



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SRI VENKATESWARA COLLEGE OF ENGINEERING
AND TECHNOLOGY**

R V S NAGAR TIRUPATHI ROAD

517127

www.svcetedu.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Venkateswara College of Engineering and Technology (SVCET) was established in 1998 under the auspices of Srinivasa Educational Academy (SEA). The College is run under the Chairmanship of 'Bharat Jyothi' Sri Ravuri Venkataswamy garu a seasoned educationist, political activist and philanthropist. Also, it is ably guided and mentored by Sri Ravuri Srinivas garu, Vice Chairman of SEA an able administrator, tech savvy and futuristic with a strong desire to provide quality education and shaping the minds of the young students for a brilliant career. The Institution is situated at RVS Nagar, Chittoor, Chittoor District, Andhra Pradesh about 7 km from the city of Chittoor. The campus is serene and congenial with peaceful environment which spread over a sprawling area of 11.27 acres and surrounded by green and scenic hillocks. Thus, the location is congenial for learning. The campus is endowed with trees, lawns and landscapes that add ambience to the environment.

SVCET has been approved by AICTE and permanently affiliated to JNTUA, Ananthapuramu. The institution was started with 4 B. Tech programs with an intake of 200 students and currently, the Institution offers 16 programs with a total intake of 1488. The Institution has grown in leaps and bounds since its inception and achieved many benchmarks.

The Institution received accreditation from NBA for the first time for 4 UG programs in 2006. The Institution was accredited by NAAC in 2017 in the first cycle with 'A' grade. Autonomous status was granted to the Institution by UGC in 2011, and the implementation of autonomy started in 2012. The institution is listed under 'UGC Colleges with Potential for Excellence (UGC-CPE scheme). Recently in 2022, six of UG programs were accredited by NBA for three years. The Institution has been ranked consistently in NIRF.

The Institution offers professional education in engineering, technology and management with high quality curriculum and modern infrastructure facilities. Qualified and competent teachers are available to teach, train and mentor the students towards well rounded development.

Vision

Carving the youth as dynamic, competent, valued and knowledgeable professionals who shall lead the Nation to a better future.

Mission

- Providing quality education, student-centered teaching-learning processes and state-of-art infrastructure for professional aspirants hailing from both rural and urban areas.
- Imparting technical and management education to encourage independent thinking, develop strong domain of knowledge, own contemporary skills and positive attitudes towards holistic growth of young minds.
- Evolving Institution into a Center of Excellence and Research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Passion of the promoters
- Participative management
- Networking with agencies, institutions and people
- Institutional Vision and Leadership is good

Institutional Weakness

- Curriculum Enrichment by add-ons is minimal
- Student Enrolment in core engineering programs
- Research endeavors are at the nascent stage
- Resource mobilization for research is small
- Research Publications and Awards are less in number
- Consultancy work is small
- Collaborations with academia and industry are less in number
- Alumni engagement is minimal

Institutional Opportunity

- Building a new academic paradigm with novel and enriched curriculum relevant to industry and research with lot of flexibility
- Recruiting a talent pool of teachers with exceptional teaching talents or research aptitude
- Making Research as one of the important growth verticals of the institution
- Creating an ecosystem for student and faculty innovation for generating intellectual property
- Generating revenue through consultancy and technical services

Institutional Challenge

- Rising Demands by students and parents for a greater return on investment
- Local and regional competition
- Changing policies of the state government
- High levels of benchmarking and ranking systems
- Non-availability of quality teachers
- Over reliance on Tuition fee
- Declining Revenue as a severe financial risk

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Venkateswara College of Engineering and Technology (SVCET) was conferred autonomous status by UGC in 2011. Since then, the institution has been designing and improving its curriculum in line with its Vision and

Mission. Cleanly articulated Program Educational Objectives, Program Outcomes and Course Outcomes have become the basis for the preparation of content for the syllabi of courses. Design and development process of the curriculum is considered as an inclusive and a continuous practice. The institution follows choice-based credit system (CBCS). Curriculum is carefully designed to incorporate model curricula of AICTE and APSCHE to meet the requirements of the various stakeholders. There have been remarkable changes in the curriculum during last five years. Syllabi of all the programs were revised.

Development and revision of the curriculum is very robust and is based on current advancements in technology, inputs from professional societies such as IEEE, ACM, ASCE and ASME besides feedback received from various stakeholders. Department Academic Committee prepares a draft on curriculum, Board of Studies (BoS) examines and refines after thorough deliberations. Then, Academic Council (AC) reviews and approves it for implementation after thorough discussions. The approved curriculum is informed to the Governing Body and finally shared with all stakeholders for implementation.

In order to ensure holistic development of the students, the institution has incorporated life skills in curriculum. Programs on vocational education were organized to help student gain hands-on experience. Courses relevant to cross cutting issues have been included into the curriculum. Value added courses in transferable and life skills are supplemented to the curriculum to provide breadth of knowledge. Appropriate credits are also given to laboratories, internship and project works to encourage experiential learning among the students. The institution also has MoUs with various reputed organizations to provide required training to the students and make them ready for campus placements and progression to higher education.

In order to attain continuous improvement, feedback from all stakeholders is taken, analysed and gaps in the curriculum are bridged to keep the curriculum relevant to the local and global needs.

Teaching-learning and Evaluation

The admissions are made to various programs offered in the institution through state level entrance examinations and management quota. The institution strictly complies with the reservation policy of the government of Andhra Pradesh. As students come from diverse backgrounds, the institution provides various support mechanisms to make students life on campus comfortable and engaging. Remedial classes and bridge courses are conducted for slow learners and for lateral entry students respectively. The institution follows a Mentoring system in which around 20 students are assigned to a faculty, the faculty functions as their local guardian.

The institution is endowed with members of faculty with an average experience of over 10 years. The institution maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Various teaching-learning methodologies such as problem solving, participative learning and experiential learning are adopted through ICT enabled infrastructure. The institution prepares course plans and course files well before commencement of classes and adheres to academic calendar.

Assessing learning levels of the students is a continuous process at SVCET. Based on the assessment, students are divided into slow learners and advanced learners. Slow learners are provided with remedial classes to

improve their subject knowledge and skills. On the other hand, advanced learners are encouraged to take part in on-going research, explore content beyond syllabus, enrol in online certification courses by NPTEL/SWAYAM/MOOCs. To bridge the gap between the curriculum and the industry requirements, discipline specific technical training programs are conducted. To further strengthen students' domain knowledge guest lectures, workshops, conferences are organised.

The examination section of the institute monitors, reviews and revises the conduct of assessments and evaluation in a systematic way and ensures transparency in its processes. It has brought in numerous IT reforms to automate various activities starting from student registrations to declaration of results.

The departments compute the attainment of COs and POs/PSOs regularly and takes necessary action based on the target attainment levels.

Research, Innovations and Extension

The institution has made a clear research policy which has been instrumental in guiding and monitoring research at SVCET. Efforts of the members of faculty and support from the institution are evident from number of granted patents and research papers published in renowned peer-reviewed journals. The publications of faculty members as research papers were cited by global research community and it is reflected in the citation index. SVCET has been promoting the research by providing seed money to carry out research in emerging areas.

The institution has formed Research Mentoring Committee and an Industry Institute Interaction Committee for promoting and directing Research and Consultancy. The members of faculty get to share the generated revenue according to defined consultancy policy.

SVCET promotes research among its faculty members by offering financial incentives for taking membership with reputed professional chapters. In addition, the members of faculty are motivated and financially rewarded for taking part in international and national conferences. Institution has a research policy and incentives are given to the faculty as per the guidelines in the policy for publishing papers in indexed journals.

The institution makes every effort to inculcate entrepreneurial skills among the students. Institution Innovation Cell at the institution has been providing guidance to budding entrepreneurs.

The institution encourages and ensures holistic development of the students by motivating them to take part in numerous extension activities conducted by the institution and through departmental technical associations.

Infrastructure and Learning Resources

The institution is endowed with ICT enabled classrooms, seminar halls, well equipped laboratories, sports facilities and infrastructure spread over 11.27 acres with a total built-up area of 41284 Sq. M with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The institution has well furnished, ventilated and illuminated classrooms.

The instructional facilities include classrooms, tutorial rooms, laboratories, Seminar halls and Auditoria with proper ventilation, acoustics and ICT enabled. The Administrative facilities include Principal office, HoD

rooms, Faculty rooms, spacious Examination Control Office, Placement Office with Interview panel rooms, and Security office.

The library is automated with KOHA Library Management Software. Library at SVCET has Text books, reference books, journals and special reports. In addition, digital library with computer systems and online learning resources is also available. The institution allocates budget every year for various learning resources.

The institution has a committed team to look after various IT infrastructure. The institution has a total of 1420 systems. The institution has Advanced Servers and 1 Gb Internet bandwidth to support. Campus area is wi-fi enabled. The institution has a well-defined IT policy in place for the effective utilization of the IT infrastructure. Classrooms and laboratories are provided with Power Generators and other required safety facilities. CCTV surveillance system has been in place to strengthen the safety and security aspects at the institution.

The institution provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of well-defined Infrastructure maintenance policy.

Student Support and Progression

About 50% students of SVCET received scholarship from the Government of Andhra Pradesh and Government of India. In addition, the Institution has also been supporting the economically weaker meritorious students through the institutional scholarship.

Student skills other than curriculum are enhanced through various capacity enhancement programs at the institution. Training and Placement Cell (TAP) of the institution provides Career Counselling, guidance for Competitive Examinations, Bridge courses and facilitates students to plan their goals. Furthermore, meditation and yoga classes are also organized for overall development of the students. Almost all the students are benefitted from PAT. The institution imparts life skills among the students during the most of their study at the institution. The institution has dedicated life skills lab and a team of faculty members to train the students on life skills.

The institution has a well-established Grievances Redressal Cell for the students to address any grievance. Zero tolerance on ragging has been the motto of the institution to make it ragging-free and student friendly campus. Students are equally encouraged to take part in co-curricular and extra-curricular activities. Institution also organizes many cultural and sports events every year.

SVCET has a dedicated Training and Placement Cell to provide training and help them get placed. About 70% of eligible students got placed in various companies during last five years. Students are also motivated and guided to pursue higher education. Many students have been getting qualified in various competitive examinations such as GRE/TOEFL/GATE and other examinations. The institution ensures involvement of students in various committees such as Board of Studies, National Service Scheme (NSS), Cultural Clubs, Sports Clubs, and Technical Associations for holistic development of the students.

