



# K. S. R. M. COLLEGE OF ENGINEERING

(UGC-AUTONOMOUS)

Kadapa, Andhra Pradesh, India – 516 005

Approved by AICTE, New Delhi & Affiliated to JNTUA, Ananthapuramu.

An ISO 14001:2004 & 9001:2015 Certified Institution



NAAC DVV Clarifications		
SUMMARY SHEET		
Criterion – 1	CURRICULAR ASPECTS	
Metric No:	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.
DVV Query		The consolidation of VACs presenting similar content and themes more than once within the five-year assessment period should have been undertaken. For example, VACs denoted as: i. Python for Data Science, ii. Python for Data Science, iii. Python for Data Science - Online, iv. Python for Everybody, v. Python Programming, ought to have been amalgamated into a singular entity. The HEI is urged to recalibrate its data accordingly. Moreover, the HEI is enjoined to exclude VACs conducted prior to or subsequent to the assessment period. Additionally, certain VACs seem to constitute an integral component of standard curricula within specific academic programs. Consequently, the HEI must relinquish its claim over such courses. Illustratively, this may encompass, but is not confined to: 1. All English Courses, 2. .NET, 3. C and Python language, among others. The HEI is tasked with providing a means, in alignment with NAAC SOPs, for DVV to access the syllabi of all regular programs offered during the assessment period. It is requested that the HEI segregate the syllabus links annually and organize them programmatically. Furthermore, the HEI is obligated to furnish syllabi for VACs as follows, “HIGHLIGHTING” only those components that deviate from regular course offerings: a) Introduction to Solar PV Systems, b) Introduction to Wireless and Cellular Communications - Online, c) IoT using Raspberry Pi, d) IoT with Python Programming, e) Java Programming, f) Kinematics of Mechanisms and Machines, g) LAB VIEW Programming, h) Lab VIEW Programming, i) Leadership and Team Effectiveness, j) Linux Programming, k) Machine Learning, l) Machine Learning for Beginners, m) Machine Learning for Engineering and Science Applications. In providing these syllabi, emphasis should be placed solely on the distinct aspects not covered within regular courses.
HEI's Response		By assimilating the DVV's instructions, the HEI has excluded the VACs which have similar content, repeated as a whole and also the specified areas in the assessment period. Also, the HEI has excluded the VACs conducted prior to or subsequent to the assessment period. Consequently, the HEI has relinquished the courses like English Courses, .NET, C and Python Language courses. The HEI now claims that there are 207 VACs as against



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		319. We are submitting list of 207 value added courses along with the proofs. We are submitting the syllabus of the value added courses, as desired by the DVV, highlighting the distinct topics which are not covered within the regular courses <a href="#">View Document</a> , kindly consider.	
Key Indicators	1.3.2(1)	Documents related to Offered value-added programmes during academic year 2022-23	<a href="#">View Document</a>
	1.3.2(2)	Documents related to Offered value-added programmes during academic year 2021-22	<a href="#">View Document</a>
	1.3.2(3)	Documents related to Offered value-added programmes during academic year 2020-21	<a href="#">View Document</a>
	1.3.2(4)	Documents related to Offered value-added programmes during academic year 2019-20	<a href="#">View Document</a>
	1.3.2(5)	Documents related to Offered value-added programmes during academic year 2018-19	<a href="#">View Document</a>
	1.3.2(6)	Syllabus of specified VAC by highlighting the topics beyond curriculum	<a href="#">View Document</a>