overseeing budget approval to ensure optimal use of resources. The allocation of funds to various components, including employee salaries and benefits, infrastructure development, research and development, and student services, reflects a balanced approach to enhancing different aspects of the institution.

The institution's focus on research initiatives, industry-institute partnerships, and the encouragement of departments to secure funds through research proposals aligns with the pursuit of academic excellence and innovation. The regular review of teaching-learning processes and learning outcomes, led by the Dean of Academics and department heads, demonstrates a commitment to continuous quality improvement, ensuring that the institution remains responsive to evolving educational needs.

Institutional Values and Best Practices

PACEITS' commitment to gender equity, environmental sustainability, and fostering cultural harmony reflects a comprehensive and socially responsible approach to education. The establishment of the Women Empowerment and Prevention of Sexual Harassment Cell (WEPSHC) is a crucial step towards ensuring a safe and respectful environment for all members of the institution. The awareness programs conducted by WEPSHC on human rights, women's rights, and cyber security contribute significantly to sensitizing the campus community.

The institution's waste management initiatives, including solid waste management, liquid waste management, biomedical waste management, e-waste management, and waste recycling systems, showcase a responsible attitude towards environmental conservation. Additionally, embracing a nearly paperless concept through digital office procedures demonstrates a commitment to reducing paper waste and minimizing carbon emissions, contributing to a greener campus.

Implementing rainwater harvesting structures further enhances the institution's eco-friendly practices, promoting sustainable water usage and resource conservation. The restriction of automobile entry on campus, coupled with the promotion of alternative transportation methods, signifies a dedication to reducing carbon emissions and creating a healthier, pedestrian-friendly environment.

Organizing festival celebrations that encourage cultural exchange and understanding is a commendable effort in fostering unity and harmony among diverse cultural backgrounds. This inclusive approach not only promotes cultural awareness but also strengthens the sense of community within the institution.

Furthermore, integrating courses on the Indian constitution, professional practice, law, and ethics into the curriculum reflects the institution's commitment to holistic education. By emphasizing the constitutional values of liberty, equality, justice, and fraternity, PACEITS ensures that students receive a well-rounded education that instills ethical principles and social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PACE INSTITUTE OF TECHNOLOGY AND SCIENCES
Address	NH-16, NEAR VALLURAMMA TEMPLE, ONGOLE.
City	Ongole
State	Andhra Pradesh
Pin	523272
Website	www.pace.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G.V.K.Murthy	08592-278315	9703020577	08592-278315	iqac@pace.ac.in
Professor	M.AppaRao	08592-278314	9581456541	08592-278314	drapparao_m@pace.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	19-06-2008

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		10-07-2018		
University to which the college is affiliated				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	13-04-2018	View Document		
12B of UGC	13-04-2018	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	08-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH-16, NEAR VALLURAMMA TEMPLE, ONGOLE.	Rural	12.87	42500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	IPE CBSE ICSE	English	66	66
UG	BTech,Electrical And Electronics Engineering	48	IPE CBSE ICSE	English	66	66
UG	BTech,Mechanical Engineering	48	IPE CBSE ICSE	English	66	37
UG	BTech,Electronics And Communication Engineering	48	IPE CBSE ICSE	English	198	198
UG	BTech,Electronics And Communication Engineering	48	IPE CBSE ICSE	English	66	66
UG	BTech,Computer Science And Engineering	48	IPE CBSE ICSE	English	198	198
UG	BTech,Computer Science And Engineering	48	IPE CBSE ICSE	Telugu	66	58
UG	BTech,Computer Science And Information Technology	48	IPE CBSE ICSE	English	66	66
UG	BTech,Information Technology	48	IPE CBSE ICSE	English	66	66
UG	BTech,Comp	48	IPE CBSE	English	132	132

	uter Science And Engineering Internet Of Things And Cyber Security Including Blockchain Technolo		ICSE			
UG	BTech,Artifi cial Intelligence And Data Science	48	IPE CBSE ICSE	English	198	198
UG	BTech,Artifi cial Intelligence And Machine Learning	48	IPE CBSE ICSE	English	132	132
PG	Mtech,Civil Engineering	24	B.Tech BE	English	20	19
PG	Mtech,Electr onics And Co mmunication Engineering	24	B.Tech BE	English	20	19
PG	Mtech,Comp uter Science And Engineering	24	B.Tech BE MCA MSc	English	20	16
PG	MBA,Master Of Business Administrati on	24	Any DEGREE	English	132	105

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	29				44				252			
Recruited	29	0	0	29	43	1	0	44	167	85	0	252
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				194
Recruited	118	76	0	194
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				39
Recruited	28	11	0	39
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	29	0	0	43	1	0	14	0	0	87
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	151	84	0	235
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2966	0	0	0	2966
	Female	1909	0	0	0	1909
	Others	0	0	0	0	0
PG	Male	185	0	0	0	185
	Female	142	0	0	0	142
	Others	0	0	0	0	0
Diploma	Male	683	0	0	0	683
	Female	185	0	0	0	185
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	694	678	603	589
	Female	388	351	322	302
	Others	0	0	0	0
ST	Male	47	45	41	30
	Female	13	11	20	16
	Others	0	0	0	0
OBC	Male	1069	1013	905	832
	Female	589	506	479	429
	Others	0	0	0	0
General	Male	1208	1148	1094	1024
	Female	853	760	707	662
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		4861	4512	4171	3884

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Data Science	View Document
Artificial Intelligence And Machine Learning	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Internet Of Things And Cyber Security Including Blockchain Technolo	View Document
Computer Science And Information Technology	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Master Of Business Administration	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Our institute is proud to offer a wide range of programs under the Choice Based Credit System (CBCS). This system allows students to have the freedom to choose multidisciplinary courses that align with their interests and goals. We believe that providing such flexibility enhances the learning experience. In order to foster a holistic education, we integrate humanities and science courses with engineering and technology courses right from the first year of the undergraduate program. This integration ensures that students gain a well-rounded understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects, providing them with a strong foundation for their engineering courses. Furthermore, we offer open electives that allow students to select courses from various disciplines. This gives them the opportunity to explore subjects beyond their major, encouraging interdisciplinary learning and expanding their knowledge base. As part of our commitment to interdisciplinary education, we also provide additional programs that allow students to pursue a minor degree in a different field. By completing this</p>
---	---

	<p>interdisciplinary program, students gain valuable insights and skills that complement their major field of study. At our institute, we strive to empower students with holistic knowledge and equip them with the skills needed to thrive in a multidisciplinary and ever-evolving world. We believe that by offering a diverse range of programs and encouraging interdisciplinary learning, we can help our students become well-rounded professionals ready to tackle complex challenges.</p>
2. Academic bank of credits (ABC):	<p>Starting from the academic year 2022-23, our institution is taking a progressive step by registering and lodging student credits in the Academic Bank of Credits (ABC). This move aims to provide our learners with the advantage of multiple entries and exits throughout their program, giving them greater flexibility and control over their academic journey. By implementing the Academic Bank of Credits and encouraging faculty autonomy, we are dedicated to providing a student-centered education that promotes personal growth and success. We believe in empowering our learners to shape their educational path and seize opportunities that align with their goals.</p>
3. Skill development:	<p>At Pace Institute of Technology and Sciences, we firmly believe in providing value-based education to our learners, fostering a positive and ethical mindset. We understand the importance of developing humanistic and universal human values among our students. To achieve this, we conduct a mandatory induction program that aims to instill these values right from the start of their academic journey. Through courses like Ethics and Human Values, Soft Skills, and more, we offer students the knowledge of truth (Satya), righteous conduct (Dharma), peace (Shanti), love (Prem), nonviolence (Ahimsa), scientific temper, and life skills. These courses empower students with the tools they need to navigate ethical challenges, communicate effectively, and develop a well-rounded personality. We also provide students with an understanding of constitutional and citizenship values by offering the Indian Constitution as a course. This not only promotes awareness of their rights and responsibilities as citizens but also helps them develop a sense of civic duty and social responsibility. In addition to the curriculum, we</p>