The institution has a functional Alumni Association. Alumni Association meets are conducted every year on campus to strengthen the bond between the institution and alumni and foster a sense of togetherness with alumni.

Governance, Leadership and Management

SVCET has a governance model which is decentralized, democratic, participative and transparent to all its stakeholders and it is in line with the institution's Vision, Mission and Quality Policy. The institution has a well-developed strategic and perspective plan with tangible goals which influences the growth of institution. The management plans for holistic development of the institution through academic excellence and professional ethics.

The institution adopts decentralization of activities at different levels and functions through various statutory and non-statutory committees. Seamless functioning of academic, administrative and financial activities of the institution is ensured through functioning of various committees. The institution is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and Development and Extension activities. Various welfare schemes such as Employee Provident Fund, Maternity Leave, Medical Leave and CCL are extended to teaching and non-teaching staff.

SVCET implements and updates e-governance in various areas of the institution. The institution also motivates the faculty to attend conferences / workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Professional Development Programmes, Orientation /Induction Programmes, Refresher Courses, and Short-Term Courses. The institution conducts meetings of its Finance Committee regularly and financial resources are planned and mobilized as per schedule to meet various requirements of the institution. Both internal and external financial audits are done to verify any discrepancy in the areas of finance and accounts at the institution.

SVCET considers internal quality as top priority. The institution strategically enhances the quality of teaching and learning process through continuous new initiatives such as Faculty Self-Appraisal, Training Programs for Teaching and Non-teaching staff, Workshops, Conferences, Educational Reforms, Setting the Quality Bench Marks, Key Performance Indicators, Incentives, Academic and Administrative Auditing (both internal & external), and Student Mentoring System etc. through IQAC of the Institution.

Institution's IQAC has taken up various quality initiatives such as feedback from various stakeholders, collaboration with various institutes, participation in NIRF, accreditations and assessments.

Institutional Values and Best Practices

SVCET maintains a well-balanced gender equity not only in terms of number of job opportunities given to women but also their representation in the institution. The institution has substantial number of girl students and women employees. Various strategic steps are taken from time to time to bring sensitivity on the gender related issues and provide an equal opportunity for all the genders. Women's Cell (Internal Complaints Committee) was established to maintain safety and security of the women faculty and girl students. This cell addresses women protection, inequalities and any form of sexual harassment issues faced by women and girl students on the campus. The institution has taken various steps to minimize, recycle and reuse different types of waste generated by the institution.

Natural water resources are effectively utilized by keeping in place rain water harvesting pits at various important locations on campus. The institution has implemented various green practices and promoted and improved eco-friendly environment on the campus. Various audits such as energy, green, and environment are

conducted for the institution. SVCET has also received appreciation for its well-maintained lush greenery and adopting various green initiatives on campus.

The institution regularly celebrates birth/death anniversaries of the great Indian personalities and national festivals every year. The institution has been maintaining transparency in all the activities like financial, academic, administrative and auxiliary functions. Best practices have been implemented by the institution to bring more quality. The institution has imparted life skills to students almost throughout the duration of the study for shaping and preparing the students to pursue better career during and after their studies. Teaching skills of the faculty members are enhanced from time to time through Intensive Teaching Workshops. All the students, faculty and staff are made aware of the conduct through conduction of periodic programs.

In addition, the institution has been consistently placing students that too from a very modest and rural background. SVCET has shown its distinctiveness in placing students and attracting students from various countries of the world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VENKATESWARA COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	R V S NAGAR TIRUPATHI ROAD
City	CHITTOOR
State	Andhra Pradesh
Pin	517127
Website	www.svcetedu.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M Mohan Babu	08572-245211	7729999200	-	principal@svcetedu.org
IQAC / CIQA coordinator	E Lokanadha Reddy	08572-246339	7780373131	-	viceprincipal@svcetedu.org

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 'Autonomy'	25-06-1998

Date of grant of 'Autonomy' to the College by UGC	16-09-2011			
University to which the college is affiliated				
State	University name		Document	
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	23-07-2010		View Document	
12B of UGC	20-11-2010		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	02-07-2021	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	27-05-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	15-07-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	R V S NAGAR TIRUPATHI ROAD	Rural	11.27	41284

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	INTERMEDIATE OR EQUIVALENT	English	120	74
UG	BTech,Electrical And Electronics Engineering	48	INTERMEDIATE OR EQUIVALENT	English	60	38
UG	BTech,Mechanical Engineering	48	INTERMEDIATE OR EQUIVALENT	English	120	32
UG	BTech,Electronics And Communication Engineering	48	INTERMEDIATE OR EQUIVALENT	English	240	213
UG	BTech,Computer Science And Engineering	48	INTERMEDIATE OR EQUIVALENT	English	180	180
UG	BTech,Information Technology	48	INTERMEDIATE OR EQUIVALENT	English	60	47
UG	BTech,Computer Science And Engineering Data Science	48	INTERMEDIATE OR EQUIVALENT	English	180	169
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine	48	INTERMEDIATE OR EQUIVALENT	English	180	167

	Learning					
PG	Mtech,Civil Engineering	24	B.TECH OR EQUIVALENT	English	18	6
PG	Mtech,Electrical And Electronics Engineering	24	B.TECH OR EQUIVALENT	English	18	1
PG	Mtech,Mechanical Engineering	24	B.TECH OR EQUIVALENT	English	18	1
PG	Mtech,Electronics And Communication Engineering	24	B.TECH OR EQUIVALENT	English	18	1
PG	Mtech,Computer Science And Engineering	24	B.TECH OR EQUIVALENT	English	18	0
PG	Mtech,Computer Science And Engineering Data Science	24	B.TECH OR EQUIVALENT	English	18	0
PG	MBA,Management Studies	24	BACHELOR DEGREE OR EQUIVALENT	English	120	63
PG	MCA,Computer Applications	24	BACHELOR DEGREE OR EQUIVALENT	English	120	120

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	32				79				209			
Recruited	28	4	0	32	62	17	0	79	143	66	0	209
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	32				79				209			
Recruited	28	4	0	32	62	17	0	79	143	66	0	209
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				173
Recruited	99	74	0	173
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				173
Recruited	99	74	0	173
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				38
Recruited	36	2	0	38
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				38
Recruited	36	2	0	38
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	28	4	0	36	12	0	8	1	0	89
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	26	5	0	134	66	0	231
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	0	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	1872	187	0	64	2123
	Female	731	112	0	0	843
	Others	0	0	0	0	0
PG	Male	223	23	0	0	246
	Female	100	4	0	0	104
	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	43	32	34	23	
	Female	9	11	10	9	
	Others	0	0	0	0	
ST	Male	4	5	3	6	
	Female	0	0	2	1	
	Others	0	0	0	0	
OBC	Male	243	205	181	142	
	Female	85	58	40	56	
	Others	0	0	0	0	
General	Male	555	465	409	362	
	Female	207	142	107	63	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		1146	918	786	662	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	View Document
Computer Applications	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Artificial Intelligence And Machine Learning	View Document
Computer Science And Engineering Data Science	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Management Studies	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Vision/Plan: The institution is offering a range of programs in engineering to offer a broad spectrum of choice to the students. This diverse set of courses are helping the institution to promote the interdisciplinarity. The students are provided an opportunity for studying and mastering other discipline courses through inter disciplinary electives as well as minor courses in other disciplines of engineering. Also, the curriculum is a mix of mathematics, sciences, commerce, management, career development courses, values and ethics, humanities, computer sciences and core engineering. In future, with the possible introduction of Fully Flexible Credit System (FFCS) there is scope for further enhancing the interdisciplinarity. Institutional Approach: Already the curriculum of engineering programs offered are embedded with about 10-15% of the courses from science and humanities. Flexible and Innovative Curricula: Yes. The Institution offer flexibility in pursuing the program curriculum through Choice Based Credit System (CBCS). Besides this, two socially relevant projects have to be undertaken by the students mandatorily as part of the curriculum. Courses relevant to environment and values and ethics are introduced as credited courses.</p>
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	<p>Multiple Entry and Exits: The institution is providing gap year (break in education) for a maximum of two years where student can pursue his/her interest in entrepreneurship. As per statutory regulations, already students of diploma are entering into second year of engineering. Further multiple entries and exits to offer certificate, diploma, graduation and post-graduation is being planned for future implementation. Multidisciplinary Research: The institution is planning to form a research mentoring committee with the experts from various disciplines of engineering and relevant sciences to guide the research activities of the Institution. Thrust areas of research in engineering, technology, sciences and management will be identified and Research clusters with faculty and students from various relevant disciplines will be formed to pursue interdisciplinary research Good Practices: • Offering interdisciplinary electives and open electives • Minor Degree in other branch of engineering • Embedding the course curriculum of each program with humanities, sciences and computer programming</p>
2. Academic bank of credits (ABC):	<p>Initiatives: The Institution is creating awareness and providing necessary support to all the students to create their account in 'Academic Bank of Credits' Registration: Yes. The institution has registered itself under 'Academic Bank of Credits' and will be using this facility in future regulations to offers programs with multiple entries and exits. Credit Transfer: The institution is actively pursuing to collaborate with institutions in top 100 of QS Rankings and Times Higher Education rankings for curriculum delivery, joint research, student exchange and faculty exchange. In the future revision of academic regulations, to keeping up with the commitments of collaborations, credit transfer facility will be provided. Curriculum Design: The program curriculum design process is as follows: • The courses are analyzed for the curriculum design, based on the curriculum gaps. • Identifying the broad knowledge areas based on the American Professional Societies and Curriculum of National and International Centers of Excellence. • Listing the courses under each knowledge area in ascending order of complexity. • Preparing the prerequisite flow chart of courses • Preparing the course content to achieve sequence, continuity, integration, articulation</p>

