

# **G PULLAIAH COLLEGE OF ENGINEERING & TECHNOLOGY**

## **(Autonomous)**

(Approved by AICTE | NAAC Accreditation with 'A' Grade |  
Accredited by NBA (CIV, CSE, ECE & EEE) | Affiliated to JNTUA)  
Nandikotkur Road, Venkayapalli (V), Kurnool - 518452, Andhra Pradesh

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<b>6</b>	<b>Institutional Vision and Leadership</b>	<b>6.5.2</b>
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**6.5.2 The institution reviews its teaching and learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

### **Teaching and Learning Initiatives**

#### **1. Mentoring System**

The institution has instituted a comprehensive mentoring system aimed at fostering the holistic development of its students. This program serves as a support mechanism, offering students a platform to engage in one-on-one interactions with mentors. Through these interactions, students can openly discuss their academic challenges, personal issues, and career-related concerns, thereby facilitating their overall growth and success.

Under the guidance of the IQAC, the institution has taken proactive steps to implement this mentoring initiative, recognizing its potential to enhance academic performance and prepare students for the demands of the professional world. The process begins with the approval of a list of mentors by the Head of the institution, with each department responsible for assigning mentors to mentees. Mentor diaries are provided to facilitate the documentation of various activities and discussions for future reference.

Mentors are tasked with meeting their mentees regularly, typically at least once every 15 days or as needed, to assess various aspects such as attendance, academic progress, and any personal challenges hindering the student's performance. During these interactions, mentors provide guidance, support, and solutions to address the mentee's concerns, ensuring a conducive learning environment.

Importantly, the mentorship extends beyond academic matters, with mentors actively involved in resolving personal issues and, when necessary, contacting parents to provide additional support. Once a mentor-mentee pairing is established, continuity is maintained throughout the student's academic journey, ensuring consistent support until program completion.

The institution has observed significant positive outcomes resulting from the implementation of the mentoring system, including improvements in pass percentages, enhanced student placements, and increased participation in extracurricular and extension activities.

#### **2. ICT-Enabled Facilities**

In alignment with the institution's commitment to technological advancement, the IQAC has spearheaded initiatives to integrate Information and Communication Technology (ICT) into the teaching-

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learning process. Recognizing the transformative potential of digital tools, the institution has made substantial investments to equip classrooms and seminar halls with ICT-enabled resources.

With nearly all learning spaces now equipped with ICT infrastructure, students benefit from a dynamic and interactive learning environment. These facilities include projectors with screens, LAN/Wi-Fi connectivity, access to digital platforms such as Google Classroom, and a wide range of online teaching-learning resources.

The advantages of ICT-enabled facilities are manifold. Students can now easily comprehend complex concepts through multimedia presentations and access a vast repository of educational materials with just a click. Additionally, the institution has successfully conducted online classes using paid meeting platforms, further enhancing accessibility and flexibility in education delivery.

The institution has observed tangible outcomes resulting from the adoption of ICT-enabled facilities, including increased pass percentages, greater faculty engagement in scholarly activities such as publishing and research, and improved access to learning materials online.

### **3. Teaching-Learning Process and Learning Outcomes**

To ensure the effectiveness of the teaching-learning process, the institution has implemented robust mechanisms for course evaluation and improvement. Faculty members are required to prepare comprehensive course files, which undergo rigorous audits by the IQAC prior to the commencement of each academic semester.

One notable aspect of this process is the scrutiny of internal assessment question papers, conducted by a team of senior faculty members appointed by the IQAC. These audits focus on assessing the alignment of question papers with revised Bloom's taxonomy, ensuring that questions reflect the intended cognitive levels and map to prescribed course outcomes.

Additionally, faculty members are encouraged to adhere to standardized assessment practices, including the use of common question papers for courses shared across multiple departments. Any deviations or areas for improvement identified during the audit process are promptly communicated to the respective faculty members for corrective action.

The IQAC conducts regular audits throughout the academic year, covering various aspects such as course files, question papers, answer keys, test notebooks, assignments, and laboratory records. These audits serve as a continuous quality improvement mechanism, ensuring adherence to established norms and standards.

### **4. Credit Transfer for Online Courses**

Recognizing the growing importance of online learning, the institution has instituted a credit transfer policy for students completing certified online courses. In collaboration with AICTE guidelines,

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the IQAC has developed a framework for recognizing and accrediting online courses offered by platforms such as NPTEL and SWAYAM.

The process begins with the identification and analysis of suitable online courses by a committee comprising departmental heads and faculty members. Based on predefined criteria such as prerequisites, course duration, and learning outcomes, a list of recommended courses is curated for student enrollment.

Upon completion of an online course, students meeting specified criteria are eligible to request credit transfer for a maximum of three credits, subject to approval by the Head of the Department and Controller of Examinations. The institution ensures strict adherence to established rules and procedures, including faculty oversight and evaluation of student performance.

The credit transfer initiative has yielded several positive outcomes, including enhanced learning opportunities for students, expanded access to high-quality educational resources, and the acquisition of in-depth knowledge across diverse subject areas. Moreover, students benefit from increased flexibility in course selection and accelerated progress towards academic goals.

  
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