	<p>organize various value-added courses, webinars, seminars, workshops, and industrial tours to provide students with exposure to real-world scenarios and broaden their knowledge beyond textbooks. These experiences enhance their understanding of the industry, foster critical thinking, and encourage the practical application of their learning. We encourage our students to secure short term courses by association with Codetantra, Eduskills, Spoken tutorials, CISCO, MOOCs and Infosys Springboard. Furthermore, our partnerships with local industries allow students to participate in internships and practical training, enabling them to apply theoretical knowledge in real-world scenarios. Our institution is committed to offering a comprehensive education that goes beyond academic achievement. By focusing on value-based education and skill development, we strive to prepare our students not only for successful careers but also for a fulfilling and meaningful life.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Pace Institute of Technology and Sciences is offering technical education for the Undergraduate Computer Science Engineering program in the Indian language Telugu from the academic year 2022-23. This initiative aims to make technical education more accessible and inclusive to students who are more comfortable learning in their regional language. We are proud to be at the forefront of promoting regional language education. In line with the National Education Policy (NEP) 2020, we have plans to expand our services by offering more programs in regional languages in the future. We believe that education in regional languages helps preserve and promote our diverse cultural heritage while providing a strong foundation for academic success. To engage and encourage our students to learn, we encourage our faculties to deliver classroom lectures in bilingual mode, using both English and the vernacular language Telugu. This approach not only facilitates better understanding but also helps students strengthen their language skills. In addition to technical education, we also value and promote knowledge of the Indian system. We organize seminars and guest talks on ancient Indian traditional knowledge, Indian arts, and Indian culture and traditions. These events provide valuable insights into our rich heritage and foster a sense of pride and understanding among our stakeholders. At our</p>

	<p>institution, we celebrate Indian festivals irrespective of religion and national days to promote harmony and instill patriotism among our students. These celebrations create a vibrant and inclusive campus environment that encourages cultural exchange and appreciation. By integrating regional languages, traditional knowledge, and cultural celebrations into our educational framework, we strive to create a learning environment that is both academically rigorous and culturally enriching. We believe that this approach will produce well-rounded graduates who not only excel in their chosen fields but also have a deep appreciation for our diverse Indian culture.</p>
5. Focus on Outcome based education (OBE):	<p>At Pace Institute of Technology and Sciences, we are dedicated to providing an exceptional educational experience that prepares our students for success in their chosen fields. One of the ways we achieve this is through Outcome-Based Education (OBE), a student-centered approach that focuses on the attainment of specific learning outcomes. Our departments align their vision and mission statements with the institution's overall vision and mission to ensure a cohesive and unified educational framework. The educational objectives of each program are developed in accordance with the department's mission, ensuring a clear direction for student learning. To achieve the desired outcomes, there is effective coordination and mapping of program-specific outcomes (PSOs) and program outcomes (POs) with the course outcomes. This ensures that each course is designed to contribute to the broader program objectives. We value the input and feedback of our stakeholders, including students, alumni, industry experts, employers, and teachers. Their insights are taken into consideration when framing the syllabus and course outcomes. This collaborative approach ensures that our curriculum remains up-to-date, relevant, and aligned with industry expectations. To foster higher-order cognitive skills and achieve the desired program outcomes, project-based courses, skill-oriented courses, and internships are made compulsory and integrated into the curriculum. These experiential learning opportunities provide students with practical exposure and help them develop essential skills. Program outcomes related to engineer and society, environment and sustainability, ethics,</p>

	<p>and more are achieved through dedicated courses such as "Ethics and Human Values" and "Environmental Studies." Additionally, we actively encourage students to engage in community service through initiatives like NSS (National Service Scheme), NCC (National Cadet Corps) and UBA (Unnat Bharat Abhiyan) events. To promote lifelong learning, we provide students with the opportunity to pursue self-learning courses, short-term courses, and MOOCs (Massive Open Online Courses). These resources allow students to expand their knowledge beyond the traditional curriculum and stay updated with the latest developments in their field. At Pace Institute of Technology and Sciences, we embrace the principles of Outcome-Based Education to ensure that our graduates possess not only academic knowledge but also the practical skills, critical thinking abilities, and ethical values necessary for success in their careers and as responsible members of society. We continually assess and refine our educational practices to provide the best possible learning experience for our students.</p>
6. Distance education/online education:	<p>Currently, Institute does not offer any programme or course in Distance mode. Institute encourages faculty to move towards the modern tools used in teaching. Institute sponsors faculty to register and get trained for modern tool usage in education. Institute encourages students to complete the self-learning courses like NPTEL, Swayam, NASSCOM...etc. We are not offering Distance Education or Online education.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>The college has established Electoral Literacy club under Institutional social responsibility cell to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The ELCs are functional with students and faculty members as members of the Electoral Literacy Club. They empathize the students on Democracy and the value of vote. The students are made aware of their voting rights by the programs like "My vote is my</p>

	right”.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The institute have conducted various innovative programs to encourage the students to develop patriotism and make them as responsible citizens. The electoral literacy club conducted “THE UNITY DAY” to commemorate the birth anniversary of the iron man of India, Sardar Vallabhbhai Patel. Sardar Vallabhbhai Patel was born on 31st October 1875. He catapulted the national integration of India post India’s independence. “THE CONSTITUTIONAL DAY” also known as 'Samvidhan Divas', is celebrated on 26th November to commemorate the adoption of the Constitution of India. In order to encourage more young voters to take part in the political process, as per the Government of India guidelines we conduct January 25 as "National Voters' Day".
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy club conducts the Voter Registration Camp to encourage the students to register themselves for votes. The Voter Registration Camp aims at strengthening the culture of electoral participation among young and future voters among the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Electoral Literacy Club efforts encourage the students to enroll in the electoral roll. All the students above 18 years are being made to enroll for the voter registration. The camp is conducted to process the application and submit them for enrolment. The ELC of the college identified the students without voting right and conducted awareness program for them and enrolled them for the voter registration.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4861	4512	4171	3884	3479
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1176	1084	983	967	928
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
335	333	315	273	258
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

Response: 160

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1040.27	686.24	494.76	405.26	714.79
File Description		Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

PACEITS is developing and implementing courses that are highly relevant to local, national, and global developmental needs. Our Institute follows a systematic procedure for the development, revision, and implementation of curriculum across all departments. To ensure the highest quality, each department has a Board of Studies comprised of faculty members, subject experts, industry professionals, and student representatives. Through thorough discussions, they approve the syllabus of each programme.

One of the key components of our approach is the adoption of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes serve as a guideline and help us align our curriculum with the latest technologies and opportunities at regional and global levels. By addressing fundamental concepts and incorporating recent advancements, we strive to empower our students with the knowledge and skills needed to excel in their chosen fields.

At PACEITS, we understand the importance of staying current and meeting the needs of our ever-evolving society. That's why we continuously evaluate and refine our curriculum based on feedback and assessment mechanisms. We are committed to equipping our students with the necessary competencies to address local, national, regional, and global developmental challenges effectively.

The curriculum for the academic year 2023-24 has been revised to further enhance the learning experience for our students.

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

1.1.2

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

Response:

At our institution, we prioritize the employability, entrepreneurship, and skill development of our students. We believe in equipping them with the necessary tools and knowledge to excel in their chosen fields and succeed in the professional world.

To ensure that our students are well-prepared for the ever-changing job market, we regularly revise our course syllabi to incorporate contemporary requirements.

For employability, we have a well equipped training and placement department. This department conducts training programs to the students from the first year to final year and ensures that they are placed in reputed organizations.

Entrepreneurship Development Cell regularly conducts programs on entrepreneurship and encourages the students to establish their own start ups.

Skill Development has become a part of curriculum. In the syllabi, the departments included skill oriented courses in every semester from II B. Tech I Semester to IV B. Tech I Semester. And two summer internships or one internship and one Community Service Project (CSP), each with a minimum of six weeks duration shall be mandatorily done/completed respectively at the end of second and third years (during summer vacations).

