



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **K.G. REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY**

**CHILKUR (VILLAGE), MOINABAD (MANDAL), RANGA REDDY (DISTRICT)**

**501504**

**[www.kgr.ac.in](http://www.kgr.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

KG Reddy College of Engineering & Technology is a new age engineering college imbuing futuristic vision. Known for its commitment to offer world-class engineering education with quality teaching and best of infrastructure, it has won accolades for its diligent effort in bringing state-of-the-art norms and international Association for its students. New Age Engineers are those who are well equipped and updated with the current knowledge, futuristic ideas and a strong basic foundation. Industry today is looking for such new age engineers who are industry-ready. The skills they required are honed at KGR CET. The institution encourages the students to learn beyond just engineering. It sharpens the students with analytical knowledge, ability to apply, real time and industry-current education. KGR CET prepares students' not just to compete with industry but to lead in their choice of profession.

### Five Reasons why KG Reddy College of Engineering and Technology is known for New Age Engineering

1. Active and Blended course structure
2. Research and Innovation
3. International Collaborations
4. Entrepreneurship
5. Placements

### Vision

To become self-sustainable institution and acknowledges as a new age engineering institution by inculcating research and entrepreneurial culture among stakeholders through industrial collaboration seeking the project support and providing consultancy.

### Mission

- Interaction with industries on consultation and research.
- Engage industries to enrichment of curriculum.
- To become preferred institution in academics.
- To encourage and develop entrepreneurs to increase job market and creating economic sustainability.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. The institution is located in a large green and clean eco-friendly campus with a potential to grow further.
2. Adequate classrooms with ICT facilities, laboratories, seminar halls, library, and sports facilities are made available to the students.
3. The institution is led by a visionary management along with an enthusiastic Principal and an efficient

group of Head of Departments.

4. The teaching and non-teaching staff in the institution is comprised of young motivated faculty who are willing to work hard and help the college achieve its vision under proper guidance.
5. The R&D cell available in the institution inculcates a research eco-system among the faculty in the institution and supports them in the publishing of research papers.
6. The Industry Institute Interaction Cell (IIC) has signed more than eighty functional MoUs to bridge the gap between industry and academia. Some of the MoU resulted in the granting of consultancy projects with the industry.

### **Institutional Weakness**

1. The annual intake of incoming freshmen students is not qualitative.
2. Retention of efficient faculty is a major concern for the institution.
3. The institution does not have hostel facilities available for students inside the campus.
4. The institution does not receive any financial support from alumni association.

### **Institutional Opportunity**

1. The institution although located in a rural area is close to the newly established financial district which is home to many leading IT and software companies.
2. Newly tightened affiliation regulations resulted in shutting down of a large number of nearby competing engineering colleges.
3. IT and software companies in the nearby areas could be invited to recruit students through campus placements.
4. The R&D cell could re-strategize its focus to submitting research proposals to government agencies and generate funds for conduction of research.
5. The institution has an opportunity to apply for UGC Autonomous status based on the results of the NAAC re-accreditation.

### **Institutional Challenge**

1. Untimely release of student scholarships from the government inhibits proper financial planning.
2. Low quality prior academic and financial background of incoming students.
3. Observed drop in demand for engineering programs in the state and across the country especially in fields such as civil and mechanical engineering.
4. Current affiliation to JNTUH limits the flexibility in curriculum enrichment and for providing credits for co-and extra-curricular activities.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

KGRCET is a privately run engineering college affiliated to the Jawaharlal Nehru Technological University Hyderabad (JNTUH). KGRCET as being an affiliated college adheres to the curriculum prescribed by JNTUH

for all of the programs. The institution ensures effective curriculum delivery through a well-planned and documented process. All faculty are requested to prepare course files that would be provided to students on the day of the commencement of the semester. The course files lists the course outcomes, syllabus, detailed schedule of the topics to be covered in the classroom, recommended references for the course, schedule of all formative and summative assessments to be conducted, and other relevant resources that would be required by students to succeed in the respective courses. Prior to the start of every semester, each department prepares academic calendars for the upcoming semester. The academic calendar lists all the departmental activities being conducted in the semester which include seminars, guest lectures, workshops, industrial visits, and other value added and certificate courses. KGR CET has introduced a number of certificate courses for students to bridge the industry-academia gap and to encourage skill development among student. The diploma and certificate are introduced on recommendation by senior faculty in the institution who also serve as members of BoS and Academic Council in various Autonomous colleges or universities.

Apart from the certificate and diploma courses, the institution regularly introduces new courses in the curriculum as required by the JNTUH curriculum. Courses on cross-cutting issues such as gender sensitization, environmental issues, disaster management, human value, and professional ethics are included in the curriculum to sensitize students on these topics. All students are encouraged and provided support by the Training and Placement (T&P) department to undertake internships or field projects in industries relevant to their program of student. Structured feedback mechanism is implemented in KGR CET to collect and analyze feedback from students, teaching and non-teaching staff, alumni, and parents. All the feedback collected is analyzed and the action taken reports are prepared to be approved by the governing body.

### **Teaching-learning and Evaluation**

KGR CET was established with a vision to provide quality technical education to students in rural areas and the institution in alignment with its vision admits a majority of students who are first generation college students from the reserved categories such OBC's, SC's, and ST's. KGR CET has taken up many initiatives to support students who not do have a good academic background. During the first few weeks of being admitted to the institution, the faculty assesses the learning levels of the freshmen students to identify the slow and advance learners. After the identification of the slow and fast learners, various strategies are adopted for different set of students to enrich their academic experience in the institution.

KGR CET has established a Center for Engineering Education Development (CEED) that focusses on encouraging and supporting faculty to implement student-centric teaching and learning methodologies in the classroom. Various evidence-based pedagogical tools are implemented in the classroom that are aimed to help students achieve the intended learning outcomes of the respective courses. All the faculty in the institution actively utilize ICT tools for their respective courses. The institution has purchased the license for StumagZ which is a learning management system that is used to facilitate student-teacher communication outside of the classroom.

Being an affiliated college, KGR CET follows the guidelines of JNTUH for the internal and external evaluation of students. All the internal evaluations are conducted transparently and any issues pertaining to examination related grievances are immediately addressed through well-structured mechanisms. All the evaluation results are displayed on the notice board, college website, and learning management system which could also be accessed by the parents.

The institution has been following an outcome-based education system to ensure and measure the attainment of

program outcomes of all graduating students. All the graduate Program Outcomes (POs) and Program Specific Outcomes (PSOs) are communicated to students through display board in their respective departments and through the college website and the course files to provide students an understanding of how the attainment of COs in a specific course help in the attainment of POs.

### **Research, Innovations and Extension**

The inculcation of research culture among faculty and students is considered to be essential to achieving the vision of KGR CET. All research related activities are initiated and led by the Research & Development (R&D) cell. The institution has established an Institute Industry Interaction Cell (IIC) to facilitate research related work between the institute and nearby industries. Faculty in the institution have been awarded with grants for multiple consultancy and industry focused research projects. Senior faculty with PhDs from four departments are recognized as research guides in various universities. In the last two years, nine research proposals have been submitted to various government agencies and two proposals have been accepted for further review. The institution has made conducting and publishing research papers an integral part of the faculty's appraisal system. Workshops have been conducted for faculty to develop the skills of writing good quality research papers and on intellectual property rights. The faculty have successfully published more than 300 papers in UGC approved or Scopus indexed journals and have applied eight patents for registration. KGR CET in its HR policies have announced multiple incentives to faculty publishing papers in national and international journals.

KGR CET has available a very active NSS unit and Unnat Bharat Abhiyan that carries out multiple extension activities in the institution and neighborhood areas. Many state and national level programs such as Swach Bharat Abhiyan, Telangana Harita Haram etc. are taken up by the NSS unit. The NSS unit has adopted five nearby villages where students regularly visit them and sensitize the local population on many issues and promote the vision of Digital India. Students in the institution also work with the village population to identify local challenges that could be solved using technology-based design products. Students work in teams to develop design solutions as part of the project-based assignments introduced in the institution. To facilitate collaboration between the institution and industry, 84 functional MoU's have been signed that would allow students to undertake internships, industrial visits, and placements and faculty to take up research projects on industry identified problem statements.

### **Infrastructure and Learning Resources**

KGR CET has available state-of-art infrastructure for faculty and students to ensure the development of new age engineers graduating from the institution. The institution is located in an eco-friendly campus with sufficient number of ICT enabled classrooms, laboratories, and seminar halls. Adequate infrastructure of indoor and outdoor sports are made available for students along with the necessary equipment's. An amphi-theatre is available in the institution for students to organize various cultural activities throughout the academic year. The institution has available a two floor library which hosts a wide variety of books written by national and international authors. The library utilizes a Library Management System (LMS) to automate the process of issuing books and journals to faculty and students. The second floor of the library has available a digital section for students to access e-books and rare book, online journals etc. through the available computers. The institution has a Wi-fi facility available with a bandwidth of 60 MBPS and a 1:3 student to computer ratio. The institution is equipped with UPS and generator backup to any discrepancies in power supply. Students and faculty have access to in-house cafeteria that serves wide variety of food through the college working hours and a stationary to purchase necessary resources.

## **Student Support and Progression**

KGRCET is situated in a rural area of Ranga Reddy district and therefore has more than 50% students who avail government freeships and scholarships. In addition to the government scholarships, the institution provides scholarships to meritorious students on a need basis. The institution has initiated multiple capability enhancement schemes for students to support their overall personality development and future progression to higher education or placement to industries. The T&P department conducts seminars for students to guide them for competitive examinations such as GATE, GRE, etc., campus recruitment and softs skills training to help them getting placed in industries, remedial coaching for slow learners and for students with backlogs, yoga and meditation session for mindfulness exercises, personal mentoring for all students. The various initiatives by the T&P department has resulted in a good percentage of students progressing to higher education and getting placements in relevant industries.

The institution has an active student council comprising of student leaders who are nominated through a democratic selection process. Class representatives who are selected for each section are considered as default members of the student council. Student council is in charge of organizing and facilitating various cultural and technical activities in the institution. The student council meets with all the members once a month to hear and address any student grievances. The institution also has various committees focusing on issues pertaining to sexual harassment, anti-ragging, caste and religious discrimination etc. The committees are comprised of all stakeholders which includes the head of the institution, HODs, senior/junior faculty, and the students. The institution organizes annual cultural, technical, and sports fest to foster students' extra- and co-curricular development. Students' are encouraged to participate in intra-college fests organized by nearby colleges. The institution has a registered alumni association and the association meet once a year during the annual alumni meet. The core members of the alumni association have meetings once a month to discuss how the alumni could provide the institution with financial and non-financial support. Alumni are invited to attend the department advisory board meetings to discuss the possibility of conducting guest lectures and workshops for students.