	<p>and balance. • The BOS of the program, monitor the entire process of curriculum design, development and is periodically reviewed Good Practices: • Awareness and training of students to register in ABC portal • Designing academic regulations in future to offer programs with multiple entries and exits</p>
<p>3. Skill development:</p>	<p>Efforts: • The institution is conducting vocational education programs beyond the curriculum to facilitate student skill development. • Also, five (5) skill oriented credited courses are introduced into the curriculum and the students must complete them for the award of the degree. Among the five courses four (4) courses shall focus the basic and advanced skills related to the domain and one (1) course shall be a soft skills course. Programmes: The vocational education programs are conducted once in a semester with a practicing expert. The students shall be provided with hands-on training during this workshop typically held for three days. Value-Based Education: • Courses such as Universal Human Values (I & II), professional ethics, environmental sciences are made as mandatory courses and students must complete them for the award of degree. • Also, events commemorating the national and international days of importance, birth and death anniversaries of eminent people are organized to bring inspiration, motivation and camaraderie among students and faculty for a value-based career and life. Institution's Efforts: In the ensuing regulations, the vocational courses shall be introduced as single or factional credited courses Services: Industry veterans and Master Crafts persons shall be engaged to provide vocational skills besides this, also through 'Train the trainer program' a few faculty members will be trained to internally train and support the students. Offering: National and international service providers such as NPTEL, Courseera, EDX and other agencies shall be utilized for offering vocational courses online. NSDC Association: The institution shall associate with NSDC and also integrate these things into the campus ERP for monitoring, evaluation and record. Planning: The institution shall offer the courses online from reputed service providers as well as form the internal experts. Good Practices: • Introduction of skill courses into curriculum as credited courses • Periodic conduct of vocational training with experts</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Strategy: The courses such as Indian History, Yoga, Indian traditional technologies, regional customs and traditions shall be introduced into curriculum as single or fractional credits and will be offered online Faculty: The teachers with command in the local language to teach technical courses shall be recruited, besides interested existing teachers shall also be trained to teach courses in the vernacular language. Medium of Instruction: As of now, as all the programs are professional in nature, they are all offered in English only. However, by doing some due diligence, programs in vernacular language will be introduced Efforts: The Institution will form student cultural clubs with a mission to preserve and promote ancient languages, Indian ancient traditional knowledge, Indian Arts and Indian Culture and traditions. Good Practices: The institution encourages the students to showcase their talents in traditions forms of dance and singing during the events of the institution. Also, through technical associations of the departments, a few cultural events are conducted to promote Indian and regional culture and traditions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Initiatives: • Incorporating students learning outcomes such as course outcomes, program outcomes and program specific outcomes into the syllabus • Creating awareness among the students and faculty on the significance of OBE Efforts: • Articulating course outcomes and designing the syllabi • Identifying the appropriate teaching tools • Providing appropriate learning resources • Using Bloom’s taxonomy in evaluation Good Practices: • Preparing curriculum based on the professional societies (IEEE, ASCE, ASME, ACM and others) • Using Bloom’s taxonomy in evaluation • Designing direct and indirect methods of assessments • Developing rubrics for evaluating various curricular components • Feedback from stakeholders for continuous improvement</p>
<p>6. Distance education/online education:</p>	<p>Possibilities: The institution in its ensuing revision of academic regulations and curriculum improvements will introduce vocational courses as credited and will be offered online with association of NSDC and other reputed service providers Technological Tools: • The teachers are using ICT for delivering lectures and conducting laboratories. In classrooms, LCD projectors are fitted to enable effective teaching – learning. • Teachers use ‘Microsoft Teams’ platform</p>

for delivering online lectures. • Teachers use program specific IT tools for simulation and design such as AutoCAD, STAAD Pro, Geographic Information System, Camtasia, Visual Studio Live Share, Collabedit - Online Code Editor, MULTISIM, MODELSIM, MATLAB, TASM, PSIM, SKM, PSICE, OBS Studio, Canva, Industryconnect, Prezi, Spreadsheets, SPSS, RStudio (R Programming), Visual studio code, Thonny, Weka, LessonWriter, Easy Test Maker, Kinemaster and Apowersoft • An ERP - Ion CUDOS is used for implementation of Outcome-Based Education Good Practices: • The Institution has initiated the process of offering 2 courses per semester online in line with 'University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021'. • Courses will be chosen from NPTEL, Courseera and other service providers. • The evaluation will be done by the institution to award marks and grade.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	13	14	14
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 10

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3316	2949	2515	2974	3771
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
603	678	647	1130	1163
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2972	2661	2199	2717	3581
File Description			Document	
Institutional data in prescribed format			View Document	

2.4**Number of revaluation applications year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
709	667	534	485	477
File Description			Document	
Institutional data in prescribed format			View Document	

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

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
698	642	577	605	715
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 72****4.4****Total number of computers in the campus for academic purpose****Response: 1050**

4.5**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
509	294	848	1006	1585

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The institution develops its curriculum fundamentally to disseminate knowledge, develop skills and imbibe attitude among the students for a holistic development. Apart from this, the institution always strives to achieve the program educational objectives of the programs offered. Hence the curriculum is developed in such a way that the courses and the content foster the student learning outcomes which facilitate them to either progress to higher education or opt for a gainful placement or engage in entrepreneurship besides having zeal for lifelong learning.

The Boards of Studies and its subsidiary committees in the department use the knowledge areas suggested by the American professional societies such as Association of Computer Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), American Society of Civil Engineers (ASCE), American Society of Mechanical Engineers (ASME) and other relevant bodies along with the curricula of internationally and nationally recognized institutions for preparing the course structure and content for having relevance to the local, national, regional and global developmental needs. Course outcomes are articulated to develop course content to meet the program outcomes (Graduate Attributes) program specific outcomes.

The implementation of the curriculum and assessment is done to achieve the set target levels.

Model courses having relevance at:

Local level: Surveying, Ground water Development and Management, E – Commerce, Social Media Networking, Telecommunication Switching Systems and Networks, Utilization of Electrical Energy, Managing E-Business

Regional level: Building Planning and Computer Drafting, Industrial Electronics, Electronics Packaging and Testing, Wind & Solar Power Systems, Smart Electric Grid, Tool Design, Automation and Robotics, Business System Analysis and Design, Managing Micro, Small and Medium Enterprises, E-Commerce for Entrepreneurs

National level: Geographical Information systems, Software Project Management, Wireless Communication, Power Quality, Energy Auditing & Management, Modern Manufacturing Methods

International level: Advanced Structural Design, Green Building & Sustainability, Free and open-source software, Human Computer Interaction, Satellite Communications, Embedded System Technologies, Electric Vehicles, Mechatronic, Unconventional Machining Process, Global Human Resource Management

File Description	Document
Any additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 17

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 17

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 38.92

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
240	240	200	210	210

File Description	Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 37.12</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 484</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1304</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 16</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

<p>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</p> <p>Response:</p> <p>The institution while designing and developing the curriculum, has taken into account the significance of</p>

cross cutting issues which are introduced as courses relevant to environment, values and ethics. Also, through add-on courses and through technical association activities the issues pertaining to gender such as respect, equality and empowerment are organized periodically. The women cell of the college specifically looks into the awareness and redress of gender sensitive issues, if any.

Since the conferment of autonomy, the institution has given due weightage to issues concerning to environment, values and ethics and incorporated courses in the curriculum as follows

Universal Human Values

Course Outcomes:

After successful completion of the course the students will be able to

- Apply the principles of natural acceptance to design a happy and prosperous living with responsibility
- Analyse the elements of sentient 'I' and material human body to design a living with responsibility for happiness and prosperity
- Apply the principles of 'trust' and 'respect' for designing a society with universal human order
- Analyse the situations causing imbalance in nature and further design an ecosystem for peaceful co-existence
- Apply the principles of science technology and management to solve contemporary problems professionally and ethically

ENVIRONMENTAL STUDIES

After successful completion of the course, the student will be able to

- Demonstrate concepts and practices pertaining to environment and maintain the ecological balance.
- Realize the importance of ecosystem, biodiversity and its conservation.
- 3 Identify the major pollutants and select appropriate abatement devices in order to protect the environment from pollution
- Manage social issues related to the environment and be aware of the enforcement of environment acts of constitution.
- Analyse of the population growth and its effect on environment and human health.

Environmental Pollution and Control

After successful completion of the course, the student will be able to

- Identify, formulate and analyse the sustainable sources of water for public water supply system.
- Demonstrate significance of the concept of water and its impact on human health, safety and demand.
- Design water treatment plant by application of mathematical and scientific principles.
- Prepare reports, specifications, drawings either individually or a member in a team.
- Devise specific treatment process for fluoride, arsenic, iron and manganese and salts and disposal of sludge residues in the environment

Professional Ethics

After successful completion of the course, the student will be able to

- Demonstrate human values and ethical standards to lead career accordingly.
- Use natural resources in a sustainable manner and be conscious of environment.
- Apply safety measures in engineering and product design aspects

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 134

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	25	26	26

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 70.66

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2086	1944	1664	2600	2673

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 27.83

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 923

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 64.73

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1488	1368	1230	1290	1470

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 55.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
431	393	357	243	381

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

After student admission, the institution organizes a variety of programs as part of induction with the following events annually for all the first-year students

- Familiarization to Departments and its facilities
- Special Lectures
- English Language Proficiency
- Computer proficiency
- Universal Human Values
- Importance of fundamental sciences to engineering education
- Creative arts
- Hands-on basic engineering practices
- Yoga, sports and games
- Visit to local areas

Faculty members teaching first year courses are introduced to the students for on campus support and advice. An orientation program is conducted on the first day to inform the students on academic regulations, evaluation procedures and general code of conduct. As a good and mandatory practice written undertaking from all the senior students is collected on anti -ragging. A fresher's day is organized after completion of the admission process to create rapport between the senior students and the freshmen.

On the academic front, the students of each program are required to take up diagnostic tests which help the teachers to understand the learning diversity in the class and to plan the teaching. Periodic formative tests are conducted to assess the learning outcomes of the students. Remedial classes are organized for the slow learners whose score is below the set threshold. Reinforcement classes on selected topics in the syllabus are given to those students who fail in the periodic summative tests. For students who perform better in these assessments are advised to undertake literature survey and mini projects which subsequently help them in seminar and project courses.

For students who come from rural background and whose English communication is poor, special coaching sessions in English are organized. In case of first year students, since students come from different education boards, special classes in courses like mathematics, computer programming and fundamental core courses are conducted to facilitate easy learning.

Special expert lectures on motivation by nationally renowned speakers are exclusively organized for the first-year students to support them in goal setting and etiquette. For all senior students, training related to campus placements, awareness on entrepreneurship and for higher education is implemented.

File Description	Document
Any additional information	View Document

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

Response: 10.36

File Description	Document
Any additional information	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 experiences

Response:

The institution adopts practical approaches for enhancing learning experience and outcomes of the students such as

Experiential Learning:

Through experiential learning, the students are given the flexibility of their own learning through practice with the mentorship of the teacher.

- While delivery of lectures the teachers are advised to give a balancing mix of content and process for experience
- The students are given enough time during the class to judge the concept and its relevance
- The concepts which are at the threshold and beyond the concepts in the syllabus are given as self-learning topics to the students through the teaching plan. (Model teaching plan attached)
- The students can continuously interact on these self-learning topics with the course faculty during tutorial sessions and beyond the regular class work
- The laboratories associated with the theory course are designed in such a way that students experience the practical implications of the theoretical concepts studied.
- Seminars and technical association activities provide ample scope for the students to explore new paradigms in the domain and cross domain through self-learning
- Teaching some of the courses with models, simulation and prototypes shall contribute to students experience in learning.