We stay up-to-date with industry trends, technological advancements, and emerging skills to ensure that our curriculum is relevant and aligned with the needs of today's workforce. We strive to create a learning environment that not only imparts knowledge but also nurtures creativity, adaptability, and a passion for lifelong learning.

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

1.2 Academic Flexibility

1.2.1

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

Response: 35.3

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

Response: 735

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

Response: 2082

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

At PACEITS, we believe in the importance of integrating cross-cutting issues into our curriculum to provide our students with a well-rounded education. We have designed, developed, and enriched our curriculum to include topics such as Professional Ethics, Gender Equity, Universal Human Values, Environment, and Sustainability.

To ensure that these issues are seamlessly integrated into our educational programs, we have woven them into various courses across disciplines. This approach allows our students to develop a multidimensional understanding and prepares them to tackle real-world challenges that require a holistic perspective.

The institute promoting gender equity and creating a safe and inclusive environment for all. To address these concerns, we have established a Women Empowerment Cell to conduct various programs to empower the girl students and Internal Complaints Committee to identify and resolve any problem faced by girl students and faculty members.

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

1.3.2

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

Response: 9

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

1.3.3

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

Response: 100

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

Response: 11

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

Response: 11

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.56

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1335	1246	1189	1202	958

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1446	1311	1379	1315	1170

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

2.1.2

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

Response: 89.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
657	602	609	574	477

2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
737	667	683	652	539

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity

2.2.1

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

Response:

PACE ITS is dedicated to provide quality education that not only strengthens students' intellectual abilities but also contributes to their overall development. With a well-structured curriculum, we aim to lay a strong foundation for our students' academic journey.

Our institution embraces diversity, admitting students from various social and economic backgrounds. We understand that each student brings unique abilities and attributes that influence their learning capabilities. To ensure a smooth transition into their academic curriculum, we conduct a mandatory AICTE Induction Programme for all students in their first semester. This programme serves as an initial

interaction and helps familiarize students with the institution and its expectations.

We also emphasize the importance and application of STEM subjects in professional education. By creating awareness and appreciation for these subjects, we encourage students to delve deeper and grasp the fundamental concepts. Building a strong understanding of these subjects is crucial for their future academic and professional endeavors.

To assess the learning levels of our students systematically, we conduct continuous assessment tests. These tests provide valuable insights into their progress and help identify areas where additional support may be required. For students who may require extra assistance, we offer remedial classes. These classes are conducted after regular schedules and provide individual attention to improve their learning, problem-solving, and presentation skills. We also provide additional study materials for critical and challenging topics, ensuring that each student receives the necessary guidance and resources.

For advanced learners who show exceptional potential, we provide opportunities to attend webinars, seminars, and expert lectures. We encourage them to participate in hackathons and become members of professional bodies such as IEEE, CSI, IELIETE and ISTE. Additionally, we foster their creativity and research skills by involving them in innovative projects and research work. We support them in publishing papers and obtaining certifications in NPTEL courses. Furthermore, we motivate them to take competitive examinations like GATE, GRE, CAT, etc., to explore further academic and career prospects.

File Description	Document
Upload Any additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 14.51

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving

methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

PACEITS is putting students at the center of their learning journey. We embrace Outcome-Based Education (OBE) and employ various student-centric methods to enhance their learning experiences. Through engaging course delivery methods such as group discussions, seminars, mini-projects, technical reports, interdisciplinary projects, class assignments, and quizzes, we foster active participation and critical thinking among our students.

To encourage individual learning, we provide access to a wide range of online resources, including NPTEL videos, SWAYAM, IIT-Bombay Spoken tutorials, virtual labs, Coursera, and other online certification courses. We believe that hands-on experience is crucial, so we encourage students to participate in internships, project works, technical fests, workshops, and even industry visits for experiential learning.

We also motivate our students to showcase their talents by participating in intra-college, state-level, and national-level project competitions and hackathons. This provides them with an opportunity to exhibit their projects and connect with experts from industry, academia, and our esteemed alumni through invited talks.

In order to bridge any curriculum gaps, we have established partnerships with industries through Memorandums of Understanding (MoUs). This ensures that our students are equipped with the latest knowledge and skills required in the professional world. Every department has a Student chapter and many activities are conducted under these Student chapters.

Furthermore, we leverage Information and Communication Technology (ICT) to create effective teaching and learning environments on our campus. Our classrooms and seminar halls are equipped with projectors and internet – enabled computers, enabling the use of modern teaching aids. We also have smart classrooms and conduct online exams internally using LAN or the internet. Our library subscribes to numerous e-journals in engineering, science, and management, providing access to a wealth of online and offline databases.

To enhance e-learning, we offer well-configured desktops and laptops in our computer labs and faculty members' cabins. This allows students and faculty alike to leverage technology to enrich their educational experience.

File Description	Document
Upload any additional information	View Document

2.3.2

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

Response:

PACEITS provides comprehensive support to our students. To address both academic and student-psychological issues, we have implemented effective Mentor-Mentee schemes.

Our Mentor-Mentee program is designed to create a nurturing and supportive environment for our students. Each student is assigned a dedicated mentor who serves as a guide and confidant throughout their academic journey. Mentors are experienced faculty members who are committed to the personal and academic growth of their mentees. Each mentor is assigned with 15 to 20 students. They provide a safe space for students to express their concerns, anxieties, or any personal challenges they may be facing. Mentors offer empathetic listening, advice, and resources to help students navigate through difficult times. Our mentors serve as role models and mentors, guiding students to develop essential life skills, overcome obstacles, and build resilience. The Mentors regularly interact with their mentees and consistently observe their growth in academics, co-curricular and extra-curricular activities. The Mentors also interact with the parents of their mentees and keep them updated with the information of their child and also enquire about any of the issues the child is facing in their houses. This helps the mentor to guide the student effectively.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document

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

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

Response:

PACEITS prepares and adheres to an Academic Calendar and Teaching Plans. Before the start of each academic year, we meticulously create and publish an 'Academic calendar' that contains crucial information such as the teaching-learning schedule, working days, internal examination dates, and semester examination dates.

This Academic calendar is printed and prominently displayed on notice boards throughout the institution, and it is also available on our college website. We ensure that the calendar is made accessible to students well in advance of the start of class work.

All the faculty members will prepare their teaching plan as per the academic calendar to properly accommodate all the syllabus to be completed. The faculty will deliver the sessions as per the teaching plan and ensures the smooth conduction of the classes. The teaching plan will also be shared with the students to allow the students to come to class with proper preparation. This enhances the learning ability

of the students and encourages them to learn in advance and clear all the doubts in the topic timely.

To ensure compliance and accountability, regular internal audits are conducted, providing documentary evidence of our adherence to the prescribed procedures and standards.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
335	333	315	273	258

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

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

Response: 47.5

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

Response: 76

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

2.4.3

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

Response: 9.33

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

Response: 3124

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

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

Response: 42.64

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

Response: 110

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 40.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	34	52	66	36

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

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

Response: 0

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
4679	4346	3978	3721	3380

File Description	Document
List of students who have applied for re-valuation/re-totalling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

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

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

Response:

PACEITS integrated Information Technology into our Examination Management System, streamlining various processes and enhancing efficiency. With the use of technology, tasks such as mark entry, grade calculation, percentage calculation, and Cumulative Grade Point Average (CGPA) calculation have been automated. This automation ensures accuracy and saves time for both students and faculty.

The generation of challans for examination fee payment and hall tickets is now computerized, eliminating manual processes and reducing the chances of errors. We have also upgraded the payment of examination fees to online mode, providing convenience and ease of transaction for our students.

During the challenging times of the COVID-19 pandemic, we adapted to the situation by conducting Continuous Internal Assessment Tests online. This allowed our students to continue their academic assessments remotely and maintain their progress. Furthermore, the Viva-Voce for project work of both undergraduate and postgraduate students was successfully conducted online.