## **Governance, Leadership and Management**

The institution is governed by a governing body comprising of eminent academicians and industry representatives who mentor and guide the senior leadership to achieve the mission and vision of the institution. KGRCET has developed a three and five year strategy plan in alignment with the goals of the institution. The strategy plan is disseminated and implemented through the various committees such as planning and finance committee, academic monitoring committee, internal quality assurance cell, program assessment committee, and department advisory board. The institution practices decentralization and participative management where the different stakeholders are involved in the planning and execution of various academic and non-academic activities. The operations of all the committees are reflected through the detailed maintenance of minutes of meetings and implementation of their resolutions

KGRCET has made available multiple welfare measures for teaching and non-teaching staff. The welfare measures are aimed at ensuring the professional development, retention, and overall morale of all the staff. Faculty are provided with financial assistance to attend conferences and workshops across the country. The institution also organizes various faculty development programs prior-to and during the start of the semester to enhance the knowledge and skills of the faculty. Performance appraisal systems are available for the staff in the institution which is carried out through mid-year and end-of-year reviews. Internal and external audits are

regularly conducted in the institution. The IQAC also conducts monthly department level audits to monitor all academic, non-academic, and research activities. Monthly IQAC report is provided to the departments depending on the status of the audits. The IQAC through the monthly and semester level audits analyzes and recommends quality initiatives prior to the start of every semester.

### **Institutional Values and Best Practices**

KGRCET strongly adheres to its institutional values and same expectations are clearly communicated to all the stakeholders in the institution. The institution follows a no gender based discrimination policy and conducts multiple programs focused on promotion of gender equity for both male and female students. The programs are aimed to inculcate a cordial relationship among students from both the genders. The institution has in place waste management system for solid waste, liquid waste, and e-waste. We have established a rain water harvesting system and encourage multiple green practices in the institution. Trees and plants have been planted throughout the institution to make it an eco-friendly campus. The student council under the guidance of the student welfare department organizes and celebrates national and state festivals, and the birth anniversaries of eminent Indian personalities. Transparency is maintained in all academic and financial activities through the StumagZ enterprise management system.

The institution has initiated many best practices to support faculty and students. Institute Innovation Cell (IIC) has been established to promote an innovation ecosystem in the institution. Leadership talks, and workshops are conducted as part of the IIC to inculcate the habit of innovative thinking among the students. Another best practice is the financial support provided to meritorious students in the institution. The financial support provided is reflective of the vision of KGRCET which was established to provide quality technical education to students from rural and low socio-economic status background. The distinctiveness of KGRCET is the establishment of the Center for Engineering Education Development (CEED) which focusses on fostering an ecosystem of continuously integrating innovative teaching and learning methodologies in the classroom. CEED was established to support the institutions goal of developing new age engineers. CEED conducts many faculty development programs, faculty mentorship sessions, and semester long sessions on conducting education research based on innovations being implemented in the classrooms.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	K.G. REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Chilkur (Village), Moinabad (Mandal), Ranga Reddy (District)
City	Hyderabad
State	Telangana
Pin	501504
Website	<a href="http://www.kgr.ac.in">www.kgr.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R S Jahagirdar	08417-252890	8978991991	08417-252897	principal@kgr.ac.in
Associate Professor	K. Uma Shankar	-	9985113191	-	headaccreditation@kgr.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	23-06-2008			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Telangana	Jawaharlal Nehru Technological University		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>		<b>View Document</b>	
2f of UGC	06-02-2018		<a href="#">View Document</a>	
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	25-04-2019	12	

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Assessment and Accreditation Council
Date of recognition	26-09-2018

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Chilkur (Village), Moinabad (Mandal), Ranga Reddy (District)	Rural	10	14521.39

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Civil Engineering	48	Intermediate Diploma	English	60	13
UG	BTech,Electrical And Electronics Engineering	48	Intermediate Diploma	English	60	5
UG	BTech,Mechanical Engineering	48	Intermediate Diploma	English	60	12
UG	BTech,Electronics And Communication Engineering	48	Intermediate Diploma	English	120	71
UG	BTech,Computer Science And Engineering	48	Intermediate Diploma	English	120	118
PG	MBA,Master s In Business Administration	24	Any UG	English	60	29

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				21				64			
Recruited	8	0	0	8	16	5	0	21	40	24	0	64
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				6				5			
Recruited	3	0	0	3	3	3	0	6	3	2	0	5
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	17	31	0	48
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	29	0	0	29
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	0	0	8	2	0	0	1	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	11	6	0	43	25	0	85

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	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	139	7	0	0	146
	Female	72	1	0	0	73
	Others	0	0	0	0	0
PG	Male	12	1	0	0	13
	Female	14	2	0	0	16
	Others	0	0	0	0	0
Certificate / Awareness	Male	491	20	0	0	511
	Female	200	0	0	0	200
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	31	23	24	12
	Female	14	9	7	1
	Others	0	0	0	0
ST	Male	15	12	11	12
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	190	155	137	129
	Female	54	62	47	30
	Others	0	0	0	0
General	Male	99	80	104	121
	Female	48	44	43	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>452</b>	<b>385</b>	<b>373</b>	<b>356</b>

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 416

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	6	6	6

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1257	1280	1284	1244	1047

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
270	240	240	270	345

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

2018-19	2017-18	2016-17	2015-16	2014-15
248	166	231	197	234

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
128	150	160	169	150

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
93	124	132	140	141

  

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 35**

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

2018-19	2017-18	2016-17	2015-16	2014-15
316.62	396.83	347.59	328.81	346.17

#### Number of computers

**Response: 420**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

The KG Reddy College of Engineering and Technology has a structured curriculum delivery plan and every year prepares the academic calendar before starting the academic year

**Academic Calendar:** The Institution prepares Institutional and Departmental academic calendar as per the university academic calendar.

1. Institutional: Academic and non academic activities are incorporated in Institutional calendar.
2. Departmental: Each Department prepares academic calendar which includes all the departmental activities like seminars, workshops, guest lectures, alumni interaction, Industrial visits, Parent Teacher Meeting, Department Advisory Board (DAB) meetings, Skill development Programs, value added, and certificate courses.

**Handbook:** To create the awareness about course objectives and outcomes of each course, a handbook is prepared and distributed to the students before the commencement of every semester.

**Course File:** The faculty prepares a course file which contains course objectives, course outcomes(CO), syllabus, program outcomes(PO), CO-PO attainment, CO-PO mapping, lesson plan, assessment methods, notes, assignments and PPT / OHP.

**Induction Program for I year students:** The institution conducts 12-day induction program so as to cater the requirements of the students and to overcome their network barriers, strengthen the relationship with the faculty, and provide hands on experience on live engineering projects. At the end of the program the students were expected to have an understanding on their 4 year engineering curriculum, develop an insight on their engineering discipline. Other topics in the induction program include mindfulness and yoga sessions, sessions by industry experts and alumni, and ice-breaking sessions with outdoor activities.

**Orientation Program:** The orientation program is conducted for II, III and IV year students to create awareness about the course structure of each semester and sessions on advanced technologies relevant to the subject. Students in III and IV year are encouraged to start exploring their future aspirations and are guided towards meetings their future goals.

**Project Based Learning (PBL):** Other than curriculum, the institute encourages the students to gain practical exposure towards the solving real time problems. All II, III, and IV year students are asked to carry out one project-based assignment every semester which is aligned to the different courses taught in the semester. Students are provided with open-ended problem statements and asked to design and build a solution prototype to address the problem.

**Student Centric Learning Methods:** Several innovative methods are adopted such as Think- Pair Share, Ice Breaking, Minute a Paper, Just a Minute, Group Discussion, Collaborative Learning Practice (CLP) to make classrooms more interactive and live.

**Tutorial and Remedial Classes:** Apart from the university tutorial classes, additional tutorial hours are allotted for the difficult subjects in timetable and separate schedule is planned for remedial classes to improve student academic performance.

**Enterprise Resource Planning:** Stumagz -The institute implements stumagz's to provide learning management system and college management system where the stake holders utilize the options to carryout day to day academic and non-academic activities so as to achieve management objectives.

IQAC involves in academic planning and continuously monitors the curriculum delivery.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 26

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 7.93

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic

Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	0	0	0

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 25.72

1.2.1.1 How many new courses are introduced within the last five years

Response: 107

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

**Response:** 22.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
711	715	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**Response:**

The institute always gives most important to cross cutting issues like gender sensitization, environmental issues, disaster management, human value, and professional ethics which helps in sensitizing students as discussed below:

**Gender Sensitization:** In every semester this course is introduced with an objective of

- To offer guidance to the peer group in integrating/main streaming gender in all activities of the institution in the form of focused group discussions, debates, and poster making competitions.
- To understand social and cultural construction of gender that shapes that experiences of women and men in the society.
- To generate the awareness regarding equality in law, social system and democratic activities.
- Same personal freedom for women and men, protection against all forms of aggression.

1. Institution has active women grievance cell to address women related issues by way of conducting several programs.

2. The institute implements 33 percent reservation for women in admissions.

**Environmental Science and Technology:** In every semester this course is introduced with an objective to understand the importance of ecological balance for sustainable development. The institution regularly implements the following

- Water Harvesting
- Water Recycling
- Haritha-Haram
- Car Pooling
- Solar energy
- E –Waste
- Celebration of world environment day
- Guest Lectures on environmental Issues
- No vehicles are allowed in the campus on every Saturday

**Disaster Management:** This course is introduced in every semester with an objective of helping in different aspects of emergencies and disaster events as follows

- Collection of funds for cyclone relief
- Equipped with fire Extinguishers to avoid firing in campus

**Human Values and Professional Ethics:** The institution is introduced this course in every semester with a purpose of creating awareness about moral values, character, policies and sustainable relationship among people and cooperation involved in technological activity. Use of software tools to check plagiarism online so that professional ethics may be inculcated among the students and leads to value based and socially responsible life. The institution has Standard Operating Procedures (SOP) for code of conduct.