Participative Learning

The students of the institution are encouraged through participative learning by choosing up their own objectives among the program educational objectives, adapting to diverse learning styles, undertaking team assignments and utilizing flexibility and autonomy.

- The participation of the student by giving feedback on teaching quality is considered as a useful input for quality for teaching-learning
- The student survey on program educational objectives, program outcomes and curriculum are helping the institution in curriculum development
- Courses in labs, seminar and project at the undergraduate level as a group work is designed to foster student peer and participative learning

Problem Solving Methodologies:

The Institution strictly adheres to National Board of Accreditation graduate attributes while deigning the courses, which emphasizes that Problem Solving ability as an important attribute to the students. Hence the course content pertaining to almost all core, professional electives and a few of open electives is designed to develop the problem-solving skills among the students.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The teachers are using ICT for delivering lectures and conducting laboratories. In classrooms, LCD projectors are fitted to enable effective teaching – learning.

Teachers use ‘Microsoft Teams’ platform for delivering online lectures.

Teachers use program specific IT tools for simulation and design such as AutoCAD, STAAD Pro, Geographic Information System, Camtasia, Visual Studio Live Share, Collabedit - Online Code Editor, MULTISIM, MODELSIM, MATLAB, TASM, PSIM, SKM, PSICE, OBS Studio, Canva, Industryconnect, Prezi, Spreadsheets, SPSS, RStudio (R Programming), Visual studio code, Thonny, Weka, LessonWriter, Easy Test Maker, Kinemaster and Apowersoft

An ERP- Ion CUDOS is used for implementation of Outcome-Based Education

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 12.47

2.3.3.1 Number of mentors ?????????????????? ????????

Response: 266

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The institution based on the schedules given by AICTE, Andhra Pradesh State Council of Higher Education (APSCHE) and the affiliating University for the admission and closing of academic year, shall prepare its own academic calendar to all of its programs. The number of public holidays and other holidays are taken into consideration for enumerating the number of working days for each semester of the academic year. The components of the academic calendar include instructional periods, Mid-term internal Examinations, Preparation & Practical Examinations, Semester-end examinations, Semester Break and summer vacation. The academic calendar forms the basis for all the academic planning including the teaching plans and co-curricular events.

The teaching plan cum diary is prepared by each teacher for the course assigned based on the available number of teaching hours extracted from the academic calendar. The teaching plan cum diary is maintained to monitor the implementation of the course and syllabus coverage.

The following are furnished in the teaching plan of each course:

Topic to be covered in the date; number of periods required; number of periods used; date(s) of coverage; books followed; teaching tools employed; list of self-learning topics; and remarks, if any. The teaching plan is reviewed periodically by the head of the department and the principal once in a semester.

Academic Calendar and model teaching plans are attached.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 19.52

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
95	64	56	53	49

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.68

2.4.3.1 Total experience of full-time teachers

Response: 1176

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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 declaration of results year-wise during the last five years

Response: 13.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	13	12	16

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 1.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response:

The institution adopts transparent and effective systems for evaluation of students through internal and external assessments. The concept of IT interventions in evaluation system has provided speedy action, accountability and transparency.

Examination Procedure

The Examination and Evaluation procedures are incorporated in the regulations & syllabus books provided to the students and also in the college website.

- The examination procedure is systematically organized with a specific set of activities, viz., issuing notifications and time-tables; student registrations for examinations; conducting examinations; evaluation, announcement of results; recounting and revaluation, final valuation and issue of marks memos
- These activities are intimated through notice boards.
- Students eligible are enlisted in the nominal rolls and they are allowed to take internal and semester-end examinations for any components of courses through the process of registration.
- Students register for the semester-end examinations online using login-based ERP.
- As per the academic regulations, weightage is given to the internal evaluation and semester-end evaluation for all the courses.
- Seating plans for examination are planned in the ERP; members of faculty from departments are assigned for invigilation duties
- Board of studies suggests and the Principal appoints external examiners to set the question papers of the concerned subjects.–
- The original question papers are photocopied and distributed to the students.
- Answer books of the students are scanned and encoded (to maintain confidentiality/secretcy) and sent for external valuation through online.
- Examination system has automation package, to process the student marks, publish results and

prepare necessary marks memos.

The assessment of student performance through examination procedure consists of:

1. Internal Assessment: Student performance is evaluated by conducting mid-term examinations.
2. External Assessment: Student performance is evaluated by conducting semester-end examinations.

Process of Integrating IT

- An indigenous examination system is a built-in module in BEES. All activities of the examination section are integrated into BEES to keep track of the students' data from the day of their registration till graduation. It facilitates online storage and retrieval of the data.
- Using the registration details, seating plans and Hall-tickets generation, posting of attendance and malpractice details, entry of encoding details of answer books, Marks consolidation, Reports generation for Results Committee, Declaration of results, Marks Memos, Provisional Pass Certificates and Consolidated Grade Sheets generation are undertaken through BEES.

Digital evaluation

With the increased focus on student outcomes and defining the quality of the institution based on the competencies gained by the students, evaluation which has increased efficiency with a reduced workload, accuracy with integrity and quality control with utmost transparency is the need. Hence digitalization will be the most significant reform in the evaluation system.

Process adopted:

- The answer scripts of the students are scanned and stored in the internal server
- Links are created and are shared with the identified internal and external evaluators
- Login and passwords are shared with the evaluators along with the key/ scheme of evaluation
- After the evaluation, the digital answer scripts are sent for scrutiny
- If there are any discrepancies notified by the scrutiny committee, the concerned evaluator is requested to relook into the answer script for verification and validation
- Finally, the internal marks obtained are combined with the external marks obtained through digital system for the award of the grade

Impact: There is significant amount of optimization in human and financial resources by reducing the logistics cost. Also, there is considerable improvement in reducing the time for evaluation with enhanced transparency.

Continuous internal assessment system

- The components of courses like Theory and Practical; Seminar; Project and Viva-Voce are made part of the curriculum. All the theory and practical components of a program are evaluated throughout the program of study by conducting tests periodically as mid-term examinations.
- Academic progress of the students is assessed in formative mode through a series of class tests, seminars, model examinations and it is then communicated to the parents.

Impact: There is considerable improvement in student learning outcomes and scope for remediation

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The syllabus of the courses is embedded with the list of course outcomes, program outcomes and program specific outcomes. The procedure adopted for articulating them is as follows.

Design of Course Structure

Need: Contemporary curriculum

Method: The composition of course structure with courses from knowledge areas identified from

- Contemporary Industry need & demand
- Relevant Professional Societies
- Inputs through surveys from stakeholders such as Alumni, Employer, Student and Industry expert

Articulation of Course Outcomes (COs)

Need-1: Articulation of Course Outcomes which are ‘SMART’

(Specific, Measurable, Achievable, Realistic and Time bound)

Need-2: Creating scope for mapping Course Outcomes (CO) to multiple Program Outcomes (PO) and Program Specific Outcomes (PSO)

Method:

Step-1: Identify the broad knowledge clusters/concepts/areas

Step-2: Establish/explore link between one identified knowledge clusters/concepts/areas and related concepts with Analysis (PO2), Design (PO3), Problem Solving (PO4), Tools and Techniques (PO5), Society (PO6), Environment (PO7), Ethics (PO8), Project Management and Finance (PO11)

Step -3: Create threads of course content by linking related and dependent course content

Step-4: For each thread use blooms verbs and articulate Course outcomes which is now a combined statement of multiple program outcomes (Automatically these types of articulated COs can be mapped with multiple POs)

Mapping of Course Outcomes (COs) to Multiple Program Outcomes (POs)

Since Programs Outcomes (POs) has to be adopted as prescribed by NBA and now Course Outcomes (COs) are articulated using Related Threads created by skimming the course content, the multiple mapping of course outcomes to program outcomes are very much possible

Articulation of Program Specific Outcomes (PSOs)

Need: Mapping of Course Outcomes (COs) to Multiple Program Specific Outcomes (PSOs)

Step-1: Identify the Specific competency area

Step-2: Explore knowledge and skills required for broad Program Education Objectives – 1. Progression to higher Studies; 2. Career Placement and 3. Entrepreneurship then identify the activities needed to be done to achieve them

Step-3: While articulating the Programs Specific Outcomes link the knowledge and skills required to attain the Program Educational Objectives with the activities needed to attain them.

Method of dissemination:

The Program Outcomes, Program Specific Outcomes and Course Outcomes statements of all the programs of the Institution are placed on the College Website and in the respective Department URLs. These statements are also displayed in all other important points of the Institution for the benefit of the stakeholders.

For Students, they are communicated through display boards, Department notice boards, laboratories, syllabus books, progress reports, seminar halls and brochures. For Teachers, they are communicated through Display boards, syllabus books, faculty course files, Department presentations and other academic documents.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Institution adopts designing of the program curriculum based on the deliverables - knowledge, skills and attitude. For each program, educational objectives are articulated based on the needs of the industry, research and higher education to attain the course outcomes, program outcomes and program specific outcomes through the curriculum.

The level of attainment of POs, PSOs and COs is done through thoroughly that evaluation rubrics help indicating the learning outcomes of the students for assessing their employability levels and further progression.

A tool based on MS Excel has been developed by a senior member of faculty to measure the attainment

Direct Methods include:

Summative assessment tests (Continuous evaluation and semester-end examinations of courses)

1. Theory course assessment
 - (i) Continuous assessment through Internal exams (mid-term + examinations)
 - (ii) Assessment through Semester-end examinations
2. Laboratory course assessment
 - (i) Day to day continuous assessment and internal assessment
 - (ii) Assessment through Semester-end examinations
3. Seminar assessment
 - (i) Internal assessment through oral presentations and seminar report.
4. Project work assessment
 - (i) Continuous assessment through oral presentations
 - (ii) Assessment through External viva-voce examination and thesis evaluation

Indirect Methods include:

1. Student exit survey: The survey conducted from outgoing students.
2. Alumni survey: The feedback from alumni.
3. Employer survey: The feedback collected from the employers.