The complete automation of our examination process ensures the smooth execution of various examination-related activities. It facilitates monitoring of examination fee payments, examination schedules, seating arrangements, attendance tracking, coding and decoding of scripts, marks data entry, and the generation of program-wise results.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

PACEITS is adhered to Outcome-Based Education (OBE) and plays significant emphasis on the development of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are carefully formulated by the department offering the program through extensive consultation with faculty and stakeholders.

To ensure awareness and understanding of the POs, PSOs, and COs, we display them in various prominent locations such as the College website, classrooms, laboratories, corridors, and the Head of Department's (HoD) office. The COs for each course are made available on the college website, syllabus copies, laboratory manuals, and student handbooks.

Our HoDs, faculty members, and class teachers actively communicate and create awareness among students about the POs, PSOs, and COs. They emphasize the importance of these outcomes and the need for students to achieve them. The COs are clearly stated in each syllabus and shared with both students and faculty.

All courses and programs offered by our institution prioritize academic quality. The course outcomes are designed to empower students for higher studies, research, employment/entrepreneurship, and preparedness for competitive examinations.

To assess the attainment of program outcomes and program specific outcomes, we utilize both direct and indirect assessment methods using the relevant course outcomes. The direct assessment process involves evaluating mid-term examinations, semester-end examinations, assignments and other academic activities. Each question in these assessments is aligned with a specific CO, and the overall attainment of that CO is based on the average marks set as a target for final attainment. Mid-term examinations are conducted twice per semester, while semester-end examinations are descriptive in nature.

Indirect assessment is carried out through course-end surveys, student feedback on faculty, and student exit surveys. We identify the courses that contribute to the attainment of the POs and evaluate them using direct and indirect assessments. The results from these assessments are compared with the expected attainment levels. If the expected level is achieved, the respective PO is considered satisfied. In cases where CO targets are not met, the course coordinator takes necessary steps for improvement. Faculty members suggest improvements to ensure the targets are achieved.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

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

Response: 80.78

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

Response: 950

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institute strongly support and encourage faculty and students to pursue their research endeavors. Our institute provides various avenues for funding, such as applying to external funding agencies, and we also offer seed funding or partial funding based on the merit of proposals submitted by faculty or students. To get the sanction of seed funding, faculty and students are encouraged to present their ideas and project proposals before our research and development cell. We are having two research centers in our college for the department of CSE and ECE.

In addition to funding, we are committed to support faculty in their scholarly endeavors. We provide incentives for peer-reviewed publications, writing books, and filing patents. Our institute takes care of the patent filing process, ensuring that faculty has the necessary support and guidance.

We understand the importance of proper infrastructure for research, especially in the IT field. That's why we provide facilities such as computers, servers, and other resources required for IT research to both faculty members and students. Our centralized facilities include a library with a rich collection of physical and electronic subscriptions to journals, as well as abundant bandwidth and internet facilities.

Furthermore, we value the professional growth of our faculty members. We actively facilitate their participation in seminars, conferences, workshops, and other events at national and international levels. We believe in fostering a culture of learning and knowledge exchange. Additionally, we support organizing the departmental seminars and community outreach programs.

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

3.1.2

The institution provides seed money to its teachers for research

Response: 2.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.06	0.25	0	0	0

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

3.1.3

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

Response: 0

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

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 67.88

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

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

Response: 0.04

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

Response: 7

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

3.2.3

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

Response: 2.69

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

Response: 9

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institute prioritizes the promotion of innovation and incubation by providing a supportive environment. We understand the importance of creating an ecosystem that fosters research, entrepreneurship, community engagement, and innovation. Students are encouraged to actively apply technology to address societal needs, and we provide all necessary facilities and guidance to support their endeavors.

We also recognize the significance of documenting and sharing research outcomes. Therefore, we offer support for documentation, publication of research papers, and obtaining patents, ensuring that the valuable work of our students and faculty reaches a wider audience.

To nurture an entrepreneurial mindset, our Entrepreneurship Development Cell organizes workshops and seminars for students. They are encouraged to develop prototypes that cater to the needs of society, enabling them to translate their innovative ideas into tangible solutions.

Furthermore, our Institution's Innovation Council (IIC) plays an active role in organizing seminars, workshops, project exhibitions, entrepreneurship boot camps, and idea competitions for both students and faculty. The IIC provides a platform for business incubation and innovation, offering spaces for incubation, startups, counseling services on business management, and technological solutions.

We conduct workshops and seminars on IPR for faculty and students to create the awareness about IPR. Some of the programs are offering IPR as a course for the students. We celebrate IPR Day and encourage the students in publishing Patents.

We are offering Undergraduate Computer Science Engineering program in the Indian language Telugu from the academic year 2022-23. This initiative aims to make technical education more accessible and inclusive to students who are more comfortable learning in their regional language.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 4.22

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

Response: 38

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 2.68

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

Response: 428

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

3.4.4

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

Response: 0.26

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

Response: 41

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

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

Response: 0

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

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

Response: 0

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

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

Response: 81.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	21.44	15.72	18.42	8.87

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

The institute actively run the National Service Scheme (NSS) and National Cadet Corps (NCC) units, which play a crucial role in our institution. These units engage in various extension activities that promote a sense of community among our students and sensitize them towards the needs of the society.

Through our NSS and NCC units, students actively participate in social service activities, contributing to their overall development in association with the different NGOs working with the same objective. We have also adopted nearby villages, demonstrating our commitment to make a positive impact on our immediate community. We adopted 5 villages in the nearby area i.e Valluru, Surareddypalem, Pelluru, Naidupalem, Vasepallipadu and is conducting various programs to improve Sanitation, literacy, women welfare, digital classes for students in schools. Special programs will be conducted on career development for unemployed youth and agricultural development for farmers.

The institute is also recognized as a member of National rural Entrepreneurship Mission to develop rural entrepreneurship among the students.

Our NCC unit is part of the 37(A) Battalion in Ongole and aims to develop leadership qualities, patriotism, discipline, character building, the spirit of adventure, and the idea of self-service among our students.

In addition to NSS and NCC, we have teams dedicated to the Unnath Bharath Abhiyan, which conduct awareness programs on various important topics such as swachh bharath (cleanliness), rainwater harvesting, personal hygiene, tree plantation, and health camps. These initiatives further contribute to our students' growth and their understanding of social issues.

Moreover, all departments within our college are actively involved in shaping students into responsible citizens of the country. They organize various programs that aim to create awareness about social issues and encourage students to actively engage in addressing these challenges.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 82

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	7	9	21	10

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

3.7 Collaboration

3.7.1

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

Response: 18

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

PACEITS boasts a beautifully maintained campus sprawling over 12.87 acres of lush greenery, providing an ideal environment for teaching and learning. Our classrooms are well-furnished, well-ventilated, and spacious, equipped with LCD projectors and Wi-Fi connectivity, ensuring an optimal setting for theory classes. Additionally, we have multiple seminar halls that are regularly utilized for seminars and workshops. To create an intelligent classroom environment focused on e-learning the seminar halls are equipped with smart interactive boards, multimedia facilities, and Wi-Fi connectivity. Our laboratories are equipped with state-of-the-art equipment and adhere to the standards set by AICTE and JNTUK. They cater to both practical classes as per the curriculum requirements and technology learning beyond the syllabus. We ensure that our labs have licensed software and open source tools to meet industry-enabled teaching and curriculum requirements.

We have e-studio and recording room to develop e-content for the classes and various topics.

The entire campus is Wi-Fi enabled, providing round-the-clock internet access to our students and staff. Our library is fully automated and houses an extensive collection of titles covering various fields of science, engineering, and management.

We recognize the importance of sports, games, and cultural activities in the holistic development of our students. Therefore, we provide ample facilities for these activities. Our college features large playgrounds for various sports such as athletics, cricket, football, hockey, volleyball, basketball, and kho-kho. Indoor games like caroms, table tennis, and chess are also available. We have a well-equipped gymnasium and a dedicated yoga classroom where students and faculty can meditate and practice yoga.