File Description	Document
Any Additional Information	<a href="#">View Document</a>

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 28

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 28

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

<b>Response: 0</b>	
1.3.3.1 Number of students undertaking field projects or internships	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A.Any 4 of the above</b></p> <p><b>B.Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: A.Any 4 of the above</b></p>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response: A. Feedback collected, analysed and action taken and feedback available on website</b></p>
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<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 14.54

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
110	111	208	226	219

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 73.65

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
452	385	373	356	419

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
540	480	480	540	690

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 79.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
229	189	226	185	248

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

**Response:**

The institution conducts an Induction Program for 12 days with an aim to determine the learning level of the students and the following mechanism is adopted. Diagnostic tests are conducted for all students to evaluate their understanding of the fundamentals of Mathematics, Physics, Chemistry, and English.

The academic assessment of the students is carried out by taking three grading factors are taken into consideration for weightage:

- Test on fundamentals of basic sciences (Diagnostic test)
- Intermediate scores
- EAMCET marks

Apart from the diagnostic tests, all the faculty in the H&S department devote time during the first few days of classes to interact with the students. During the interaction, the faculty try to understand the academic background of students, their pace of learning, personality, motivation, interests, and career aspiration. This interaction builds up the much needed rapport of caring and sharing between teachers and students. The initial interaction between the faculty and students and the academic assessment of the students help the faculty to identify slow and advanced learners in the classroom.

Formative assessments are further conducted during the semester to re-evaluate advanced and slow learners. The formative assessments provide the faculty an overview of the students' learning in different courses so that additional support could be provided to students who develop certain misconceptions

during the semester.

### Strategies adopted for facilitating Slow Learners:

- Extra Remedial classes are conducted for Slow learners
- Collaborative Learning Practice (CLP)
- Counselling classes are regularly organized to identify the problems of slow learners
- Extra Classes supplemented by course notes
- Informal counseling through mentor-mentee network are also conducted on comparatively difficult topics for their better understanding and creating confidence in them.
- Home assignments of different levels are provided to improve their performance levels and to boost their confidence in facing the University examination.
- Industry visits are organized.
- Slow learners, who are creative, are encouraged to learn by “fun”, which provides impetus to hone their creative skills through fundamental application of their subject knowledge.
- Parents are informed about performance of students at parent-teacher meets and their suggestions taken regarding academic progress of the students.

### Strategies adopted for facilitating Advanced Learners:

- Project Based Assignments(PBA)
- Enrollment in MOOCs
- Participation in events conducted by Professional bodies like IEEE,CSI, SAE.
- Participation in conferences ,workshops, state and national level Technical competitions
- Different levels of home assignments are provided, and ICT special classes are conducted to suit their needs.

These efforts are helpful in securing high grades by the students and it leads to secure admission in premier national institutions of repute for further higher education and also for better placements.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.2.2 Student - Full time teacher ratio

**Response:** 9.94

#### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

##### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

Use of student-centric methods in the teaching learning process is an important feature of our institution. The policy of using student-centric method in teaching-learning is supported by the management and executed by the teachers. The teachers largely follow interactive and participative teaching learning process. encourage students to evolve their learning capabilities so as to improve the skills and knowledge.

- Virtual Classes: The institution conducts unsupervised classes in which learning is characterized by readymade learning material without instructor.
- Enrollment in MOOCs: Students are registered in NPTEL, SWAYAM, and SpokenTutorial to improve their academic performance.
- Project Based Assignment (PBA): Students are provided assignments to design and develop solutions to open-ended problem statements provided by the faculty.
- Industry Interaction & Internships: The students are deputed to the related industry to acquire practical concept by way on internships.
- Student Seminars: Students participate in seminars on latest technologies and update their self learning through exchange of knowledge.
- Collaborative learning practice (CLP): The institution implements CLP, in which the students involve in various activities and they interact with their peers to share ideas and information to improve their learning, thinking skills.
- Active Learning Strategies: Faculty in the institution implement the following active learning strategies depending on the learning outcomes for their respective courses.

**Think – Pair – Share:** To facilitate and improve students' articulating abilities, the faculty members implement this method. Faculty poses a question to students on a topic. Then students think individually for a while, pair with their peers and share their responses so as to improve their skills by way of participation.

- **Just a Minute:** The faculty members adopt this method with general topic or subject related topic is given to students and they speak on a given topic in one minute. This enhances their effective communication skills and builds good confidence so that they good at subject.

- **Ice-breaking Activities:** As soon as the faculty enters to the classroom, faculty member pose a question to the students on the topic covered in the previous class to get the attention of the students and also this activity helps the students who are absent to previous class.
- **Model Preparation:** The students prepare prototype model of their own idea under the guidance of UPTECH idea labs as an implementation partner and participated in hackathon program. Students are encouraged to build the models on contemporary issues with the help of faculty members. The developed models were showcased in poster presentation, conferences and technical fest.
- **Co-curricular Activities:** Students participate in various co-curricular activities like workshops, seminars, technical quizzes, technical expos, hackathons to facilitate in the development of mind and personality along with moral learning.
- **Case study:** Case studies have evolved for investigating various trends and some situations such as the theory of Sales Forecast, Power Systems, Manufacture Engineering & Fabrication Analysis, software engineering; Professional Ethics.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

Response: 128

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 9.82

#### 2.3.3.1 Number of mentors

Response: 128

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

The institution is very keen on updating and incorporating innovative and creative teaching learning methodologies to achieve academic excellence.

To inculcate the innovative practice which leads to creative thinking, the institute organized industrial visits for the students. The students learned various technical issues by visiting several industries and correlating with their subject topics like bar bending techniques, masonry methods, steel structures, printed circuit board design, renewable energy, hydraulic machines, marketing strategies for several products, so as to come out with practical solutions.

**Audio, visual and kinesthetic:** Faculty practices three-fold learning techniques for sound, visual and kinesthetic, to draw students in upgrading their interest which results in better execution.

**Virtual labs:** Faculty is working on instructing through virtual labs for certain examinations which are hard to do in physical labs and are appeared to the understudies by a vivified adaptation.

**Video lectures:** Institute urges resources to take recordings of their lectures to be transferred on Youtube channel. The students are encouraged to access the uploaded videos in their own extra time to create interest in learning.

**NPTEL:** The faculty and students have been using NPTEL in our institute to understand the current theories, practices, tools and techniques with challenges.

**Brain storming:** The institution adopts this technique by implementing various students' centric methods to enhance the creativity skills in young minds; in turn the students are capable enough to compete with outside world as per the industry expectations.

**Flipped Classroom:** The faculty members adopt this instructional strategy to engage the students after the class room hours. The faculty members assign a topic to be prepared at home. The faculty members ask students to come up with their views and doubts if any to the next class.

**Project Based Assignments:** Students are involved in designing prototypes which make students acquire a deeper knowledge through experimental learning by active participation.

**Technical Fest:** To bring out the creativity among the students, the institution conducts technical fest on concurrent basis with a special focus on innovation in technology.

**Fetch an answer beyond the topic:** Faculty assigns a task to the students which is beyond the topic and asks the students to visit the library and labs to come up with possible solution.

**Prototype Building:**The faculty guides the students in preparing specification for a real, working system rather than a theoretical one. The institution has a mechanism through which students attend the training programs and participate in intra, inter institute level and state level hackathons to build prototypes.

**Ad-on courses:**the institution conducts certificate and value added courses for students which helps to bridge the gap between industry and academia.

**Online Resources:**The Institute provides facilities for both faculty and students to enroll themselves in online courses to expand their frontiers of knowledge and also encourages to access journals through digital library and promotes to use the E-books.

**Paper publications:** Faculty nurture students to participate in seminars and conferences to promote research aptitude. Students actively participate and get their research papers published.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 121.38

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 7.71

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
23	16	6	7	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 29.2

#### 2.4.3.1 Total experience of full-time teachers

Response: 3738.2

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 0

#### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 38.87

#### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
70	58	40	33	26

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

The institution adopts the guidelines of Jawaharlal Nehru Technological University, Hyderabad for internal evaluation and assessment procedure so as to improve the efficiency and effectiveness in assessment of teaching learning and evaluation process.

For undergraduate programs, the institute conducts two mid-exams of 25 marks each, comprising ten marks for descriptive, ten marks for objective and five marks for assignment. The average marks of both examinations are considered as final mid-marks. End semester examination is for 75 marks which is conducted by the university.

For the post-graduate program, the institute conducts two mid-exams of 25 marks each as per university norms, and the end semester examination is for 75 marks which are conducted by the university.

After completion of the internal examination, the faculty evaluates the answer scripts and distribute to the students for doubt clarifications or re-correction. The faculty submits the re-corrected scripts to the examination branch and marks are displayed on the notice board and in CMS. Then the principal conducts a meeting with HODs to discuss the students' performance and necessary action plan for further improvement.

For laboratory evaluation for under graduate, the institute conducts two lab internals for 25 marks each. It is divided into ten marks for the written exam, and 15 marks are allotted for day-to-day performance in the laboratory. External lab-examination is conducted for 75 marks as per regulation.

Reforms in the Evaluation process:

1. Awareness of evaluation and assessment system in orientation program.
2. Use of formative assessments to identify misconceptions developed by students.
3. Conducting tutorial classes to clarify doubts and re-explaining the critical topics.
4. Regular unit tests, surprise test & quiz are conducted prior to mid examinations.
5. Monitoring the improvement of slow learner and encouraging the fast learners by reviewing their performance.

Faculty conducts unit-test/surprise-test, collaborative learning practices, project-based assignments, tutorial classes, remedial/extended classes, and study hours to evaluate students' performance to get better results.

Additional Procedures of Evaluation and Guidelines for Faculty

Faculty evaluates students' growth by identifying assignment topics and creating question papers Self Study Report of mathematical problems, quizzes, presentations, team-work activities and solving previous year's question papers. The distribution of weight to the various components of assessment will be decided by the respective faculty and will be announced in the class within the first fortnight of the semester and shared with the head of the department.

Students' performance is also evaluated based on the following parameters: communication skills, use of modern tools (NPTEL, SWAYAM, Spoken Tutorial,V-labs), critical thinking skills, problem-solving skills, ability to work in teams, and leadership qualities.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

Internal assessment is considered as one of the most important aspects, and the following procedures are practiced for a transparent and robust mechanism

1. Evaluation process is communicated to students through university website, syllabus copies, notice boards, and class mentors.
2. Evaluation process is also explained to students on the day of orientation program during first year.
3. Staff meetings are conducted periodically to review the evaluation process.
4. Displays all unit /mid /sudden tests marks in the department notice board within a week after end of tests.
5. Encourage the students to appear for betterment examinations after the unit / sudden tests results are released.
6. Attend and solve grievances of students if any

#### Procedure for internal assessment

For all theory and practical courses, continuous assessment is conducted for a maximum of 25 marks consisting of 10 marks for descriptive, ten marks for objective, and five marks for assignments. For laboratory, 15 marks are allotted for experiments, and ten marks for the written examination. The above continuous assessment shall be carried out as per the procedure given below:

#### Theory Courses

Two tests, each carries 25 marks, are conducted in the semester as per the university norms. Ten marks for descriptive, ten marks for objective and five marks for assignments are allotted. The average marks of the two tests are taken as final marks.