File Description	Document
Any additional information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 95.36

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 575

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 603

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.76

File Description	Document
Upload database of all currently enrolled students	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institution has constituted a Research Mentoring Committee (RMC) which monitors the implementation of the research activities of the institution. The departmental representatives to the committee arrive at the requirement of facilities both manpower and the facilities required for supporting the faculty and student research. The advanced facilities of the department – equipment and software are put to use for the benefit of research. Also, additionally project lab is developed in each department for student innovations and projects.

The department proposes budget each year for augmenting facilities for research besides applying funds to funding agencies for enhancing and modernizing the facilities. Also, industry is approached for setting up of labs on campus with advanced facilities. Apart from the budget allotted for the purpose, the institution also received funds to some departments from AICTE under the scheme ‘Modernization and Removal of Obsolescence’ (MODROBS). The institution received fund from DST under the scheme “Fund for Improvement of S&T Infrastructure” to augment the research facilities. The research funding for the faculty enabled the departments to upgrade the facilities available in some of the research laboratories.

To implement and monitor the research activities of the institution, a policy is developed and documented which is available on the college website and circulated to various department and units.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 11.98

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
10.20	3.65	14.95	15.3	15.78

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.06

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 246.5

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
76.73	58.23	21.71	63.64	26.19

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 10.48

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	30	36	34	37

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 0

3.2.3.1 Number of teachers recognized as research guides

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-

government agencies during the last five years**Response:** 96**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	8	8

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	8	8

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The institution gives priority for innovation, entrepreneurship and start-up and hence is made as one of the Program Educational Objectives for all the programs offered. The institution has an 'Idea club' which periodically creates forum for the students to present their idea. A committee of relevant domain senior teachers listen to their presentation and advices for improvements required, if any and encourages them to present in ideathons conducted at popular institutions.

The members of faculty have been doing good research and a few of the outcomes of them are so innovate that they received intellectual property rights for them. Some of them are being pursued for commercialization through transfer of knowledge/technology.

The institution has been periodically organizing awareness and motivation programs on entrepreneurship for the benefit of students. Successful entrepreneurs and investors are invited to deliver lectures on

entrepreneurship and also share their success stories to inspire the students.

The Institution has units like – Institution Innovation Council (IIC) and also Technology incubation centre for the awareness and promotion of innovation among students and faculty in the college.

The following are the activities are conducted in the Institution in this direction:

1. Study of market conditions and entrepreneurs' requirements
2. Student orientation towards entrepreneurship:
3. Identify team and service providers
4. Resource allocation:
5. Establish industry linkages

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 45

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
09	13	09	07	07

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.42

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
22	28	35	14	38

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.2

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	2	11	4

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 5.4

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	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: 13.5

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

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 13.57

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0.95	0.242	4.926	3.086	4.363

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 22.69

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
16.048	0	4.31	0.921	1.41

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The institution practices outcome-based education while preparing the curriculum, has taken into consideration some of the program outcomes such as societal consciousness, environment and sustainability, individual and team work to be important to the core engineering discipline as well as to the holistic development of the student as a complete professional. The co-curricular, extracurricular and relevant extension activities are planned in such a way that the students have ample opportunity to expose to the societal issues thereby promoting them to extend their domain knowledge and practical skills on real

time basis.

Activity-1: National Service Scheme

Outcome: The activities oriented to community service under this scheme helps the student's attitudinal development in acquiring social skills such as empathy, respect and team work.

Activity-2: Health camps

Outcome: The students get to learn various healthcare conditions and has scope of formulating a problem in making devices or computation tools or innovative methods for diagnosis or cure

Activity-3: Tree plantations and environmental issues

Outcome: The importance of man co-existing with nature and the need for sustained approach to preserve the ecosystem becomes a serious challenge to engineers too besides policy makers and other scientists

The development of new technologies, systems and products in compliance to environmental standards is the need of the day. The real research a student must endeavour is to mitigate all types of pollution owing to the surge in technological advancement

Activity-4: Digital literacy

Outcome: The students get enough opportunity to identify the gaps between technology development and end user application. This entails the students to create solutions tailor made to the need of the customers and clients

Activity-5: Hygiene and cleanliness

Outcome: Pollution and untidy environs are the places where we breed communicable diseases as well project a bad picture to the people who are interested to collaborate with. This becomes an important dimension for engineers to innovate tools, devices and methods to sustain a clean environment.

Activity-6: Outreach activities

Outcome: The students and the faculty of the departments actively engage with the college neighbourhood to transfer the domain knowledge to the development of the society. It is perceived as an opportunity to identify needs besides mere knowledge transfer.

The activities are planned and conducted in such a way that they become relevant to the program domain and contribute to the student holistic development.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**Response:** 13**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	04	06	01

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 56**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
11	08	09	15	13

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 47.58**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise**

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2111	763	1590	1860	853

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 78.6

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
229	43	26	50	45

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 33

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	7	10	9

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institution has established adequate and ambient infrastructure for the effective conduct of Teaching-Learning process. The institution adheres to the norms specified by the approving agency AICTE with respect to instructional area. Classrooms, tutorial rooms, laboratories, computing centre, library and reading hall and seminar halls are provided as per the norms for UG and PG programs.

The list of the infrastructure under instructional area available for Teaching-Learning for the latest assessment year 2021-2022 is attached

File Description	Document
Upload Any additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The Institution has excellent facilities for games and sports. Physical education teacher along with sports coordinators of the department plan and conduct various sporting events on campus.

S. No	Facility	Area	Year of establishment	User
		SQM		
1	Cricket	60,700	1998	1240
2	Football		1998	635
3	Hockey		1998	230
4	Track and field for athletics		1998	200
5	Basketball	2229	1998	60
6	Volleyball		1998	150
7	Throw Ball		1998	48
8	Table Tennis	180	1998	40
9	Gymnasium	180	1998	1200
10	Kho Kho	330	1998	720
11	Kabaddi	140	1998	200

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 72

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 26.58

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
110	97	167	321	423

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The library of the institution has

- Large collection of reference books
- e – journals
- Open courseware
- Digital content
- NPTEL lectures
- CD/DVDs
- Copies of published theses in the domain.

For effective management, the Institution has automated the library with **Koha** - an integrated library automation package.

General Features: Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices and offline circulation

Web-based Interfaces: Koha's OPAC, circ, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies—XHTML, CSS and Javascript – making Koha a truly platform-independent solution.

Full text searching: Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics among others.

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 13.34

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7.53	7.51	18.56	9.02	24.10

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 11.72

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 426

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

The institution is always in the process of upgradation of IT facilities for the academic and administrative units of the institution and is governed by a policy.

The following IT/hardware facilities are available with the institution.

Intranet/Internet with Wi-Fi (Bandwidth – 1 Gbps)

Servers: 7 Nos.

Antivirus: Deep Freeze

CCTV facility: 230 HD Cameras

Biometric Devices: 10

File Description	Document
Upload any additional information	View Document

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

Response: 3.16

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 43.11

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
210	156	466	529	217

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

The institution strictly adheres to the norms and guidelines prescribed by AICTE in terms of establishing infrastructure. Based on this, a simplified operating policy is developed to create and maintain the infrastructure, for academic and support facilities.

AICTE prescribed components of infrastructure:**1. Instructional Area:**

Classrooms, Tutorial Rooms, PG Class rooms, Laboratory, Work Shop, Computer Centre, Drawing Hall, Library and Reading Room and Seminar Halls

1. Administrative Area:

Principal/Director room, Office, Board Room, Office all inclusive, Department Offices, Cabins for Head of Departments, Faculty Rooms, Central Stores, Maintenance, Housekeeping, Pantry for staff/Faculty, Common Room, Examinations Control Office, Training and Placement Office

1. Amenities Area

Toilets (Ladies and Gents), Boys Common Room, Girls Common Room, Cafeteria, Stationery Store and Reprography, First Aid cum Sick room, Principal 's quarter, Guest House, Sports Club/ Gymnasium, Auditorium/ Amphitheater, Boys Hostel, Girls Hostel

1. Circulation Area: Common walk ways, staircases, entrance lobby, etc.,

Infrastructure maintenance policy uploaded on the college website and is attached.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 62.99

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
2159	1766	1429	1956	2540

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 21.35

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
600	600	550	750	800

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 62.31

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2072	1851	1785	1896	1945

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 44.03**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
247	274	438	426	388

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 0**5.2.2.1 Number of outgoing student progressing to higher education.**

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/

Civil Services/State government examinations, etc.)**Response:** 88.13**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	17	10	11

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	19	12	13

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.****Response:** 20**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	01	00	07

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

All the departments of the institutions have established student councils which are termed as technical associations. These student councils are run by the students and a teacher mentor is allotted to supervise the activities planned.

The following Technical Associations conduct various co-curricular, extension and extracurricular activities in their respective departments.

Department	Name of the Technical Association
Civil	Civil Engineering Department Association
CSE	Association of Computer Engineers
CSD	Data Engineering Technical Association
CSM	Incredible Intelligence Department Association
ECE	Electronic and Communication Engineers' Association
EEE	Electrical Engineering Department Association
IT	Information Technology Engineering Association
Mechanical	Mechanical Engineering Department Honorary Association
Management Studies	Management Education and Extended Learning
Computer Applications	Club of Association and Development

These Technical Associations conducted activities such as

- Model Exhibitions
- Design Contests
- Aptitude Tests
- General & Technical Quizzes
- Group Discussions
- Code Debugging Contests
- Poster Presentations
- Mock Interviews
- Training Sessions in Communication Skills

Besides these co-curricular activities, the technical associations conduct periodically extracurricular activities such as sports and games, recreational activities and cultural activities.

Also, these associations conduct extension activities such as awareness programs on Women Entrepreneurship, digital literacy, environmental awareness and health and hygiene.

Student role in statutory bodies:

The Institution in its endeavour to promote larger participation of stakeholders has initiated the representation of students into the various committees such as Internal Quality Assurance Cell (IQAC), Anti-Ragging Committee and Internal Complaints Committee

Student engagement in administration: The heads of the department nominate the best students (1 boy and 1 girl) as class representatives for each section in all programs. These students regularly apprise the concerned Head of the department on issues such as student discipline, syllabus coverage, facilities and services and other academic issues to facilitate direct feedback and early action on issues, if any.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 3.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	03	03	03

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the

development of the institution through financial and other support services.**Response:**

The institution has a functional alumni association. The alumni enthusiasm and willingness to work and contribute time to the institution have resulted in development of the institution in many ways.

The activities of alumni association meetings are monitored and coordinated by Alumni Relations Officer. Alumni relations officer designated as key point of contact shall work as liaison between the parent organization and alumni and would be responsible for circulating the details of events and other significant organization news to the alumni via e-mail lists or at meetings.