We encourage our students to showcase their cultural talents through participation in events like technical fests, freshers' day, annual sports day, annual day, farewell, and more. To enhance their skills, we send students to other colleges for intercollegiate competitions in cultural activities such as dances and skits.

We organized Zone D Inter College Sports Meet during the academic year 2018 – 2019.

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response: 36.1

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
434.15	228.82	235.79	101.66	205.78

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library plays a vital role in enhancing the quality of the academic and research environment in Educational institutions. The Library is a place in the Institute where vast collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books, and newspapers are available. These books are made available to the students to increase their knowledge and understanding of various subjects. The library is fully automated with ECAP software. User orientation is provided at the beginning of the year regarding the library's various facilities, services, and resources available. The Books present in the library can be searched based on various criteria like Title, Author, Subject, and

Publisher with the exact details and the books' status in the library by using OPAC (Online Public Access Catalogue). The digital library is made available to the students. The library has e-journals subscribed for the students.

File Description	Document
Upload any additional information	View Document

4.2.2

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

Response: 0.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.64	6.83	0.32	2.69	6.89

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

PACEITS has taken IT policies seriously to ensure a safe and efficient digital environment. Our comprehensive IT policy covers important areas like Wi-Fi, cyber security, and more, and it's regularly updated to meet the evolving needs of our Institute.

To maintain consistency and efficiency, we have policies in place for various aspects such as procurement, hardware and software installation, and network setup. Our website hosting and database usage policy follows a systematic approach to ensure smooth operations.

We take violations of our IT policy seriously, as they can compromise the security and integrity of our digital systems. Offenders may face disciplinary action from the institution authorities. To keep our IT infrastructure up-to-date, we allocate an annual budget specifically for IT upgrades, which are audited in accordance with our balance sheet. This ensures transparency and accountability in managing our resources.

We have e-studio and recording room to develop e-content for the classes and various topics. We prioritize the safety of our campus by deploying CCTV cameras throughout the premises, providing enhanced security for all areas of the college.

To bolster our cyber security, we have implemented a cutting-edge SOPHOS firewall with all licensed features. This helps protect our digital assets from potential threats.

We understand the importance of internet access for academic pursuits. That's why we have increased the number of high-configured Wi-Fi routers across campus. This allows our students and faculty members to maximize the benefits of internet connectivity for their projects and research.

For streamlined communication, we have assigned official email addresses to all staff and students. These email addresses follow the form at id@pace.ac.in, and all official communications exclusively take place through these accounts.

File Description	Document
Upload any additional information	View Document

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

Response: 4.92

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

Response: 989

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.3.3

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

Response:

At our institution, we have a dedicated audiovisual center equipped with state-of-the-art technology to enhance e-content development. We provide a variety of resources, including mixing equipment, editing facilities, media studios, and the necessary hardware and software. Our audio visual center offers a range of equipment and tools to support the creation and editing of multimedia content. Whether you're working on videos, audio recordings, or any other form of media, we have you covered.

Additionally, we have a lecture capturing system (LCS) in place, allowing instructors to record and distribute their lectures digitally. This enables students to access course materials and review lectures at their convenience.

We understand the importance of e-content development in today's educational landscape, and our institution is committed to providing the necessary resources and technologies to support its creation. Our aim is to foster a dynamic learning environment where multimedia content can be developed and utilized to enhance the educational experience. All the seminar halls are equipped with interactive boards. The institute established e-studio and supports the development of e-content.

File Description	Document
Upload any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 14.86

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of

DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
185.42	93.23	55.17	67.41	95.31

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

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

Response:

Our institution takes pride in providing classrooms and seminar halls with ample seating capacity and LCD projectors for a conducive learning environment. We prioritize the cleanliness of these spaces and ensure regular maintenance to uphold hygienic standards.

In our laboratories, the laboratory in-charge diligently maintains the equipment and keeps detailed records in the Stock Register. We also follow a systematic process to appropriately maintain, calibrate, and service the equipment on a periodic basis. For any major breakdown maintenance, we engage external agencies to ensure swift and efficient resolution.

To facilitate effective learning resources, we have established a dedicated library committee. This committee takes charge of procuring new books, renewing journals, and making recommendations for additional volumes. Additionally, they are responsible for updating and maintaining all library records, ensuring that the library's contents align with the latest curriculum updates. Regular bookbinding is carried out to prevent further damage to any worn-out books. We also conduct stock verification as part of our regular monitoring and control activities. To protect our books from termites, regular pest control measures are implemented.

We understand the importance of sports and holistic development. Hence, our sports committee takes

care of maintaining the sports ground and sports equipment. We actively encourage students to participate in various competitions as a means of fostering their overall growth.

In line with the growing importance of technology, we have an adequate number of computers equipped with internet connections and utility software. Our dedicated lab assistants, lab-in charges, and heads of department ensure the smooth functioning and maintenance of computer systems, UPS, servers, and software.

To maintain a clean and pleasant environment, our housekeeping staff ensures regular cleanliness of corridors, washrooms, classrooms, and laboratories. Our dedicated gardeners take care of the greenery, internal electrical maintenance, solar panels, and power backup facilities such as generators.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 68.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
3027	2947	2813	2866	2701

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

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

Response:

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

The institute has a Career guidance cell to support the students with the guidance for career advancements. The cell conducts various awareness programs on career guidance and the financial

assistance provided for career advancements. The students are given guidance for attending competitive exams. The alumni interaction programs are conducted to support the students and guide them in their career.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 45.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	647	443	397	452

File Description	Document
Institutional data in the prescribed format (data template)	View Document

5.2.2

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

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

Response: 3.13

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg:

NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	39	25	16	40

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 85

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	5	0	14	13

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

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

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

Response:

PACEITS is highly value student representation and involvement in the academic and administrative bodies and committees of our Institute. To ensure effective participation, we have Class Committee Representatives (CCR) for every program. These representatives consist of both students and a faculty member chosen by the Head of the Department, who can represent the interests of both high-achieving and struggling students. The Class Committees provide valuable feedback on all aspects of the program and respective courses. We hold regular Class Committee Meetings, at least twice per semester, to discuss and address any concerns raised.

As a part of National Service Scheme (NSS), Students actively participate in planning and executing various activities throughout the year, including fieldwork and surveys during the winter camp. NSS aims to enhance students' social and interpersonal skills, while also promoting community service.

To foster leadership qualities, character development, and a spirit of service, we encourage students to join the National Cadet Corps (NCC). This organization helps students develop qualities such as leadership, comradeship, sportsmanship, and the importance of serving others.

The Hostel Committee plays a significant role in ensuring the quality of food, hygiene, and general facilities provided in our hostels. Committee members voluntarily monitor day-to-day activities and promptly report any issues to the warden for immediate resolution.

The students are made a part of different committees like Internal Compliant Committee, Anti ragging Committee, Grievance Redressal Committee, Sports committee and Cultural Committee to encourage them.

In addition to these committees, our students also take the initiative in organizing various events such as technical fests, cultural fests, and national-level sports festivals. Student members of professional societies and clubs actively participate in hosting the irrespective events, creating a vibrant and inclusive campus environment.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 2.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.55	0	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

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

and other support system

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

Response:

The Alumni Association of PACE Institute of Technology and Sciences, known as PACER (PACE Reunion), is officially registered under the society's activities. PACER is a valued stakeholder of PACE and plays a crucial role in the college's development. Each year, PACE organizes Alumni Meetings to bring together former students. Our alumni have made tremendous contributions to the college in various ways.

They have generously shared their expertise by delivering guest lectures, providing internships, and helping with placements through mock interviews and employee referrals. They have also facilitated industry visits and assisted students in securing admissions to esteemed universities abroad. Our alumni have served as mentors to current students, guiding them in bridging the gap between academia and industry and helping them shape successful careers.