#### Practical Courses

Every experiment is executed and evaluated based on the experiments prescribed by the university. There are two internal tests in the semester. The criterion for internal assessment marks (25 marks) is based on the university guidelines.

Time table is displayed in the department notice board and circulated to the respective classroom before 1 week from the day of examinations.

Evaluation is done by the respective subject/laboratory faculty within three working days from the day of completion of respective subject examination. Answer sheets are shown to all the students and answers are also discussed with the students. After satisfaction students put their signatures on the answer sheets.

### **Project Work**

There are two kinds of projects namely industry oriented mini-project and major-project. These projects are reviewed by an internal guide, project coordinator and head of the department. The marks for the mini-project and major project are awarded by the external examiner with the help of the concerned internal guide and head of the department.

The major project is for 200 marks, and the mini project is for 50 marks. Along with this, comprehensive viva-voce is conducted for 100 marks and technical seminar is for 50 marks. Project marks are awarded based on concept creation, project report, attendance, problem-solving ability, analytical skills and aptitude, and communication skills.

The details of the evaluation process, regulations, curriculum, and syllabus of all the programs are displayed on college website and notice board to maintain transparency. Also, minimum attendance and passing marks requirements for the internal assessment are communicated to the students during the orientation program, which is held for newly admitted students. The evaluation process is also informed to all the students and the parents.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

There is complete transparency in the internal assessment. The institute has the redressal cell for grievances regarding examination grades. The cell consists of Principal, Director, Controller of Examination and Head of Departments (HODs). Students can apply to the cell for any issues in the evaluation of their answer scripts. The cell conducts a meeting and to hear students' concern and takes an appropriate decision which is binding on all.

The mechanism adopted for redressal of grievances at institute level:

For theory course:

1. Faculty members inform the students about the various components in the assessment process during the semester.
2. The internal assessment test schedules are conducted as per the university and communicated to the students well in advance CMS and circulars.
3. For proper conduct of tests, one/two invigilators are assigned to each hall. Evaluation is done by the respective course handling faculty members within three days from the date of examination.
4. Corrected answer scripts (Minimum 10 %) are verified by HOD to ensure the proper and error free evaluation process.
5. Corrected answer papers of the students are distributed in the class for verification and knowing their mistakes and any grievance is redressed immediately. The marks obtained by the students in are displayed on the department notice board and uploaded in CMS.

For laboratory course:

1. By observing and validating the theoretical aspects student must submit lab record regularly.
2. Day to day performance (regularity, performance, viva and the promptness in submitting the record) of the students is assessed for every experiment.
3. The marks/grade scored by the student for each experiment is indicated in the observation/record.
4. The practical approach to the real-time applications is tested by viva voce.

Parents are informed about their ward's performance through SMS and E-mail through the CMS system.

At university level:

Students can express grievances by applying for the following evaluation procedure:

**Re-counting:** If the students are not satisfied with the marks awarded, they can apply for re-counting within a week from the declaration of results through the examination branch at the institution. The results of re-counting will be announced as per the university norms.

**Re-evaluation:** Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

**Challenge Evaluation:** If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the results. This evaluation process is carried out in the presence of student by two subject experts; one represents from the institution and other from the university.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

The Program Assessment Committee (PAC) consists of principal, controller of examinations and Heads of Departments (HODs). The PAC is responsible for preparing the academic calendar before the commencement of the semester. The academic calendar breaks down the academic year into two semesters. It provides the information of the courses for the semester, dates of commencement of class work, syllabus completion, examinations, list of holidays, and the total number of working days.

The faculty members of the concerned department gather the lists of courses for the coming semester, and the HOD finalizes the allocation of courses based on the faculty's choice and area of specialization. Faculty members then prepare the lesson plan before the commencement of semester, indicating the topics to be covered, teaching methodologies being applied, and assignments given to students and the number of lectures.

A course file for each course is prepared by the faculty, which includes course objectives, outcomes, schedule, references, study material, and questions from previous examinations papers. Students will be provided with the course file in the first week of the semester to provide them awareness about the subject and plan for the semester.

The evaluation process for each subject is duly reviewed by a senior faculty in the department, approved by the HOD, and then made available to the students. Timetable in-charge of each department prepares the timetable as per the guidelines given by the university and gets it approved by PAC. The time-table is then uploaded in CMS system and displayed on the respective department notice boards.

The performance of the student is assessed on a continuous basis by conducting two mid-exams per semester based on the university norms. The average marks of both mid-terms are taken into consideration. In addition to the tests, assignments, mini-projects, and quizzes are also part of CIE. The evaluated answer scripts are shown to the students to clarify their doubts about the evaluation process.

The academic schedule prescribed is strictly adhered by all departments. The college maintains a high standard through CIE and ensures end semester and practical examinations are conducted jointly by the concerned teacher and an external examiner appointed by the university. Schedule of the end-semester examinations and rules and regulations about evaluation of students under various courses are also included in the academic calendar.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered

by the Institution are stated and displayed on website and communicated to teachers and students

**Response:**

To improve the quality of teaching and learning the institute developed program outcomes, program specific outcomes, and course outcomes so as to foster and develop particular course.

The Program Outcomes are published at:

- **Departmental files:** the institute coordinates with all the departments to maintain a departmental file containing the list of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) of all courses offered by the program.
- **College Website:** All the stakeholders can view college website for POs, PSOs and Cos.
- **Lab Manual:** Lab manuals are printed containing POs, PSOs and COs of the department and issued to all students at the beginning of every semester.
- **Library:** All the students and faculty members can easily access the POs, PSOs and COs of various departments in central library.
- **Hand Books:** The list of POs, PSOs, COs, course objectives and topic outcomes are incorporated in the student handbook which the students may carry to their classes.
- **Course Files:** Course files are prepared by the faculty members which includes POs, PSOs and Cos before beginning of every semester.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

To achieve academic excellence and create an academic environment, it is important to design and analyze the COs, POs, and PSOs.

The institution evaluates the attainment of COs, POs, and PSOs for each course in undergraduate programs. The course outcomes are written by the respective course coordinator using action verbs of learning levels as suggested by Bloom's Taxonomy.

A correlation is established between COs and POs, PSOs on the scale of 1 to 3.

- 1 indicates a low correlation
- 2 indicates a medium correlation
- 3 indicates high correlation

A 5x12 mapping matrix of COs-POs and 5x3 mapping matrix of COs-PSOs is prepared for all courses in the program. The CO-PO & CO-PSO mapping matrix for a sample course is given below.

Course Name: **Web Technologies**

Course Code: CS602PC Year - Sem.: **III – II** Regulation: **R-16**

**Academic Year: 2018-19**

**Course Name: Web Technologies**

**Course Instructor: Mr. K. Uma Shankar**

### **COURSE OBJECTIVES**

- To know the client server architecture and able to develop a web application using java technologies.
- To develop a dynamic webpage by the use of java script and PHP
- To understand server side scripting using servlets & JSP.
- Expose students to the basic tools and applications used in Web publishing.

### **COURSE OUTCOMES**

CO1: Develop dynamic web pages using PHP which interacts with database.

CO2: Create XML documents using XSLT and Validate against DTD/Schemas.

CO3: Build server side script (web application) using Servlet and JSP.

CO4: Build dynamic and interactive web applications using JavaScript (Client side programming) & AJAX.

### **CO-PO Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			3		2							
CO2			2									
CO3			2		3							
CO4			2		2							

### **LEGEND**

**1: Slight(Low) ,      2: Moderate(Medium) ,      3: Substantial(High)**

## Attainment of COs and Pos

The following two assessment methods are used to measure the attainment level of POs, PSOs, and COs.

1. Direct Assessment
2. Indirect Assessment

**Direct Assessment:** Mid semester exam – I, mid semester exam – II, assignments, performance in laboratories.

Two mid-term exams are conducted for each course in a semester (internal assessment tests). Mid-term– I exam is based on CO1, CO2, and CO3, whereas mid-term– II exam is based on CO4, CO5 and CO6. Both the mid-term exams is of 20 marks each.

Similarly, each student is given two assignments based on CO's and five marks are awarded for each assignment.

**Indirect Assessment:** Strategies are implemented by embedding them in Student Survey, Employer Survey, and Alumni Survey.

AY 2018-19 (AY)

Attainment Level	
Level 3	60 % students scoring more than or equal to <b>40 %</b> of marks
Level 2	50 % students scoring more than or equal to <b>40 %</b> of marks
Level 1	40% students scoring more than or equal to <b>40 %</b> of marks

AY 2017-18 (AY)	
Attainment Level	
Level 3	55 % students scoring more than or equal to <b>40 %</b> of marks
Level 2	45 % students scoring more than or equal to <b>40 %</b> of marks
Level 1	35% students scoring more than or equal to <b>40 %</b> of marks

### 2.6.3 Average pass percentage of Students

**Response:** 65.26

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

Response: 248

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

Response: 380

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.47

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response: 0**

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response: 4.69**

3.1.2.1 Number of teachers recognised as research guides

Response: 6

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response: 0**

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 757

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The institution is located in an eco-friendly campus and it encourages staff and students to carry out research projects for coming out with solutions to problems which causes various kind of hazard to the environment.

#### Institute Innovation Council (IIC):

The institute established Institute Innovation Council in association with MHRD Government of India with an objective to promote innovation in the Institution through multitudinous modes leading to an innovation promotion eco-system in the campus.

The institute facilitates to conduct Industrial Talk Series organized by MHRD IIC as member of Institute Innovation Council campuses and all the faculty members and students participated in all talk series live sessions.

The institution IIC organized workshop on intellectual property rights for faculty members and students to create awareness on importance, regulations, benefits and procedure to file a patent.

The institution IIC conducted an event of project expo to share innovative thoughts of students through their projects which provides technical solutions to cater to the need of the societal problems.