Proposed activities:

- Appointment of a committee to draw up the by-laws or organizational outline for registering the association
- Appointment of other committees and delegation of responsibilities (communications, recognition, events, recruiting)
- Fund raising
- Scholarships and fellowships

Broad outcomes:

- Expert lectures by alumni in the advanced domain areas
- Awareness workshops on industry specific skills
- Alumni guiding students to industry internships and placements
- Feedback on program outcomes, program specific outcomes and curriculum
- Active participation in Boards of Studies to facilitate useful insights into curriculum and student development

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The institution is inspired by the vision statement and guided by the mission statement to evolve a perspective plan to govern and manage the affairs of the Institution.

Vision:

To carve the youth as dynamic, competent, valued and knowledgeable professionals who shall lead the Nation to a better future and to mould the institution into a Centre of Academic Excellence and advanced Research.

Mission:

- To provide quality education, student-cantered teaching-learning processes and state-of-art infrastructure for professional aspirants hailing from both rural and urban areas.
- To impart technical education that encourages independent thinking, develops strong domain of knowledge, contemporary skills and positive attitudes towards holistic growth of young minds.

Nature of governance: Participatory

The employees and other prime stakeholders of the Institution at different levels take an active role in the decision-making process.

Information Management is practiced where information is shared readily with employees that provides transparency in all aspects of governance and management and allows for employee comment, input and suggestions. And through Shared Decision-Making Management, employees are asked to participate in focus groups, participate in brainstorming sessions and often work in specific domain committees on tasks and projects for effective implementation and successful outcomes.

Perspective planning:

Academics: The planning for the ensuing academic year is worked out thoroughly and an academic

calendar is made out which include curricular, extracurricular and co-curricular activities pertaining to the institution. This plan is approved in the Board of studies and later sought approval from Academic council and Governing Body for effective implementation. Also, this planning includes the introduction of new programs, variation in intake, statutory compliances and accreditations among others.

Finance and budgeting: The budget is prepared based on the requirement of the individual departments and units of the institution. These individual proposals are integrated to prepare a comprehensive budget plan which is proposed to the finance committee of the institution for scrutiny and submission to the governing Body. Budgetary requirement for the ensuing year is proposed well in advance to the Sponsoring trust for approval and sanction.

Participation of teachers: The role of teachers in governance, management and administrations is taken as the prime management trait to promote participatory management style and to promote better stakeholder engagement. The teachers are nominated to apex bodies such as Governing Body, Academic Council, Board of Studies and Finance Committee. Besides these apex bodies the teachers are nominated in the different functional committees.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The activities of the institution are very much decentralized and the work is delegated to teachers and administrators to promote participatory management top from Governing Body to the other functional committees at the department level.

The **Governing Body** of the institution is the Principal Executive Body of the Institution and shall, in addition to all powers vested in it. All the activities of the Institution are approved for implementation and also thoroughly reviewed and evaluated.

The **Academic Council** shall be the Principal Academic Body of the Institution and shall be responsible for all the academic activities of the institution.

The **Boards of Studies** shall be primarily responsible for Preparing syllabi, suggesting methodologies for innovative teaching and evaluation techniques; nominating panel of experts to the Academic Council for appointment of examiners and coordinating research, teaching, extension and other academic activities in the Department.

Finance Committee is constituted to advise the College Management on all matters relating to financing and budgeting.

Internal Quality Assurance Cell (IQAC) is established to plan, improve the academic and administrative performance of the institution and to strategize measures for institutional functioning for quality enhancement

The academic administration of the College is further decentralized and transparency is maintained by constituting the following committees with senior faculty members:

- Admissions Committee
- Academic Audit Committee
- Examination Committee
- Research, consultancy and faculty development Committee
- Library Committee
- Co-curricular Activities Committee
- Extracurricular Activities Committee
- Grievance Redressal Committee
- Student Welfare Committee
- Planning & Evaluation Committee
- Training and Placement Committee
- Women's Cell
- Anti-Ragging Committee
- SC and ST Cell
- Disciplinary Committee
- Internal Complaints Committee

Case: Monitoring of the attainment of student outcomes

- At the institution level, the benchmark values for the attainment of course outcomes, program outcomes and program specific outcomes are fixed and proposed in the academic council for approval. Also the assessment procedure is prepared and approved for implementation.
- At the department level, the program advisory committee and the Head of the department take the responsibility of monitoring the process.
- The module coordinators of each knowledge areas monitor the implementation of curriculum and attainment of the student outcomes as per the assessment procedure adopted.
- The members of faculty take care of course and attainment at the individual level.
- The policy is taken top-down and implementation is done bottom-up for monitoring the assessment

File Description	Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

As a good practice, a 5-year plan from 2017-2018 to 2021-2022 was made which is under implementation

now are uploaded in the Institution website.

Example of an activity successfully implemented:

To conduct Value added courses in life skills and transferable skills/ Career guidance programs/Certification courses for students from professional bodies and industry

To supplement the curriculum and foster better development of the student, the institution has planned to conduct add-on programs on life skills and transferable skills. This will enhance the employability of the students. Also, Career guidance programs and Certification courses for students from professional bodies and industry were planned and conducted. This will help the student in career placements, progression to higher education and entrepreneurship.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The Governing Body of the Institution is the supreme authority consisting of eminent people from the promoting body and experts from the industry and academia. The Governing Body will be participatory in nature and will be looking into the implementation and evaluation of the institution's strategic plan and annual operating plan. The Governing Body of the Institution has delegated the authority of the Institution's day-to-day management to the principal. Principal through statutory committees such as Academic Council, Boards of Studies, Internal Quality Assurance Cell (IQAC) and Finance Committee and with other administrative committees manages the institution efficiently and effectively. The management is further delegated to the Heads of the Department for better reach and monitoring.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The welfare measures for the Teaching staff are

1. Group insurance scheme
2. Incentives for achievement of high student pass percentages in courses
3. Incentives for research publications and books
4. Incentives for receiving research funding from external funding agencies
5. Study leave and financial assistance for qualification upgradation

The welfare measures for the non-Teaching staff are

Group insurance scheme

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

Response: 5.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	18	09	14	12

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 13.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	14	14	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 57.33

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
220	200	200	150	160

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Governing Body of the Institution monitors the Institution's arrangements for internal and external financial audit. The Finance Committee of the institution shall undertake and facilitate the process of Audit (both internal and external) and report to the Governing Body.

The internal audit of finance is done as day-to-day monitoring by the principal and the accounting team.

The external audit is done once in a year.

The generic audit objections encountered are:

- Payments without proper approval
- Late submission of bills
- Non recovery/adjustments of advances from employees/creditors
- Missing of entries
- Non-compliance of guidelines (travel, TA and DA)

The audit objections encountered are settled through appropriate compliance mechanism and is recorded.

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution mobilizes funds from sources through

- Collection of all types of fees
- Term loans
- Research funding
- Funds from schemes

Optimal utilization of financial resources:

The approved budget of all the departments and units is notified for effective implementation. The Finance Committee advises and monitors the implementation of budget. The sanction of funds shall be made on the basis of cash flows

6.5 Internal Quality Assurance System

6.5.1 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)

Response:

The following are the two practices institutionalised as part of IQAC initiatives

Title of the Practice-1

E-governance in administration and management of the institution

Objectives of the Practice

- To provide easy and secure access to stakeholders for all activities of the institution
- To establish transparency and accountability in the governance process
- To minimize the resources/spending through digitalization and automation.

The Context

The world is moving to digital platforms, it is much needed for educational institutions to quickly adopt and adapt to information and communication technologies. The core functions of the academic institutions

– academics, administration and finance have to be transposed to digital platforms for ease of operation, transparency, accountability and cost effectiveness.

The Practice

The institution has made requirements gathering from all the stakeholders and made identification of applications and its dependency; Then the user friendliness was considered critical for operational convenience. The Institution now implements an ERP provided by BeeS Software Solutions Private Limited

Evidence of Success

The management at all levels has become very convenient. The entries and records for admission to attainment of program outcomes, everything is available in one single platform for use. The efficiency of the systems and ease of functioning has increased

Problems Encountered and Resources Required

Requirements gathering was too exhaustive and identifying the dependency between different verticals and parameters sometimes is tough. Resources required are internet, relevant hardware and the ERP package besides training for all the users by the vendor.

Notes: In this digital age, the educational institutions must take advantage of Information and communication technologies to manage the institutions with transparency and accountability

Title of the Practice -2

Training Needs Analysis for comprehensive Faculty Development

Objectives of the Practice

- To train members of faculty holistically
- To achieve enhanced organizational performance by improving employee performance through training in domain areas, research and pedagogy

The Context

Professional development promotes faculty responsibility for continuous, career-long growth with the understanding of instructional concepts and teaching processes that can be expanded and deepened. We will be using Training Needs Analysis (TNA) for developing a comprehensive Teacher development plan. TNA is a tool to measure the gap between the current and desired individual and organizational performances

The Practice:

- Enumerating organisational goals and challenges in faculty competence
- Assessing required employee performance to meet the goals and challenges
- Assessing required employee Skills, Knowledge and Attitude to deliver the performance

- Identifying employee training needs to bridge the gap

It is very significant, since all the teachers will give their individual training needs plan. All these plans putting together will result in a comprehensive training plan. Identifying the right host institution for sending our teachers for capacity building is always a challenge because of the rigidity of the academic calendar and availability of requisite time.

Evidence of Success

The teachers training has yielded quality in teaching, introduction of new teaching methodologies, increased research output and student progression

Problems Encountered and Resources Required

- Availability of suitable training programs during semester breaks or summer vacation
- Teacher's commitment to stay in the institution post training

Notes:

Teachers training in domain knowledge, research competence and pedagogical skills is much required for excellence in student development and organized process of conducting Training Needs Analysis will help the institution with an advantage.

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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The Internal quality assurance cell of the Institution rates the initiatives, development and evaluation of teaching-learning activity as key activity to ensure the quality of the student learning outcomes and their future progression.

The processes followed to promote quality of Teaching & Learning as suggested by IQAC are:

1. The College prepares an academic calendar for the program and is distributed among faculty and students for adherence and strict implementation.
2. Teaching plan for each course is made based on the number of instruction hours and is given to the students.
3. Pedagogical training is organized for junior faculty members regularly.
4. Modern teaching techniques like power point presentation, simulation through computers, NPTEL Video lectures in the domain areas of the concerned engineering Discipline on current areas help students' better learning.