We are proud of our alumni entrepreneurs who not only inspire students but also provide support and guidance in exploring different business opportunities and understanding the ever-evolving dynamics of the industry. The achievements and growth trajectories of our alumni are showcased to current students, serving as a source of inspiration and guidance. Moreover, our alumni play a vital role in introducing outcome-based education by sharing their valuable feedback and insights. Their input helps us continually improve and adapt our educational approach to meet the needs of the industry and prepare our students for success.

File Description	Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Institute's vision and mission statements were crafted with the active involvement of stakeholders. Our vision is to provide futuristic, technical education that transforms students into technically superior, ethically strong, and self-disciplined individuals who can serve the nation as valuable resources. Our mission is to deliver quality education by employing innovative teaching-learning methods and state-of-the-art facilities. We aim to enhance students' intellectual know-how, credibility, and integrity, equipping them to excel in the industry. Our goal is to be recognized as scholarly and influential leaders in engineering education, nurturing individuals with creativity, advanced technological skills, and a passion for the betterment of our nation's future.

To continually improve the quality of education, we gather inputs from various stakeholders, including companies that visit for placements, experts who visit the college on various occasions, and our alumni. These inputs are discussed and appropriately finalized by the Board of Studies (BOS). We conduct course-end surveys at the completion of every course and take necessary measures based on the feedback received. The results of mid-exams are mapped with course outcomes, allowing us to index the achievement levels. We also have planned cycles of curriculum review, which involve linking faculty development programs to curriculum design and delivery. We create assessment plans and procedures to evaluate the effectiveness of our curriculum. Furthermore, we strive to optimize local, state, and national standards in our curriculum and monitor its delivery.

We are following the best practice of National Education Policy 2020 and conduct various programs to improve the quality of education. Many committees are formulated to improve the smooth functioning of various activities in the institution like Discipline & Anti Ragging committee, Women empowerment Committee, Internal Complaints committee, NSS and NCC Committee, Physical Education committee, Co-curricular Activities Committee, Extra-curricular activities Committee, Grievance Redressal committee, Institutional Social Responsibility committees.

By implementing these quality improvement strategies, we aim to ensure that our institution consistently delivers excellent education and prepares our students to thrive in their future endeavors.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

PACEITS has embraced the principles of decentralization, participative management, and empowerment across its academic, administrative, financial, research, and outreach activities. The administrative structure is designed to be fully decentralized, with well-defined roles and responsibilities for everyone involved. The institute strongly believes in the active participation of its significant stakeholders, including students, faculty, staff, alumni, and employers, in its development. These stakeholders are represented in all statutory bodies and institution-level committees and cells.

To ensure high academic and research standards, the institute has designated Deans and Directors who are responsible for maintaining excellence. Regular meetings are held at various levels to facilitate effective communication and decision-making among administrators, faculty, staff, and students. Moreover, student leadership is nurtured through empowerment, allowing them to organize major techno-cultural festivals.

In order to improve the teaching-learning process, feedback is collected from students, analyzed, and appropriate action is taken based on the findings. The course content can be modified based on inputs from stakeholders, which are then ratified by the Board of Studies. This Board comprises industry experts, external academia, and internal faculty members.

Various committees at the institute level, which include faculty, staff, and students, are responsible for managing activities related to quality assurance, placement and training, alumni engagement, clubs and chapters, as well as organizing conferences, seminars, workshops, guest lectures, and field visits.

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

6.2.2

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

- 1.Administration including complaint management**
- 2.Finance and Accounts**

3.Student Admission and Support**4.Examinations****Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The institute is having a performance appraisal system in place ensuring that the staff's hard work and contributions are recognized and valued. It also helps identify areas for improvement and growth. Effective welfare measures for both teaching and non-teaching staff demonstrate that the institution cares about their well-being and wants to create a supportive work environment.

When it comes to career development and progression, it's essential to have avenues in place. This allows staff members to enhance their skills, acquire new knowledge, and explore opportunities for growth within the institution. Providing such avenues can boost motivation, job satisfaction, and overall productivity.

The staff are provided with various benefits like travelling allowance, medical benefits, group mobile connection, tuition fee concession for staff dependent children, gratuity benefit, group accident insurance, maternity leaves, paternity leaves, personal advance policy and research incentives are provided for all staff who contribute for research.

File Description	Document
Provide the link for additional information	View Document

6.3.2

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

Response: 7.46

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
55	21	12	25	0

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

6.3.3

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

Response: 87.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
313	203	464	306	40

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

One of the key strategies for mobilizing funds in the college is through the collection of annual fees from students. The fee amount is determined by the Andhra Pradesh Higher Education Regulatory and Monitoring Commission (APHERMC). To ensure proper allocation of resources, an annual budget is prepared, taking into account the needs and requirements of various departments and sections. All the income is utilized for student progression and faculty development programmes. Factors such as student intake, laboratory and infrastructure development, teaching and non-teaching staff requirements, promotions, and integration of the latest technologies are considered.

To facilitate this process, all department and section heads are invited to submit budget proposals. These proposals focus on the development and upgrading of laboratories, computing facilities, library resources, teaching-learning processes, training programs, extension activities, software, and more. The projected income for the academic year is matched with these proposals, and the Finance committee consolidates the budget. The committee reviews and makes necessary adjustments before submitting it to the Governing Body for approval.

The Governing Body, in turn, approves the budget, ensuring that resources are optimally utilized. Major expenditure components include employee salaries and benefits, establishment and upgrading of laboratories, maintenance, consumables, library resources, research and development, incentives, skill development and innovation, furniture, software procurement, student services (such as NCC, NSS, sports, training, and placement), Wi-Fi, internet and networking, affiliation and renewals, taxes and licenses, power and fuel, printing and stationery, postage and telephones, travel and conveyance, repair and maintenance, sanitation and housekeeping, gardening, and security salaries.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institute prioritizes financial transparency by conducting regular internal and external financial audits.

Internal Audit: The institution's Financial Committee is responsible for conducting the internal audit. This process involves sampling financial transactions and statements to ensure their accuracy. Every quarter, a thorough check and verification of all financial transactions take place, with supporting documents and proper authority approval for each transaction. The college utilizes Tally.ERP-9 to account for these transactions. Expenses under different categories undergo careful scrutiny, with bills and vouchers being thoroughly verified.

External Audit: An external agency, led by a qualified chartered accountant, conducts the audit of all financial transactions within the college. The External Auditor visits the college twice a year to examine

and verify financial documents. They also provide guidance on recent practices in accounting and auditing systems. The Auditing Committee oversees the allocation and utilization of budget funds, ensuring that documentary bills are organized chronologically for easy verification by any relevant authorities.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

As part of the IQAC quality initiative, all departments were encouraged to initiate research proposals and submit them to funding agencies to secure funds and establish Industry-Institute partnerships through MoU signings. In line with this, the CSE Department submitted a proposal for a two-week online Faculty Development Program (FDP) on "Machine Learning and Artificial Intelligence in Data Science." The AICTE under the AICTE STTP Programme granted Rs 4.06 lakhs for this initiative. The FDP took place from May 24th, 2021, to June 2nd, 2021, and attracted 90 participants from across the country.

In another IQAC-driven effort, an MoU was signed between the IQAC, NHAI, and the Civil Department. The purpose of this MoU was to provide suggestions for the improvement of road infrastructure along a stretch of National Highway 16 in Andhra Pradesh. The Institute adopted a 60 km section (Km 1242 to 1302) of the Chilakaluripeta-Nellore section. This collaboration leverages the intellectual capacity of students and faculty, contributing to the enhancement of road infrastructure as part of Institutional Social Responsibility (ISR). The MoU was signed on September 22nd, 2020.

Additionally, a two-day workshop on Outcome-Based Education (OBE) was conducted for faculty

members to enhance their quality within the framework of the NBA. This initiative aimed to improve the overall teaching and learning process. Furthermore, the IQAC conducted Academic and Administrative Audits for all departments, making them mandatory for the purpose of overall improvement.