#### Research and Development (R&D) Cell:

Research laboratories were established under the supervision of R&D cell to conduct the research by faculty and students in different disciplines. One period is allotted exclusively for research and the library period is utilized to access research papers in their respective area every week. The institution supports the faculty members to do research by awarding special incentives in the form of cash and special/sabbatical leave.

The faculty members and students of the institute were published research paper in various national and international peer reviewed, Scopus, SCI Indexed and UGC recognized journals.

Research Advisory Board is constituted with eight expert members from different reputed university and industry to advice policy guide lines and provide directions for the growth and development of research activities in the institute.

The institution signed MoUs with reputed industries to partner in research projects by different departments for development of products in the field of Machining, Welding, Power System (Deregulation), ADC Design and Testing. The institution is rendering consultancy services to industry.

The institution R & D cell has submitted application for approval of Business Incubator under the scheme namely, "Support for Entrepreneurial and Managerial Development of SMEs through Incubators" to

MSME.

The Business Incubator provides opportunity to the faculty and students in developing and nurturing their new innovative ideas to the product level and then towards market for commercialization. The institute has also submitted application for Memorandum of Understanding (MoU) with MSME TOOL ROOM (CITD), Hyderabad to promote Skill Development, Research & Development, Internships, Implant Training, projects, Entrepreneurship Development, Innovation.

The R & D cell motivate the faculty members for acquiring patents from various organizations.

#### **Entrepreneur Development Cell (EDC):**

The institution has a goal to create a platform for entrepreneurs, provide provisions to explore their ideas and make students' aware of the process involved in developing engineering products and starting a business.

The institute has conducted Prime Minister Yuva Yojana and National Entrepreneurship Network (NEN) Program for all interested students from various departments to enrich their entrepreneur skills.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**

**Response:** 13

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	2	0	1	0

<b>File Description</b>	<b>Document</b>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

## **3.3 Research Publications and Awards**

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** Yes

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0.83

#### 3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

#### 3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
183	100	65	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

The institution provides different service opportunities for students to address societal needs by collaborating with and learning from the nearby localities. Participating in community service activities makes a difference and empowers the students to create civic and social duty abilities and gotten to be mindful of the community needs. In this context, the institution has taken up the several activities as follows.

The institution has adopted nearby villages for implementation of various welfare activities such as health and hygiene awareness, drinking water facilities, motivation towards community learning and education development. The institution conducts seminars and face-to-face interaction for members of the villages on various topics such as child labor, gender sensitization, clean and safe energy, women safety, superstitions, and environmental protection. These programs are carried out with assistance from faculty members, students in collaboration with NGO representatives.

The institution has organized health and blood donation camps in collaboration with Lions club.

The institute has sponsored CCTV camera installation near the periphery of Moinabad police station. The institution has sponsored sewage plant for the benefit of people residing Chilkur village.

The students and faculty members participated in NSS activities such as Telangana Haritha Haaram (plantation), National Youth Entrepreneurship Development Program, National Level Youth Fest, Gandhi Jayanthi, Swach Bharat. They also organized awareness campaigns on voting for general elections, health camps, AIDS awareness, clean and green, literacy awareness, women safety awareness, child education program, and significance of Yoga.

The institution has initiated a new program for community people named as Engineering Project in Community Service (EPICS) with the collaboration of Purdue University (USA). Under this program, the faculty members and students organized a sodha yatra in nearby villages to understand the problems at gross root level and designed the prototypes to solve the problems identified in the community. Students' are currently working on a solar operated autorickshaw that will aid the community in villages for transportation and medical purposes.

Students involved in activities organized by a professional body i.e. Institution of Electronics and Telecommunication Engineers (IETE) on an asset mapping program in association with Government of India to identify different types of assets/resources available in different nearby villages. Under this program, students visited different villages and uploaded the government assets such as schools, hospitals, offices with the help of Bhuvna panchayat app.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 7**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	1	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 57

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	23	9	9	3

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 49.96

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1154	1112	298	344	212

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response: 18**

##### 3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	1	0	1	1

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 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: 75**

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

2018-19	2017-18	2016-17	2015-16	2014-15
26	40	6	3	0

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The institution is constantly improving the learning environment by providing modern infrastructure on par with the premier institutes in the state. It has serene green land which provides an eco-friendly environment over 10 acres of land, 14522 square meters of built-up area, impressive infrastructure, and laboratories to conduct experiments and simulations.

The institution awarded as best infrastructure engineering college in Telangana state by Stumagz through Under Grad Summit-2019.

The facilities available are mentioned below:

**Class Rooms**

The institute has well-furnished, spacious classrooms with good ventilation to conduct classes. Classrooms are maintained as per norms for proper visibility of blackboard and audibility. All the classrooms are ICT enabled and equipped fans, lights, and LAN/WIFI connectivity.

**Tutorial class rooms**

Each department has tutorial classrooms to conduct tutorial classes, study hours, remedial classes to clarify the doubts and queries of students.

**Laboratories**

As per the regulations of AICTE and JNTUH, the Institution has domain centric laboratories with well-maintained instruments, devices, and equipments to conduct experiments. Additional equipments are also available to provide students opportunities to work on their projects.

The students can also access the laboratory resources through virtual Labs ([www.vlab.co.in](http://www.vlab.co.in)) an initiative of MHRD under the National Mission on Education through ICT where the students can carry out experiments virtually.

To improve the communication skills, as part of the curriculum English language communication skills and advanced communication skills laboratories were established.

**Seminar Halls**

The institution has vibrant and modern seminar halls to conduct seminars, conferences, guest lectures, webinars, and workshops for students and faculty. All seminar halls have different seating capacity equipped with LCD Projectors, whiteboards, stage, podium, and public addressing system with internet facility.

## Computing equipment

The institution has 468 computer systems with a configuration of ACER Intel core two duos, 2 GB, 4GB RAM, 160 GB, 360 GB, 500 GB HDD and LED Monitors.420 computers are utilized by undergraduate, post-graduate students, 48 computers and 14 laptops are used for administrative and academic purpose.

## Library

The institution has a modern central library, which is well equipped and furnished with spacious seating capacity for refereeing books, journals and it has separate sections for teachers, students and divyangjan.

The digital library facilitates to access e-books, e-journals through Developing Library Network (DELNET), National Digital Library (NDL), and Directory of Open Access Journals (DOAJ) by the faculty members and students. It is also providing facility to access online video lectures through SWAYAM platform.

## Other amenities:

The institution facilitates in providing various amenities like chairman cabin, principal cabin, administration office, board room, Director (strategic operations), Director and Dean (R&D) cabins, Incubation Center, Examination Branch, IQAC cell, EDC cell, Institute Innovation Council, Institute Industry Cell, Training and Placement office, HOD and faculty cabins, consumer store, canteen, medical room, girls and boys waiting rooms, NSS room, SWD room, alumni office.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

The institute provides adequate facilities for sports, games, gymnasium, yoga centre and amenities for cultural activities as follows:

#### Sports and Games

The institution established sports and games center in the year of 2008.

The Institute has 2209 sq.m. area for outdoor games and 342 sq.m. area for indoor games.

The Institute has employed a well-qualified physical director, who trains the students in their chosen sports and games during sports period and also conducts various sports and games competitions.

The institute has a spacious and well equipped indoor-sports room, where students can play games like table tennis, chess, and caroms.

Sufficient ground is provided for the students to play outdoor games such as badminton, basketball, volleyball, throw ball, kabaddi, and cricket.

The institution provided sports and games facilities to students for practice so as to participate in intra and inter-college, university, state, national, and international level competitions.

#### **Yoga center:**

Institute conducts yoga, and meditation classes for teaching staff, non-teaching staff and students.

#### **Cultural activities:**

Cultural activities are organized in the amphitheater and echo friendly lawns in the campus.

The institution has student welfare department which was established in 2015 and it has various cultural clubs such as literary, dance, singing, dramatic, and photography.

The institution provides facilities to conduct intra, inter institute cultural competitions.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 35

<b>File Description</b>	<b>Document</b>
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### **4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation**

during the last five years.

**Response:** 21.02

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
93.500	56.575	80.625	106.250	20.150

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The institution has automated the library by using NEWGEN LIB 3.1.3 software for smooth functioning of library activities.

The institute library is enriched with a huge collection of valuable books.

The central library was automated by the NEWGEN LIB 3.1 version software in 2014. The software consists of various modules on acquisition, cataloging, circulation, serials control, and

Online Public Access to Cataloguing (OPAC).

The NEWGENLIB software was upgraded to 3.1.2 version software in 2015. This new version enables the librarian to issue, renewal of books, maintain the database of books, journals, periodicals and to maintain the data of students and faculty who utilize the library resources.

The NEWGENLIB software was upgraded to 3.1.3 version software in 2017.

Salient features of NEWGENLIB 3.1.3:

- Functional modules are completely web based. Uses Java Web Start™ Technology
- Compatibility - Complies with international metadata and interoperability standards: MARC-21, MARC-XML, z39.50, SRU/W, OAI-PMH
- Uses chiefly open source components

- Scalable, manageable and efficient
- OS independent - Windows and Linux flavors available
- z39.50 Client for federated searching
- Internationalized application (I18N)
- Unicode 4.0 complaint
- Easily extensible to support other languages
- Data entry, storage, retrieval in any (Unicode 3.0) language
- RFID integration
- Networking – Hierarchical and Distributed networks
- Automated email/instant messaging integrated into different functions of the software
- Form letters are configurable and use XML-based OpenOffice templates
- Extensive use of set up parameters enabling easy configuration of the software to suit specific needs, e.g., in defining patron privileges
- Supports multi-user and multiple security levels
- Allows digital attachments to metadata

Faculty and students are able to access the below services in the library:

- Reference Service
- Reprographic Service (Xerox and Printing)
- Quick Mail Service
- Book Bank Service
- Digital Library Services
- Current Contents Service/journals
- Current Awareness Services/newspaper
- OPAC(Online Public Access to Cataloguing for Book Search) Service
- Previous Question Papers Access
- E-Book Services
- E-Journal Services
- DELNET, NDL
- SWAYAM(online course)
- NPTEL – Learning Resources Service Centre
- Reports of best projects carried out by students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

Institute maintains a wide selection of non-academic and rare books to provide faculty and students an

enriched experience.