5. Concepts are taught with case studies, demonstrations, working models, and real time examples for core and elective courses.
6. Diagnostic tests and formative assessments are conducted periodically to assess the learning outcomes of the students for all the courses.
7. Remedial and reinforcement sessions are being conducted regularly for the weak/ slow learning students to improve their learning.
8. The advanced learners are encouraged to undertake minor projects, literature collection on advanced areas in the respective engineering domain
9. Also, Guest / Expert lectures are arranged for students in advanced areas of the respective engineering domain besides, Personality Development, career guidance to enhance their breadth of knowledge and learning outcomes.
10. Self – learning topics beyond the syllabus is indicated in the teaching plan for the benefit of the students in all the program courses.
11. Tutorial sessions are utilized to discuss the extent of self – learning experience.
12. Assignments are given to the students to promote peer and collaborative learning for all the courses.
13. Laboratory experiments are designed to practice and learn concepts included in theory.
14. The laboratory sessions are conducted to verify the protocol of experiments, recording the data, analysis of data and writing the results and conclusions. Day-to-day evaluation of laboratory exercises is conducted to assess learning process.
15. The student feedback on faculty is taken twice in a semester to monitor the teaching process and the faculty with low feedback is advised to undertake FDPs and is counselled for enhanced performance.

The initiatives and measures taken-up in Teaching – Learning process have resulted in improved:

1. Pass percentage of students
2. Learning outcomes
3. Employability of students
4. Progression to Higher Studies and Research

Examples of Evaluation BY IQAC:

- The feedback of students on teachers which is an important component of faculty performance evaluation is thoroughly studied and remedial measures for poor performers are suggested
- The student learning outcomes of each program are monitored through the attainment levels of program outcomes and program specific outcomes. Conduct of remedial sessions for the weak learners is suggested and the conduct and impact is monitored by IQAC
- The data pertaining to placement of students, their progression to higher education and entrepreneurship are studied and inputs are given in cases where improvement is necessary

6.5.3 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)**

3.Participation in NIRF**4.Any other quality audit recognized by state, national or international agencies (ISO Certification)****Response:** All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

- The Institution organizes a women cell which undertakes the issues pertaining to girl students and women faculty of the institution.
- Events and programs pertaining to gender equity are organized periodically to promote the cause.
- The role of women development and opportunities are discussed at all important interactions.
- The technical associations of all the departments conduct awareness and empowerment programs on gender issues
- The institution celebrates the events such as international women's day and other days of significance.
- All grievances pertaining to the girl students and lady faculty are addressed to the women cell for redress and counselling
- The senior lady faculty members representing the Women cell undertake the responsibility of counselling the lady faculty and girl students.
- Each class has a girl student as a representative who shall report to the concerned HoD, issues, if any
- There is a representation of five (5) girls across all programs in the Governing Body of the institution
- The admissions are made by the affiliating university, following the rule of reservation which includes 33% of seats for girl students.
- Among the faculty and staff in the Institution, about 45% are women which reflect gender balance.
- The Institution has a fair representation of women faculty and enrolment of girl students.
- Women students are counselled periodically by the women members of faculty on gender related problems.
- The campus is furnished with CC cameras to monitor the safety and security of all the inmates in general and ladies in specific
- The Institution has separate toilets for ladies and common rooms for girl students are available for their convenience.

File Description	Document
Annual gender sensitization action plan	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**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Solid waste management

- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Solid Waste Management:

Adequate number of dustbins at each building and along the road side is provided. The frequency of solid waste collection is done twice in a week. And it is appropriately disposed through to the local Municipal authorities.

Liquid waste management:

- The institution installed a Reverse Osmosis (RO) plant for drinking water of the inmates on the campus
- Wastewater is generated from wash rooms, toilets of all buildings, canteen and messes is collected and transported by means of well-conceived drainage system.

Biomedical waste management:

The programs offered and the research undertaken by the institution has nearly no biomedical waste. However little waste that comes from the dispensary is disposed following a standard prescribed protocol

E-waste management

The waste that is generated is collected and stored in a separate place before disposing it to the vendor

Hazardous chemicals and radioactive waste management:

The institution conducts practical for undergraduate engineering students involving mild and less harmful chemicals. A few faculty members are conducting research using chemicals. The standard protocols including the usage of acid baths and fume hoods besides other safety methods for disposal of chemicals is followed in all the laboratories

Waste recycling system:

The management arranges for the disposal of the solid waste through the local Municipal authorities for recycling

File Description	Document
Geotagged photographs of the facilities	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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways

4. Ban on use of Plastic
5. landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	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 other diversities (within 500 words).

Response:

The college admits students from different states and countries which brings a large diversity to the campus. Multi-cultural and multi-national environment is helping the local students to get exposed to diverse cultures and helping them to develop as global citizens and vice versa. Also, members of faculty and staff are recruited from across India which is promoting a cosmopolitan nature among employees. The mess, canteens are provided with multi cuisine menus for the benefit of the students and employees.

Also, the college celebrates the cultural, regional and national festivals such as Sankranti, Ugadi, Holi, Swami Vivekananda Birth anniversary, Ambedkar Jayanthi, Good Friday, Ramzan, Bakrid, Dussehra, Diwali, New-year's day, Teacher's Day, Yoga Day, National Science Day, National Engineer's Day, National Mathematics Day, Fresher's Day, Induction and orientation on the campus. All the members of the faculty, staff and students fervently participate which is a great demonstration of unity in diversity.

Motivational lectures from eminent persons are arranged for personality development and to make them responsible citizens with inclusiveness and tolerance. In this way, the institution is making efforts in providing an inclusive environment.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institution organizes events and programs pertaining to values, rights, duties and responsibilities of citizens to the students periodically. Also, the institution organizes lectures from experts on universal human values during the student induction program and also included two courses in the curriculum on universal human values and professional ethics to make students learn on values and ethics and establish their career complying with responsibilities and obligations of the Nation.

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

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The institution organizes special events to commemorate the birth and death anniversaries of Indian luminaries besides some events of national importance

- Republic day on 26th January
- National science day on 28th February
- International women's day on March 8th
- Independence Day on August 15th every year to celebrate freedom
- The Teachers' Day on September 5th to commemorate the birth anniversary of Sri Sarvepalli Radha Krishnan
- Engineers' day on September 15th to commemorate the birth anniversary of Sri Mokshagundam Vishveswarayya

Also, the college celebrates the cultural, regional and national festivals such as Sankranti, Ugadi, Holi, Swami Vivekananda Birth anniversary, Ambedkar Jayanthi, Good Friday, Ramzan, Bakrid, Dussehra, Diwali, New-year's day, Yoga Day, National Science Day, National Mathematics Day and Fresher's Day, on the campus. All the members of the faculty, staff and students fervently participate which is a great demonstration of unity in diversity.

File Description	Document
Annual report of the celebrations and commemorative events for the last five years	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:

Practice#1

Title of the Practice: Implementation of Outcome Based Education Principles

Objectives of the Practice

- To offer more directed & coherent curriculum.
- To produce well rounded graduates more “relevant” to industry & research
- To undertake Continuous Quality Improvement (CQI) for attaining student excellence

The Context

In traditional educational system where content-driven approach to teaching has been referred to as a teacher-centered approach. Also, instructional objectives and learning outcomes are not comprehensively planned and informed to students. Student assessment is not aligned to program outcomes. Hence Outcome-Based Education is essential and is judged upon the creation and offering of the Education Program based on Bloom’s Taxonomy.

The Practice

Outcome-Based Education (OBE) focuses on the graduate attributes or outcomes after completing an academic program. This approach helps to know what you want to achieve and then taking the steps to do so. Hence The desired outcomes are determined first and the program curriculum, teaching and learning methodology and supporting facilities are designed to support the intended outcomes. The curriculum is designed top-down approach and the assessment is made bottom-up approach.

Evidence of Success

The curriculum designed is now tailor-made to attain the program outcomes and program specific outcomes

The system is providing opportunity to measure the student performance through objective attainment strategies. Also, the system is providing scope for gap analysis and enabling the institution for continuous improvement in curriculum and associated practices

Problems Encountered and Resources Required

- Orienting the faculty to enhance the scope from lower order thinking skills of Knowledge, Comprehension and Application to Higher order thinking skills of Analysis, Evaluation and Creation
- Creating evaluation system to suit the attainment strategies

- The systems and practices are more relative and customized to meet the stakeholder standards and needs and sometime it becomes tough to defend
- Continuous awareness and training programs of the members of faculty and assessment tools are required to

Notes: Outcome-based education is the order of the day and its implementation is a must for attaining prescribed competencies by the students

Practice#2

Title of the Practice: Curriculum design and development for student holistic development

Objectives of the Practice:

- To provide a curriculum to the future needs of students
- To design and develop syllabus with knowledge and skills for 'breadth over depth'
- Periodic collection of feedback from stakeholders for continuous improvement of curriculum and relevant resources

The Context:

The education objectives that are stated to address the aspirations of the students and requirements of the industry are incongruent. The demands from the various sectors of the industry necessitate the institution to place a contemporary curriculum with judicious mix of attitude, skills and knowledge as part of the learning outcomes of the students. Since the conferment of autonomy, the institution in exercising its academic flexibility and has been in constant pursuit of providing curriculum as a quality product, process and practice.

The Practice:

- Incorporating content and courses in each broad knowledge areas of programs consistent to American professional societies and institutions of national and international repute.
- Periodic stakeholder's feedback on curriculum objectives, content and outcomes
- Inducting the best of minds from academia and industry in the respective disciplines to Boards of Studies and Academic Council of the institution for curriculum design, development and update.

Evidence of Success:

- Courses relevant to industry practices and research are part of the curriculum of all the programs offered.
- Enhanced learning outcomes of the students
- The student progression to higher education and career is improving

Problems Encountered and Resources Required

- Continuous interaction with experts for revision and updation of curriculum
- Training all the teachers in curriculum development strategies to contribute novel insights
- Infrastructure, and resources to implement the curriculum

Notes: curriculum as a significant program specific criterion has to be internalized by all the stakeholders for attaining the set program objectives

File Description	Document
Best practices in the Institutional web site	View Document

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:**

Thrust area: Teaching - learning

The vision of the institution is to train young students into dynamic, competent, valued and knowledgeable professionals who will contribute to the nation. They are provided with contemporary education to get well rounded personalities. Also, the mission of the institution is to focus on faculty and student research and innovation so that institution contributes it best by producing brilliant alumni besides outcomes of research and innovation for the growth and development of the nation

Priority:

The institution introduced changes in curriculum and pedagogy to achieve better student learning outcomes. Also teaching instruction is designed to help students develop their strengths and confidence to develop professionally and personally.