File Description	Document
Upload any additional information	View Document

6.5.2

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

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

Response:

PACEITS believe in continuous improvement, we rigorously review our teaching-learning process, operational methodologies, and learning outcomes at regular intervals. The Dean of Academics collaborates with the Heads of the Departments to conduct these reviews. Before commencement of semester every faculty should prepare the course files. The course files includes teaching plan, course material, nominal roll of students, important questions, gaps in the syllabus, etc. This enables the faculty to be well prepared for the smooth functioning of the class work. The continuous internal assessment is done. The internal and external question papers are prepared as per the Bloom's Taxonomy levels. This approach encourages critical thinking, analysis, and application of knowledge. Moreover, to maintain the highest quality of learning, our semester-end examination question papers are set by external experts.

To enhance student learning, we have implemented ICT-based teaching methods. This allows students to learn at their own pace and provides the opportunity to playback recorded NPTEL lecture sessions, thereby promoting better comprehension. Additionally, we organize workshops, guest lectures, seminars, and industrial visits to provide students with practical exposure and a holistic learning experience.

We understand the importance of catering to the individual needs of our students. Therefore, we arrange remedial classes for those who need extra support, ensuring that no one is left behind. To ensure syllabus completion, we verify the syllabus completion statement consolidated by the departments.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has taken several measures to promote gender equity and sensitization on campus. The females are given equal opportunity in the work place. Almost 30% of the staff are females working in our institution. In accordance with guidelines provided by UGC/AICTE, the institution has established the Women Empowerment Cell (WEC). This cell conducts various awareness programs addressing topics such as the importance of human rights, rights of women in domestic issues, and cyber security awareness to empower women. The Internal Complaints Committee is formulated to avoid the sexual harassment on women. The committee regularly monitors the students and redresses the grievances of women if any. Girl Child Birth Rate programs are also being conducted in the institution.

All the girl students and lady faculty are made to download Disha App as per the guidelines of the government to ensure safety in emergency conditions.

Periodic safety and security awareness programs specifically catered to women employees and students are also conducted. The institution prioritizes the well-being of its staff and students by providing safety measures like CCTV surveillance throughout the campus and dedicated security arrangements.

To support the emotional well-being of individuals, counseling programs are organized. These sessions cover a range of topics, including human rights, women's rights in domestic situations, and cyber security awareness. Additionally, the institution celebrates International Women's Day every year, highlighting the achievements and contributions of women.

To address personal hygiene, medical camps focusing on this topic are conducted for female students and faculty members. The institution also ensures gender-sensitive facilities, including separate waiting rooms and washroom facilities for female students.

In line with promoting women empowerment, the institution organizes entrepreneurship development programs led by successful women entrepreneurs. These programs aim to inspire and support aspiring women entrepreneurs.

File Description	Document
Upload any additional information	View Document

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response:

In order to promote sustainability and reduce environmental impact, our college has embraced a nearly paperless concept by implementing digital office procedures through platforms like WhatsApp and email. This innovative approach not only reduces paper waste but also helps in minimizing carbon dioxide emissions.

To further conserve resources, we encourage the use of one-sided paper for draft prints before producing final documents, meeting minutes, and office notes. This environmentally preferred alternative ensures efficient use of paper and supports waste management practices, ultimately reducing pollution.

To facilitate waste segregation, we have strategically placed dustbins throughout the campus, making it easier for everyone to dispose of their waste responsibly. Additionally, we have implemented strict regulations prohibiting the use of plastic carry bags, cups, and laminated paper plates on the premises.

The Biogas plant has been established in the college to recycle the waste. The Solid food wastage if any, leftovers from the mess and cafeteria is dumped into the biogas plant.

Liquid waste undergoes proper treatment and is utilized for irrigation purposes, ensuring efficient use of resources. The dry leaves and waste are collected from all the trees and the garden are converted to Vermicompost. The machines like Napkin disposal machines are implemented in girls hostels to recycle the Biomedical waste.

e-Waste is also properly disposed off. It is being collected by the organization which disposes it off effectively.

In our commitment to sustainable practices, we have also implemented rain water harvesting structures within the campus. These initiatives help us maximize resource utilization and reduce our ecological footprint.

Lastly, our campus is adorned with lush greenery and trees, maintained as a beautiful Garden Land. This not only enhances the aesthetic appeal but also contributes to a healthier environment. The campus is planted with lots of Bougainvillea to absorb the carbon emissions.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

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

Response:

The institute is committed to create a sustainable and eco-friendly campus, we have implemented various green initiatives. One of the key initiatives is the restricted entry of automobiles on campus.

By limiting vehicle access, we aim to reduce carbon emissions and promote a healthier environment. This not only helps in reducing air pollution but also creates a safer and more pedestrian-friendly campus. Well paved walkways with greenery are made available connecting the academic and administrative buildings. The campus is landscaped with trees and plants.

To support this initiative, we have established designated parking areas on the outskirts of the campus, making it convenient for students, faculty, and staff to park their vehicles and then commute within the campus using sustainable modes of transportation.

The institute has also received Environment Audit Certificate fro ISO with Number ISO14001-2015 from Environment Management System.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

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

7.1.7

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

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

The institution is committed to create a differently-abled (Divyangjan) friendly, barrier free environment. We built Ramps and lifts for easy access to classrooms for Differently abled students. The wheel chair facility is also provided for the Differntly abled (Divyangjan) students. All Signages including tactile path, lights, display boards and signposts are properly affixed around the campus. The institute also provides the Provision for enquiry and information in the form of human assistance and receptionists are available to provide them with required information. The differently-abled (Divyangjan) students are given a provision of scribes for exams wherever it is required.

File Description	Document
Upload any additional information	View Document

7.1.8

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

Response:

At our college, we deeply value and respect the diversity of religions, languages, and cultures. We consider our students and staff as part of a closely-knit family, where everyone feels at home.

To foster a sense of unity and understanding among different cultures, we organize various festival celebrations. These celebrations not only include festive feasts, but also provide an opportunity for individuals to be introduced to different cultures, promoting amicable relationships and maintaining religious, social, and communal harmony.

In addition to festival celebrations, our college organizes various cultural programs like that highlight the rich cultural diversity of India. Students from diverse regional and cultural backgrounds participate in these programs, showcasing their regional folk songs and dances. This platform allows for mutual appreciation and understanding of different cultural traditions.

As part of our commitment to community engagement, we have adopted five nearby villages. Our National Service Scheme (NSS) cell organizes programs such as Swachh Bharat initiatives, medical camps, blood donation drives, and tree plantation activities in these villages. We also organize collection of clothing to distribute to orphans, sensitizing our students to the socio-economic conditions of society and promoting empathy and compassion.

To further promote cultural harmony among our students and staff, we organize an annual day celebration, Freshers Day and Farewell Day. During this event, students showcase various traditional and classical performances, creating an atmosphere of cultural appreciation and unity. We also celebrate the birthdays of our freedom fighters and famous personalities who contributed for the development of the society.

We also conduct various awareness programs on financial assistance to the students to support financially backward students.

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

7.1.9

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

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

Response:

PACE Institute of Technology and Sciences is dedicated to organizing a wide range of programs centered around national identity and symbols. Our goal is to familiarize all our stakeholders with the fundamental Duties and Rights that shape our society. We proudly celebrate important national occasions such as Independence Day, Republic Day, and Constitution Day to honor the significance of freedom and the remarkable Indian freedom struggle.

At our institution, we believe in highlighting the constitutional spirit of liberty, equality, justice, and fraternity. In line with this, we have introduced courses on the Indian constitution and professional ethics, ensuring our students receive a well-rounded education. Additionally, we regularly organize sensitization and awareness programs within the college to promote a deeper understanding of various issues.

We held a program on "Against liquor consumption" to raise awareness among our students. We were honored to have esteemed guests such as Sri Pola Bhaskar garu, the District Collector, Sri M. Venugopalgaru, MLA of Darsi Constituency, and Sri Laxman Reddy garu, Chairman of the Madyapana Vimochana Committee, in attendance.