- The non-academic books range from wide topics that could contribute to the development of faculty and students. The different topics include
  - Books related to personality development.
  - Books related to history and literature of Telangana state.
  - Books of biography and autobiography of eminent personalities.
- Details of Collection of some of the rare books:
  - Network line and fields in the year of 1955
  - Transmission and propagation standard book publishers, 1958
  - Distributed databases principles and systems, 1984
  - Computer architecture and parallel processing, 1985
  - Computer graphics, 1987

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)****Response:** 3.54**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
2.32	4.10	3.83	6.25	1.22

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 12.27**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 170

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

A special team with staff members is formed to take care of ICT and related needs of the institution such as website designing, hardware and networking, software maintenance, Wi-Fi, e-mail and SMS services.

The institution regularly upgrades and updates its IT facilities as follows:

- The institution provides Wi-Fi facilities in the campus with 16 accessible spots.
- All the computer systems of the institution are enabled with LAN connection.
- The internet bandwidth of the institution is 60Mbps (50 Mbps from Apollo and 10Mbps from BSNL service providers).
- The institute keeps upgrading the internet bandwidth regularly.
- The institution has 21 laptops with high configuration.
- The institution has 468 computer systems with a configuration of
  - ACER Intel I3 and core2duo
  - 4GB RAM, 2 GB RAM
  - 500 GB, 320 GB, 160 GB hard disks
  - ACER LED Monitor
- The institution maintains latest multimedia facilities.
- The institution updates its website regularly.
- There are wide varieties of software tools and packages available in the institution.
- The institution encourages faculty to utilize ICT facilities for an effective teaching-learning process.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 3.03

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

<b>Response:</b> >=50 MBPS	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

<b>4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</b>				
<b>Response:</b> 56.48				
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)				
2018-19	2017-18	2016-17	2015-16	2014-15
251.41	221.94	167.26	149.37	185.21
<b>File Description</b>	<b>Document</b>			
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>			
Audited statements of accounts.	<a href="#">View Document</a>			

<b>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.</b>	
<b>Response:</b>	

The institute has appointed personal to look after the management of infrastructure to maintain physical and academic facilities.

### **Laboratory**

All the departments prepare and submit their annual budget to maintain the existing facilities in laboratories. The annual budget is periodically approved by the board of governors, channeled through the Principal. Funds are allotted to ensure optimum utilization and the maintenance of lab equipment. IQAC members will check the working condition of the equipment at the end of each academic year and report to the principal on the deficiencies found in the labs.

### **Library**

The institution has a library committee. It follow up and monitor with the librarian and ensure to procure all text books, reference books, articles, competitive examination books, magazines, journals, e-magazines, e-books and e-journals. The committee monitors other resources such as NDL, SWAYAM and NPTEL.

### **Sports Room**

The institution has a sports committee which regularly monitors the various facilities by providing equipment for indoor, outdoor sports and games. The institution has a well-maintained infrastructure for sports and games like cricket, basketball, volleyball, throw ball, badminton, chess, caroms, table tennis to cater the needs of faculty and students.

### **Computer Systems**

The institution provides UPS to all computer systems, servers, projectors, printers, scanners, Xerox machines, bio-metric devices to avoid any damaged during power outages.

### **Classrooms**

The institution has a maintenance supervisor who regularly maintains the class room boards, benches, fans and lights.

### **Transportation**

The institution has nominated transport in-charge who is looking after the maintenance of vehicles and also allotting the routes considering the number of students and faculty travelling from various locations to ensure safe and comfortable travel. The transport in-charge is responsible to maintain vehicles and obtains necessary clearance certificates, insurance, and permits from the RTA.

### **Electrical**

The institution has installed a 62.5 KVA transformer, 125 KVA generator and UPS with 30KVA, 15KVA, 10KVA, 7.5KVA, 3KVA. It also has a diesel generator, batteries for backup and proper earth connection to ensure safe power source. The UPS batteries are checked once in a month to verify the acid and current levels. The diesel generator gets serviced twice a year for effective functioning.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## 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 the last five years

**Response:** 73.31

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
804	1099	919	842	811

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 10.18

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
171	156	144	78	80

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 20.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
367	300	292	255	55

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 0

## 5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**File Description****Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****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:** 35.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
180	70	44	38	55

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 12.1

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 30

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 100

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	2	2	1	2

#### 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	2	2	1	2

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
<b>Response:</b> 21				
5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	8	6	5	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
<b>Response:</b>	
The institute constantly encourages the students for participation in decision making in terms of academic and administrative activities through council and various committees.	
<b>Student Council:</b>	
The institute has an active student council with good number of representation of students in different roles. The class representatives (CR's) of each class serve as the members of the student council. The CR's are asked to elect students to the different roles in the student council which include President, Vice-President, Secretary/Treasurer, Technical Secretaries, Cultural Secretaries, Sports Secretaries, Placement Secretaries, and Social Impact secretaries. Students are encouraged to nominate themselves to the different	

roles in the student council and an election is carried for all the positions. The leadership of the student council is usually comprised of 3rd year students.

The student council plays a vital role in departmental activities under the guidance of faculty members. The students participate in various events like technical, cultural and sports fest, all traditional festivals, college annual days, Independence and Republic days.

Student council also involves actively in all the activities organized by various clubs of student welfare department. The student welfare department is comprised of faculty who support the student council in the conduction of various activities.

#### **Academic and Administrative bodies:**

The students are nominated to various academic and administrative committees with an objective of effective participation for its successful completion with excellence and also gain momentum in executive skills.

The following are the committees constituted every year:

- Grievance and Redressal committee:
- Disciplinary Committee
- IQAC
- R &D Committee
- Library Committee
- Anti-Ragging Committee
- Training & Placements Cell
- Institute Industry Interaction Committee
- Entrepreneur Development Cell
- Transport Committee
- Alumni Committee
- Cultural Committee
- Sports and Games Committee
- NSS committee
- Women cell
- Prevention of Sexual Harassment Cell
- Reservation committee (OBC, SC/ST)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Response: 5.4**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	6	6	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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 non financial means during the last five years**

**Response:**

The institute firmly believes in connecting with old students through alumni association. The alumni association was formed in the year 2016 and registered in the year 2017 with the title of “KGR CET Alumni Association” and the registration number 1843 of 2017.

The alumni meet is conducted regularly to share their views for the development of the institute. It is generously hosted by the management and such meetings are beneficial for the institute and alumni.

The institute takes pride in many alumni who are currently holding good positions in various multinational companies like Cognizant, ADP, Genpact, BYJU’S, TCS, Accenture etc., and some of the alumni are successful entrepreneurs.

To support the institutional alumni association, various departmental alumni associations are formed through which it involves for strengthening the departmental activities.

Contribution of Alumni (Non-Financial):

The alumni sharing of their knowledge and experience through participation in the following activities:

- Guest lectures
- Seminars
- Workshops
- Seminars

- IQAC
- Placements
- Industrial Visit
- Curriculum Enrichment

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 24

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	1	1	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

NAAC

## 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:

Under the dynamic leadership the institution has good governance to impart quality engineering education in tune with vision and mission.

##### Vision:

To become self-sustainable institution and acknowledges as a new age engineering institution by inculcating research and entrepreneurial culture among stakeholders through industrial collaboration seeking the project support and providing consultancy.

##### Mission:

- Interaction with industries on consultation and research.
- Engage industries to enrichment of curriculum.
- To become preferred institution in academics.
- To encourage and develop entrepreneurs to increase job market and creating economicsustainability.

##### Core Values:

- Achieve excellence in graduating new age engineers by providing students with co-and-extracurricular development opportunities that will help hone their technical and leadership skills
- Contribute to the national development by establishing processes and mechanisms in the institution that will enable faculty and students to conduct research and development.
- Foster an entrepreneurial value system among students that will encourage them to come up with innovative ideas and solutions that can be used to start new companies.
- Foster global competencies among students through collaboration with international reputed universities in field of engineering and management.
- Promote the use of technology in teaching and learning that will aid students in their learning and in the process improve their academic performance.

##### Governing Body:

The institution has constituted Governing Body headed by the chairman, affiliating University nominee, AICTE nominee and 8 members drawn from academia and industry along with principal as a Member secretary.

Recommendations and suggestions are forwarded by IQAC to the GB through the Principal. The institution has well experience Principal, Director – Strategy, Operations, and Human Resource Development,

Director R&D, HODs, Training and Placement Officer and Administrative Officer for the implementation of strategic plans given by the GB.

#### **Internal Quality Assurance Cell (IQAC):**

The IQAC members ensure the academic, non-academic and administrative quality, benchmarks and focus on achieving organizational goals and justify the mission and vision statement of the institute. It conducts audit on reports received from the Program Assessment Committee and an audit report is then submitted to GB.

#### **Program Assessment Committee / Academic and Administrative Audit (PAC / AAA):**

The Principal, senior professor from institute, eminent professors from other colleges and all the HODs will review the report received from the Department Advisory Board and identify the gaps in implementing the academic and non-academic activities and update the same to the IQAC.

#### **Department Advisory Board (DAB):**

The Head of the Department conducts review meetings with faculty to focus and maintain records of attendance, mentoring, syllabus coverage, study hours and remedial classes. The DAB submits the report to the PAC.

#### **The flow of decision making:**

DAB submits the Minutes of meeting to PAC and it recommends the necessary steps and submits the Minutes to IQAC. IQAC conducts an audit on the report submitted by the PAC. IQAC submits its report to the GB.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The institution adopts decentralization mechanism in many activities by way of participating by all levels of academic and administrative machinery for successful completion of a task.

- Planning and implementation of curriculum delivery.
- Submission of research proposals for a project to funding agencies.
- Implementation of academic and administrative plans through various committees.
- Conduct of training and campus drive for placements.
- Planning and execution of technical, cultural and sports activities.

- Planning and execution of institutional best practices.
- Preparation of self study report for Accreditation process.
- Organizing Faculty Development Programs, National, and International Conferences.
- Contributing academic and research inferences to fulfill the needs of the local community.

The institution constantly implements in entrusting the activities through practices of decentralization and effective participative management. The top management governed by governing body delegate's responsibilities to various committees headed by the principal. The institution strategically formulates predetermined standard operating procedures and entrusts the implementation through departments. The department head distributes the day-to-day activities to faculty coordinators and the same is monitored. Students are involved in decision making process through various committees and council.