Thrust:

The thrust on teaching-learning process is given by the Institution to

- Efficient delivery of knowledge
- Comprehensive skills Development

- Training students in human values and professional ethics
- Mentoring students for lifelong learning

Outcome:

- Enhanced placement rate
- Greater progression to higher education
- Student entrepreneurs

5. CONCLUSION

Additional Information :

Achievements

The College has accomplished remarkable growth in the past 23 years. Innovative practices/recognitions/awards/significant achievements of the Institution include

- Accreditation by NBA
- Accreditation by NAAC
- Institutional Autonomy by UGC
- Colleges with Potential for Excellence- CPE status by UGC
- External research funding to the tune of 4 crores from central funding agencies
- Accredited by Institution of Engineers of India, IE(I)
- MoU with University of Massachusetts, Lowell, USA
- Established IBM Center of Excellence
- Advanced Partner College for Infosys Campus Connect Programme
- Sun Academic Initiative (SAI) School
- MoU with Oracle Academy for Advance Computer Science Programme
- MoU with The Institution of Civil Engineers (India).
- MoU with SAP India Pvt. Ltd.
- Entrepreneurship Development Cell (Sponsored by AICTE) for nurturing students as Entrepreneurs
- Jawahar Knowledge Centre Star Status.
- SPIC MACAY Chapter
- Fully Automated Library (First of its kind in the State of Andhra Pradesh) with RFID – based technology.
- Digital Library with IEEE journals and DELNET subscription.
- Research and Development Cell
- Training and Placement Cell
- Entrepreneurship Development Cell

Concluding Remarks :

The institution has set very high standards and benchmarks in core domains of an educational institution such as - Curriculum, teaching-learning and evaluation, research and consultancy, innovation and entrepreneurship, faculty and staff development, student development and progression and good governance.

With the set benchmarks coupled with strategic planning and implementation, the institution will be aspiring to be in the top 75 institutions in the NIRF ranking in the next couple of years.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 17 Answer after DVV Verification: 17</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 17 Answer after DVV Verification: 17</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>709</td> <td>667</td> <td>534</td> <td>485</td> <td>477</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>240</td> <td>200</td> <td>210</td> <td>210</td> </tr> </tbody> </table> <p>Remark : As per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	709	667	534	485	477	2021-22	2020-21	2019-20	2018-19	2017-18	240	240	200	210	210
2021-22	2020-21	2019-20	2018-19	2017-18																	
709	667	534	485	477																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
240	240	200	210	210																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 484 Answer after DVV Verification: 484</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 1304 Answer after DVV Verification: 1304</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 16</p>																				

Answer after DVV Verification: 16

1.3.2 **Number of value-added courses for imparting transferable and life skills offered during last five years.**

1.3.2.1. **How many new value-added courses are added within the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	25	26	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	25	26	26

1.3.3 **Average Percentage of students enrolled in the courses under 1.3.2 above.**

1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2086	1944	1664	2600	2673

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2086	1944	1664	2600	2673

1.3.4 **Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

1.3.4.1. **Number of students undertaking field projects / internships / student projects**

Answer before DVV Verification : 923

Answer after DVV Verification: 923

1.4.1 **Structured feedback for design and review of syllabus – semester-wise / year-wise is received from**

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

1.4.2 **The feedback system of the Institution comprises of the following :**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1488	1368	1230	1290	1470

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1488	1368	1230	1290	1470

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
431	393	357	243	381

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
431	393	357	243	381

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 275

Answer after DVV Verification: 266

Remark : As per supporting documents.

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	64	56	53	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
95	64	56	53	49

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 1176

Answer after DVV Verification: 1176

2.5.1 Average 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**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	13	12	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	13	12	16

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five**

years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 575

Answer after DVV Verification: 575

2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.

Answer before DVV Verification : 603

Answer after DVV Verification: 603

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

3.2.2 Percentage of teachers having research projects during the last five years

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	30	36	34	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	30	36	34	37

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	8	8

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	8	8

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	31	21	19	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	13	09	07	07

Remark : As per Supporting documents.

3.4.1	<p>The Institution ensures implementation of its stated Code of Ethics for research through the following:</p> <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
3.4.3	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 909 1046 1043"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>28</td> <td>36</td> <td>19</td> <td>91</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1122 1046 1256"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>28</td> <td>35</td> <td>14</td> <td>38</td> </tr> </tbody> </table> <p>Remark : As per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	17	28	36	19	91	2021-22	2020-21	2019-20	2018-19	2017-18	22	28	35	14	38
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	28	36	19	91																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
22	28	35	14	38																	
3.4.4	<p>Number of books and chapters in edited volumes / books published per teacher during the last five years</p> <p>3.4.4.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1615 1046 1749"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>17</td> <td>2</td> <td>12</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>17</td> <td>2</td> <td>11</td> <td>4</td> </tr> </tbody> </table> <p>Remark : As per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	34	17	2	12	4	2021-22	2020-21	2019-20	2018-19	2017-18	33	17	2	11	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	17	2	12	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
33	17	2	11	4																	

3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).</p> <p>3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.95</td> <td>0.242</td> <td>4.926</td> <td>3.086</td> <td>4.363</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.95</td> <td>0.242</td> <td>4.926</td> <td>3.086</td> <td>4.363</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.95	0.242	4.926	3.086	4.363	2021-22	2020-21	2019-20	2018-19	2017-18	0.95	0.242	4.926	3.086	4.363
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.95	0.242	4.926	3.086	4.363																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.95	0.242	4.926	3.086	4.363																	
3.5.2	<p>Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).</p> <p>3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1016 1046 1149"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16.048</td> <td>0</td> <td>4.31</td> <td>0.921</td> <td>1.41</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1229 1046 1361"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16.048</td> <td>0</td> <td>4.31</td> <td>0.921</td> <td>1.41</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	16.048	0	4.31	0.921	1.41	2021-22	2020-21	2019-20	2018-19	2017-18	16.048	0	4.31	0.921	1.41
2021-22	2020-21	2019-20	2018-19	2017-18																	
16.048	0	4.31	0.921	1.41																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16.048	0	4.31	0.921	1.41																	
3.6.2	<p>Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1641 1046 1774"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>4</td> <td>8</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1854 1046 1986"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>00</td> <td>04</td> <td>06</td> <td>01</td> </tr> </tbody> </table> <p>Remark : As per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	4	0	4	8	1	2021-22	2020-21	2019-20	2018-19	2017-18	02	00	04	06	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0	4	8	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
02	00	04	06	01																	

3.6.3	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</p> <p>3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>14</td> <td>12</td> <td>19</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>08</td> <td>09</td> <td>15</td> <td>13</td> </tr> </tbody> </table> <p>Remark : Number of extension activities excluding day celebration.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	15	14	12	19	20	2021-22	2020-21	2019-20	2018-19	2017-18	11	08	09	15	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	14	12	19	20																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	08	09	15	13																	
3.6.4	<p>Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years</p> <p>3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3277</td> <td>1455</td> <td>2440</td> <td>2270</td> <td>3384</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2111</td> <td>763</td> <td>1590</td> <td>1860</td> <td>853</td> </tr> </tbody> </table> <p>Remark : Number of students participated in extension activities as per supporting documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3277	1455	2440	2270	3384	2021-22	2020-21	2019-20	2018-19	2017-18	2111	763	1590	1860	853
2021-22	2020-21	2019-20	2018-19	2017-18																	
3277	1455	2440	2270	3384																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2111	763	1590	1860	853																	
3.7.1	<p>Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>229</td> <td>43</td> <td>26</td> <td>50</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	229	43	26	50	45	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
229	43	26	50	45																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

229	43	26	50	45
-----	----	----	----	----

3.7.2 **Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	7	10	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	7	10	9

4.1.4 **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
110	97	167	321	423

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
110	97	167	321	423

4.2.2 **Institution has access to the following:**

- 1. e-journals**
- 2. e-ShodhSindhu**
- 3. Shodhganga Membership**
- 4. e-books**
- 5. Databases**
- 6. Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7.53	7.51	18.56	9.02	24.10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7.53	7.51	18.56	9.02	24.10

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 426

Answer after DVV Verification: 426

4.3.3 Bandwidth of internet connection in the Institution.

Answer before DVV Verification : 750 MBPS

Answer After DVV Verification: 750 MBPS

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

210	156	466	529	217
-----	-----	-----	-----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
210	156	466	529	217

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2159	1766	1429	1956	2540

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2159	1766	1429	1956	2540

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1211	1177	1103	1591	2155

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
600	600	550	750	800

Remark : As per supporting documents.

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)****4. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2072	1851	1785	1896	1945

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2072	1851	1785	1896	1945

5.1.5 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
247	274	438	426	388

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
247	274	438	426	388

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	17	10	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	17	10	11

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	19	12	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	19	12	13

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	8	5	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	01	00	07

Remark : As per supporting documents.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	03	03	03

Remark : Number of sports and cultural events excluding fresher's day celebration.

5.4.2 Alumni financial contribution during the last five years (in INR).

Answer before DVV Verification : A. ? 15 Lakhs

Answer After DVV Verification: A. ? 15 Lakhs

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	18	09	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	18	09	14	12

6.3.3 **Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	14	14	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	14	14	16

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
300	275	289	229	245

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
220	200	200	150	160

Remark : As per supporting documents.

6.5.3 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO**

	<p>Certification)</p> <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1317 986 1429"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>13</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1507 986 1619"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>13</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	13	14	14	2021-22	2020-21	2019-20	2018-19	2017-18	16	16	13	14	14
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	13	14	14																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
16	16	13	14	14																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 10 Answer after DVV Verification : 10</p>																				
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1939 986 2051"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3316</td> <td>2949</td> <td>2515</td> <td>2974</td> <td>3771</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3316	2949	2515	2974	3771										
2021-22	2020-21	2019-20	2018-19	2017-18																	
3316	2949	2515	2974	3771																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3316	2949	2515	2974	3771

2.2 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
603	681	647	1136	1175

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
603	678	647	1130	1163

2.3 **Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2972	2667	2203	2732	3605

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2972	2661	2199	2717	3581

2.4 **Number of revaluation applications year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	58	101	0

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
709	667	534	485	477

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
709	667	534	485	477

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378

3.3 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
320	305	299	348	378

4.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1146	918	786	663	944

4.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
698	642	577	605	715

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
698	642	577	605	715

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 72

Answer after DVV Verification : 72

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 1050

Answer after DVV Verification : 1050

4.5 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
804	586	1412	1803	2525

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
509	294	848	1006	1585