Furthermore, we actively participate in community events that contribute to societal well-being. On the occasion of "World Cancer Day" on February 4th, 2021, our students joined hands with HCG & MNR Cancer Centre, Ongole, in a rally to raise awareness about cancer. We believe in empowering our students to become socially responsible citizens. We celebrated the International Anti Drugs day to create awareness among the students about the side effects of drugs usage.

The institute frequently conducts the gender equality programs to empower the women in the college and to maintain the gender equality.

Another crucial awareness program we conducted focused on the "Disha" Act, which sheds light on the legal protection of women. As an institution, we are committed to fostering a safe and inclusive environment for all.

Our NSS team regularly organizes Swach Bharat program on Gandhi Jayanthi, emphasizing cleanliness and hygiene on our campus. We believe in embodying Mahatma Gandhi's principles of cleanliness and self-discipline.

We received the "Climate Clock" as a gift from Energy Swaraj Foundation for appreciation of our staff and student participation.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice – 1**1. Title of the practice**

Industry oriented curriculum design and Teaching-Learning process.

2. Objectives of the practice

- To design industry-oriented curriculum to meet the requirements of industry and incorporate the recent technologies in the syllabus.
- To promote direct industry linkages with the departments and enhance skill orient programs., field/site visits, and Internship's opportunities to the students in the recent advancements.

3. The Context

The Contextual features or challenging issues addressed are:

- Providing provision in curriculum to accommodate Employability Enhancement Courses and industry-oriented courses.
- Establishing relationships with reputed industries required prolonged and consistent efforts and involvement of faculty.
- Bringing experts from industry to teach a part of the syllabus.

4. The Practice

- Industry experts are nominated for the Board of Studies and many of the courses are introduced based on the industrial requirements and expectations.
- R2018 and R2021 curriculum, internships as mandatory courses.

5. Evidence of Success

- During the academic year 2020-2021, 925 A.Y 2021-2022, 1006 and A.Y 2022-2023, 1115 internships are carried out.
- Multidisciplinary research activities facilitated, and 31 number of patents were published.

6. Problems Encountered and Resources Required**Problems encountered:**

- Establishing relationships and entering MoU with reputed industries takes at least a year. Follow up activities to retain the partnership becomes a challenging one.
- Finding slots with industries for student internship during summer and vacations and for field visits is becoming difficult.
- All industries are not ready to pay stipend during the period of internship for students.

Best Practice – 2**1. Title of the Best Practice**

Education Beyond the Classrooms

2. The Context

Education Beyond the Classrooms at PACE includes all those things which are deliberately intended to enhance the educational experience. It encompasses everything from the academic curriculum to sports and games, community engagement, opportunities for performance and outreach activities for the benefit of the community.

3. Objectives of the Practice

? To identify appropriate strategies for teaching and learning outside the classroom.

? To enhance the educational experience by indulging in innovative and interesting new approaches of building knowledge.

4. The Practice

Education beyond the classroom is achieved through the following ways:

? Professional Certification Programs

? Self Learning Programs

? Internships

? Extension and Community Outreach

? Involvement in Literary Clubs, E cell, Women's empowerment, and other extracurricular activities.

? Sports and games.

5. Evidence of Success

Outreach activities of students are reported and submitted to the certificates.

? Mandatory Internship program

? Mandatory NSS/NCC or any other NGO certification program.

6. Problems Encountered and Resources Required

• Motivating students to take up social service on a voluntary basis.

? Collaborating with industries and other institutions for internships and industrial visits

? Training expert staff for the purpose of executing this model of teaching

7.3 Institutional Distinctiveness

7.3.1

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

Response:

PACE Institute of Technology and Sciences, where we prioritize a wide range of programs that revolve around national identity and symbols. Our ultimate aim is to familiarize all our valued stakeholders with the fundamental Duties and Rights that shape our society. We take immense pride in celebrating some of the most significant national occasions, including Independence Day, Republic Day, and Constitution Day, as a heartfelt tribute to the importance of freedom and the incredible Indian freedom struggle.

Here at our institution, we truly believe in highlighting the constitutional spirit that encompasses values such as liberty, equality, justice, and fraternity. To ensure our students receive a comprehensive education, we have introduced exciting courses on the Indian constitution, professional practice, law, and ethics. Additionally, we regularly organize sensitization and awareness programs within our college to deepen our collective understanding of various issues.

We recently held a special program aimed at raising awareness about the harmful effects of liquor consumption. It was an honor to have esteemed guests such as Sri Pola Bhaskar garu, the District Collector, Sri M. Venugopal garu, MLA of Darsi Constituency, and Sri Laxman Reddy garu, Chairman of the Madyapana Vimochana Committee, grace the occasion.

Our commitment to community engagement also shines through our active participation in events that contribute to societal well-being. On February 4th, 2021, our students joined forces with HCG & MNR Cancer Centre, Ongole, for a remarkable rally on "World Cancer Day" to raise awareness about this critical issue. We firmly believe in empowering our students to become socially responsible citizens who positively impact the world around them.

Another significant awareness program we conducted centered around the "Disha" Act, focusing on the legal protection of women. As an institution, we are wholeheartedly dedicated to fostering a safe and inclusive environment for everyone within our community.

Last but not least, our NSS team organized a Swach Bharat program on Gandhi Jayanthi, emphasizing the importance of cleanliness and hygiene on our campus. We truly embody the principles of cleanliness and self-discipline championed by the great Mahatma Gandhi.

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Future plan:

- Faculty qualification improvements: Encouraging faculty to register for Ph.D, Recruiting the faculty with Ph.D.
- Industry driven laborite: To bridge the gap between industry and academia, industry driven laboratories to give practical knowledge to the students and the faculty.
- PACE-Deemed to be University.

Concluding Remarks :

PACEITS stands out as a beacon of progressive education, diligently meeting seven vital criteria that define a modern, inclusive, and holistic institution.

PACEITS's curriculum development is both dynamic and responsive. By adopting a systematic approach and incorporating Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), the institution aligns its educational offerings with global developmental needs. Prioritizing employability, entrepreneurship, and practical skills, it introduces skill-oriented courses throughout the academic journey. Internships and continuous feedback mechanisms bridge the theoretical-practical divide.

The institution's Outcome-Based Education (OBE) methodology, coupled with student-centric practices like mentorship programs and interactive learning initiatives, facilitates active student engagement and critical thinking. The balanced student-teacher ratio, along with experienced faculty, enhances the quality of education.

PACEITS shines in research, innovation, and community engagement. Its support for faculty and student research endeavors, coupled with an active Innovation Council and collaborations with industries, fosters a culture of innovation. Engaging students in social initiatives through NSS, NCC, and community awareness programs shows a commitment to societal development.

PACEITS provides a conducive and sustainable campus environment. Its lush, expansive campus, well-equipped classrooms, and comprehensive Wi-Fi coverage create an ideal learning atmosphere. The institution's emphasis on safety, efficient waste management, rainwater harvesting, and limited vehicle access underscores its commitment to environmental sustainability and safety.

PACEITS prioritizes student development through comprehensive career counseling and skill enhancement initiatives. The institution's focus on soft skills, language proficiency, and technological awareness equips students for a rapidly changing job market. Scholarships, awards, and robust placement assistance make education accessible and rewarding for a diverse student body.

PACEITS's inclusive administrative structure ensures stakeholder participation in decision-making processes. Its performance appraisal systems, welfare measures, and meticulous financial planning demonstrate a commitment to staff well-being and institutional efficiency.

PACEITS actively promotes gender equity, environmental sustainability, and cultural harmony. Its Women Empowerment and Prevention of Sexual Harassment Cell ensures a safe campus. Waste management, eco-friendly practices, and cultural events reinforce the institution's commitment to social and environmental responsibility. Integrating constitutional values into education emphasizes ethical principles and social responsibility.