### Case study on submission of research proposals for a project to funding agencies

The IQAC in the academic year 2017-2018 has pointed out the need to submit research proposals to funding agencies in order to generate funds to carry out research activities in the institution. Based on the IQAC request, the governing body has instructed the institution to form a research board who could serve as mentors and guide the R&D cell at KGR CET to draft and submit good quality research papers. Based on the recommendations of the research board, the R&D cell had formed groups of faculty who have or are pursuing PhDs and are interested to carry out research activities depending on their area of interest. The R&D cell then organized workshops for the different groups on how to write effective research proposals and provided an awareness session of the various funding agencies available in the country. Each of the groups were then asked to identify suitable funding agencies and draft good quality research proposals for submissions. The proposals that were completed by the groups were reviewed by members of the research board to provide feedback. After incorporation of the feedback, faculty went ahead and submitted research proposals to the appropriate funding agencies. In the last two years, the institution has submitted 6 research proposals to funding agencies like DSIR, SERC, BIRAC and SERB.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

Strategic plans are most important for any institution to accomplish the vision and mission in a competitive environment. Strategic plan and deployment document is based on present scenario and future opportunities and it is a green signal towards achieving its set of goals and plans.

The strategic plans are formulated by the steering committee in consultation with IQAC and approved by the governing body.

#### 5 Year Strategic Plan

This five year strategic plan is guided by the vision to create a better future. It is anchored in the mission to upgrade quality and impart students overall development and enhance society through impactful education and research. This plan is framed around vision and mission of the institution.

1. NAAC Re-accreditation in academic year 2019-2020.
2. Submit the application to UGC for the approval of Autonomous status in the academic year 2019-2020.
3. Apply for NBA accreditation in academic year 2020-2021.
4. Introduction to PG courses in all departments by 2020-2021.
5. Each department will be filling minimum one patent/IPR during the academic year 2018-2019. For the year 2019-2020 two patents filing per department and converting at least two filed patents into final award, for the year 2020-21, four patents filing per department and converting at least four filed patents into final award, for the year 2021-21, six patents filing per department and converting at least six filed patents into final award.
6. Every department should have one major and one minor project through consultancy from DST, CSIR, DRDE, AICTE etc., by 2019-20 and increment of one in each subsequent year.
7. Industry Interaction:
- 8.

- 1 week – MSME/2019-20.
- 2 week – Large Industry public sector/National level important of LABS.

1. Establish research Centre for Ph.D. in departments accredited by NBA by 2021-22.
2. The placement

- Placement to the 60% eligible students for year 2019-20.
- Placement to the 75% eligible students for year 2020-21.
- Placement to the 90% eligible students for year 2021-22.

1. To develop full-fledge incubation center under the Atal mission Scheme, Government of India by 2020-21 and expanding the existing technological incubation centre.
2. Entrepreneur Cell: Vision to nurture produce entrepreneurs

- One start-up for year 2019-20.
- Two start-ups for year 2020-21.
- Five start-ups for year 2021-22.

### **Activity successfully implemented**

KGR CET after the results of the first-cycle of NAAC accreditation has begun the process of re-applying for NAAC accreditation. Based on the recommendations from the PEER committee members, the IQAC has led various initiatives that were focused on enhancing the quality of different aspects of the institution. In view of the IQAC initiatives and as a result the enhancement of the quality of the institution, KGR CET upon the approval of the governing body has completed the necessary preparations for re-applying to NAAC. The goal of KGR CET is to achieve a better NAAC grade so that the institution becomes eligible for applying to UGC for granting of Autonomous status which is part of another strategic goal.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

#### Response:

The institution has constituted Governing Body headed by the chairman, affiliating University nominee, AICTE nominee and 8 members drawn from academia and industry along with principal as a Member secretary.

There is a decentralized hierarchy of administrative setup headed by the principal and director. All the HODs, Dean R&D, Training & Placement officer and other in-charges of functional bodies reports to the principal to look after academic and professional activities with good governance. The director looks after the HR, Center for Engineering Education Development (CEED), IQAC, Student Welfare department, and Accreditation department.

Service rules are framed as per the guidelines of affiliating institution and approval authority (JNTUH & AICTE) and implements strictly as per the norms.

Recruitment of teaching and non-teaching is planned at the end of every academic year. Performance appraisal system is always in existence with the promotional policies. The grievance redressal mechanism helps us to serve better by understanding the expectations so has to accomplish the academic excellence.

The institute has the following departments as part of the decentralized system:

**Administration office:** It takes care of administrative related work, maintains records related to academic, and non-academic work.

**Exam cell:** It takes care about examination work such as printing of exam question papers, maintaining the record of results, allotment of exam duties, arrangement of exam-halls, and dissemination of examination question papers.

**IQAC:** IQAC is responsible to ensure the quality of teaching and non-teaching activities is maintained. The IQAC conducts monthly audits in all departments and provide them feedback for improvement. Based on the monthly and semester level audits, IQAC recommends initiatives to the governing body that can be implemented to improve the quality of the institution.

**R&D Cell:** R&D cell promotes the conduction of research related by organizing necessary programs for faculty and mentor them as necessary. R&D cell also works with industry to facilitate consultancy projects that can be led by the faculty and carried out in the institution.

**Grievance Redressal Mechanism:** It comprises of women cell committee, disciplinary committee, and

anti-ragging cell to receive complaints and to take action accordingly.

**Anti ragging:** Institute has anti Raging Cell to fulfill student's safety measures and a squad for monitoring of ragging in the institution. Immediate action is taken against students who do not adhere to the college regulations.

**Student welfare department (SWD):** It comprises of various clubs, such as literary club, music club, dance club, dramatic club. All these clubs work, under the supervision of assigned faculty members from all departments and SWDHOD. The SWD also encourages students to participate in sports by forming institute level teams who participate in various sports events.

**Placement and Training Cell:** It helps and guide students to secure jobs through placement drives conducted in the campus. The placement cell also helps students to secure internships during their summer vacation. The training cell conducts necessary campus recruitment trainings to help students secure jobs in campus interviews.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

##### **Response:**

The institute has many committees headed by senior most faculty members for executing academic activities. The decisions taken, recommendations and conclusions in the meeting are recorded in the form of minutes of the meetings. All tasks are reviewed in the next meeting and follow-up actions are initiated.

The institute has various bodies/ cells like Student Welfare Department (SWD), NSS, R&D cell, CEED cell, ED cell, Placement cell, Women cell, Anti-Ragging cell etc and various committees like Administrative committee, Library committee, Disciplinary committee, Transport committee, Alumni committee etc, may look after various Academic and Administrative activities.

##### **The details of latest -----\*R&D Cell\*----- Committee minutes of meeting are described herewith:**

A meeting is held under the chairmanship of Dr. R S Jahagirdar, principal on dated 14-05-19 with the following agenda.

##### **Agenda:**

1. Discussion about the completion of the SERB upcoming proposal (Core Research Grant).
2. Completion of proposal under DEITY for submission.
3. Finalizations of proposal under TSDP program and collaboration with industry.

##### **Members Present:**

1. Dr. P. Malyadri
2. Dr. Manish Jain
3. Dr. M. Sukanya
4. Dr. P. Praburaj
5. Dr. H. K. Bhuyan
6. Dr. T. S. Rameshababu
7. Dr. T. V. V. Pavan Kumar
8. Dr. Ananthaiah
9. Dr. S. R. Tumati

10. Dr. D. Chennakesavaiah

### Minutes of Meeting:

In the meeting it is decided that:

1. Dr. Dilip Kumar Sahu and Dr. T.S. Ramesh babu will submitted the proposal under SERB Scheme (Core Research Grant).
2. Mrs. C. S. Dule will be completed the proposal for DEITY Scheme with Syscon Solutions Pvt. Ltd., for apply.
3. Dr. V. Vandana will completed the proposal under TSDP program for apply.

### Action Taken Report:

1. A proposal under SERB scheme (Core Research Grant) was submitted on 03-06-19 and 10-06-19.
2. A proposal under DEITY is verified and finalized for apply.
3. A proposal under TSDP program is under verification.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

#### Response:

The institute has more focus on welfare measures for teaching and non-teaching staff to encourage them to motivate for productive work so as to accomplish the academic goals. The institute has effective welfare measures for the benefit of its staff.

#### Welfare measures for teaching staff:

- Encouragement for higher studies through by providing financial assistance
- Provides partial financial assistance for membership in professional bodies
- Provides partial financial assistance to attend workshops, FDPs, STTP, Orientation/ Refresher programs, seminars and conferences
- Support the employees to attend the corporate training programs
- Institute provides free transport facility
- Institute provides maternity leave to the female staff as per the norms
- Institute provides Mediclaim for the faculty who has completed their service three years in the college
- Institute provides laptops as an incentive to the HODs and faculty members who have completed

six years in the institution.

- Institute provides concession in tuition fee, transport fee for the children/relatives of staff

#### Welfare measures for non-teaching staff:

- Institute has associated with ESIC-‘Chinta se Mukti’ scheme, under this; institute has registered with ‘Scheme for Promoting Registration of Employers and Employees’ (SPREE) with ESICorporation.
- Institute provides free transport facility
- Institute provides maternity leave to the female staff as per the norms
- Institute provides Mediclaim for the staff who has completed their service three years in the college

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:** 74.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
233	176	55	52	10

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 6.6

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	4	4	2	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 58.17

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
121	89	76	78	65

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

#### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The institute encourages employees with structured performance appraisal system which was designed to foster individual development and identify opportunities for additional support so as to more productivity to achieve good results. The present appraisal system motivates the staff to put forth the best of their efforts.

All the teaching staff have been informed to carry out at least 3 of the following tasks every academic year:

teaching, research, service to the institution, and professional development/self-improvement. At the start of each semester, the faculty are instructed to set performance goals for themselves by mentioning what they would like to achieve in 3 or 4 of the categories. Faculty who are teaching courses should mention the average pass and academic percentage they would help their students achieve in the course. Faculty pursuing research should mention the number of papers they wish to publish in the academic year. Faculty are also expected to mention how they would serve the institution i.e. what additional work they will be taking up in supporting the different departments in the institution and what workshops/STTP's they are planning to attend to help them develop professional. All the above mentioned are included in each faculty's goal setting document which is submitted to the HoDs. All the HoDs review the goal setting documents and approve them in consultation with the HR and the Principal.

At the end of the odd semester, mid-year reviews are conducted for all the faculty to review the progress of the goals they mentioned in the goal setting document. Depending on the progress, feedback is given to each faculty on how to improve their performance. At the end of the even semester, end-of-the-year review sessions are conducted with each faculty to measure the progress of the goals set at the start of the academic year. The end-of-the-year review sessions are facilitated for the respective HoDs in the presence of the Principal, Chairman, and HR. Depending on the progress of the faculty, the committee decided the appraisal of the faculty and take appropriate decisions on salary increments and promotions.

For non-teaching staff, end-of-the-year reviews are conducted through a committee comprising of their immediate reporting officer, Principal, Chairman, and HR. The immediate reporting officer presents the case of the non-teaching staff and discusses their performance for the concluded academic year. Based on the discussion, the committee decides on the necessary salary increment for the non-teaching staff.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The institute has a system of internal and external audit. Internal audit may evaluate on improve the effectiveness of risk management and governance processes in the institutions. On the other hand an external audit is carried out by independent auditor in accordance with the law.

#### Internal financial audit:

Internal audit helps to follow an effective approach to evaluate and enhance the effectiveness of financial transactions. A thorough investigation and verification of all transactions carried out in each financial year. Based upon observations given by the internal auditor, action will be initiated. A copy of internal audit report is preserved.

#### External financial audit:

The external audit conducts by a statutory financial audit by the external audit agency who is qualified chartered accountant recognized by Institute of Chartered Accountant of India. The external audit verifies the income and expenditure details of the college and submits the report. The external audit report kept open for reference to stakeholders

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

**Response:**

The institution is a self-financed organization which caters to the needs of the society. The institution mobilizes the funds from student's fees collection, contribution from alumni, and society contribution.

The institution takes interest bearing loans from banks for smooth functioning of the institution. Institution offers the facilities for the various competitive examinations like Tata Consultancy Services (TCS) online exam, EAMCET, EDCET, ICET, State Public Service Commission online exams, National Board of Examinations, and Staff Selection Committee (SSC) examination for generating income. The funds are also generated from the consultancy services given to the industry. We also take up the projects from industries. In the last three years, we have taken up more than 15 consultancy and industry projects and generated the revenue around 20 lakhs.

The Institute has submitted proposals for research projects for obtaining grants from various funding agencies like AICTE, Department of Science and Technology (DST), SERB, DSIR, **Science and Engineering Research Council (SERC), Biotechnology Industry Research Assistance Council**

**(BIRAC).**

**Optimum Utilization of resources:**

For the smooth conduct of academic activities in the institute, there is a dire need to provide proper infrastructure facilities. Out of the funds generated from various resources, the institution is spending optimally on ongoing developmental activities, in addition the institution conducts FDP's, national and international conferences. It commits in conduct of various co-curricular and extracurricular activities. To make the institution a campus environment friendly, many programs relating to campus cleaning like Swach Bharath and awareness campaigns are organized. The amount invested to purchase the latest equipment.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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

**Response:**

IQAC carried out a number of activities to make every faculty member be aware of quality assurance strategies for academic excellence. IQAC concurrently monitors all academic, non-academic and administrative activities for achieving institute goals and fulfill the mission and vision statement. It makes strategies for improving the quality assurance levels.

In the last two years, the IQAC has recommended the following quality enhancement initiatives.

1. Formation of Admission Team to improve quality of freshmen students
2. Conduction of 3-week Orientation program and Bridge courses for Freshmen Students
3. Financial Assistance to Meritorious Students from Low-SES Background
4. Implementation of HR Policies to Improve Retainment of Faculty
5. Establishment of Institute Industry Interaction Cell (IIIC)
6. Strengthening of Alumni Association
7. Facilitating the Research Ecosystem through R&D Cell
8. Technical and Campus recruitment Training Programs are conducted to meet the needs of nearby Industries

9. Increase in number of On-Campus Placement Drive's
10. Establishment of Student Welfare Department(SWD)
11. Upgradation of Transport Facilities

File Description	Document
Any additional information	<a href="#">View Document</a>

### **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**

#### **Response:**

The institution is well planned teaching learning process with a planned structure formulated by IQAC. It design many teaching learning processes like subject allocation, preparation of course file, semester wise action plans, active learning methods, student mentoring and each of these activities reviewed by IQAC on concurrent basis. The learning outcomes are thoroughly analyzed and discussed at length with the faculty members periodically through student feedback and departmental meeting for further quality improvements.

It commits for the growth of faculty members and students by providing proper guidelines periodically for quality assurance. IQAC insists the teaching methods must be made more interactive and more visual for the benefit of students. It implements ICT enabled class rooms and laboratories for effective presentations of e-learning content. Departmental libraries, internet facilities, computing facilities during and beyond working hours help the students and teachers for improving the teaching and learning process.

IQAC conducts monthly audits in each of the departments where the IQAC team reviews the various documents filed.

On a monthly basis, the IQAC audits the following activities

1. Technical seminars
2. Guest lectures
3. Technical workshops
4. Industrial institute interaction
5. Industrial visit
6. Visit from adjunct faculty
7. Implementation of innovative teaching learning methodologies
8. Faculty paper publications
9. Consultancy with industry
10. Mentor-mentee interaction
11. Student hours conducted for difficult subjects
12. Faculty workload
13. Student attendance

14. Professional activities
15. Faculty participation in FDP/STTP
16. Alumni interaction
17. Library resource utilization
18. Syllabus coverage

On a semester basis, the IQAC audits the following activities

1. Academic calendar and time table
2. Internal examinations and evaluation
3. Course outcome attainment through internal examination
4. Course outcome attainment through external examination
5. Course outcomes-program outcomes attainment
6. Student enrollment ratio
7. Academic performance of students
8. Students placements, higher studies, and entrepreneurship
9. Student-faculty ratio
10. Faculty qualification
11. Faculty-cadre proportion
12. Faculty retention
13. Laboratory facilities
14. Student feedback and action taken reports
15. Elective subject selection process
16. BOS, academic council membership
17. Faculty professional body memberships

After the completion of monthly/semester audits, IQAC provides an audit report to all the head of departments who are asked to develop an action taken report accordingly. Any major concerns observed during the audits are highlighted during the monthly IQAC meetings. The IQAC analyzes the all audit reports at the end of every semester to recommend new quality improvement initiatives prior to the governing body meeting. IQAC through this manner significantly contributes to the quality assurance of the institution.

Example-1: *Establishment of Institute Industry Interaction Cell (IIIC)*

To improve the industry-academia linkage, KGR CET has established the Institute Industry Interaction Cell (IIIC). Through IIIC, the institute has signed multiple MoU's with industries who are aligned with the core domains of the different programs being offered in the institution. The industries which have signed MoUs have agreed to provide students with internships, opportunities for industrial visits, and visit the institution for placement drives and recruit students. The industries as part of the MoUs have also agreed to conduct training programs for 4th year students prior to graduation.

As part of the MoUs, different groups of faculties (one PhD and one non-PhD) have been visiting the institution to explore the possibility of consultancy or research projects that could be carried out in the institution. The institution has collaborated with seven industries to initiate research projects that would result in the development of products in the field of Machining, Welding, Power System (Deregulation),

ADC Design and Testing etc. In the last two years, the faculty in association with the industries have submitted four research proposals to AICTE and other funding agencies.

*Example-2: Facilitating the Research Ecosystem through R&D Cell*

The Research and Development (R&D) cell at KGR CET has been working to facilitate the conduction of research among faculty and students. Members of the R&D cell (faculty who are pursuing and completed Ph.D.'s) meet once a month to discuss about research related activities in the institution. The R&D cell has conducted workshops to enhance the writing skills among the members who are encouraged to submit research proposals to various funding agencies such as Department of Science & Technology (DST), Department of Scientific & Industrial Research (DSIR), Science and Engineering Research Council (SERC), Biotechnology Industry Research Assistance Council (BIRAC), Science and Engineering Research Board (SERB). In the last two years, the institution has submitted 6 research proposals to funding agencies like DSIR, SERC, BIRAC and SERB.

KGR CET has informed all the faculty that they are expected to publish at least two research papers every academic year. Faculty are encouraged to publish papers in international peer reviewed journals preferably with Scopus indexed, UGC approved journals, and peer reviewed journals with ISSN. Dedicated time is allocated in all the faculty's workload to support them for research activities. Multiple workshops were conducted at the start of every semester in collaboration with the R&D cell on how to write good quality research papers. The faculty in the institution have published 104 and 187 papers in the academic year 2017-2018 and 2018-2019 respectively.

The R&D cell has been supporting the faculty for acquiring patents from various organizations.

The R&D cell has organized workshops for faculty on intellectual property rights to create awareness on importance of regulations and process of filing patents. In the last two years, faculty have submitted the proposals for obtaining three patent rights: System and Method for Generating High Power by Utilization of Minimal Input Power and Pressurized Water, Sensitive Information Management System and Method, and Parallelization of Steady Air-Flow over Cars with Neural Network.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 4.6

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	7	3	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

##### **Response:**

IQAC made several initiatives for enhancing quality of academic and administrative domains so as to meet the expectations of the stake holders like students, faculty members, alumni, parents and industry.

**MHRD IIC:** The institute established Institute Innovation Council in association with MHRD Government of India with an objective to promote innovation in the Institution through multitudinous modes leading to

an innovation promotion eco-system in the campus.

**Research project proposals:** Faculty members of all the departments have submitted proposals for research projects with several funding agencies and also in collaboration with industry.

**Research publications:**All the faculty members have published research papers in various national and international peer reviewed journals along with Scopus indexed.

**Industry institute interaction:**Some of the faculty members have interacted with industry experts and gained practical knowledge through demonstrations and the same is disseminated among the students. In turn some of the students got internship in several companies.

**Certificate and Value added courses:**Several certificate and value added courses are conducted to bridge the gap between academia and industry.

**Patents:**Few faculty members applied for patents in their research papers and instill confidence for getting the same shortly.

**MOOCs:**Faculty members have registered the courses on NPTEL, SWAYAM platform and some of them are successfully completed course.

**Placements:**placements are provided every year and there is incremental improvement in participation of companies and also handsome salary packages.

**LMS:**the institution adopted learning management system using the STUMAGs and Easy2learn software's where the students have facility to interact with faculty members and to share their views and ideas with their peers beyond the classroom.

**Alumni Association:** The interaction with Alumni association was made more frequent by conducting department level meeting with Alumni twice every semester. Apart from this, KGR CET conducts institute level alumni meet once every year. Based on the interaction with the alumni, the institution has initiated many guest lectures and workshops that are facilitated by the alumni.

Quality improvements Initiated based on NAAC peer team recommendations. The NAAC peer team visited the campus for accreditation on 17-18 August 2018. The peer team has given recommendations for the quality improvements and the institution has addressed the recommendations. The detailed document is attached in the additional information for reference.

File Description	Document
Any additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 35

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	15	2	2	3

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The institute gives priority on gender sensitivity in providing facilities such as safety and security, counseling and common room so as to improve the morale of the students and staff.

##### **Safety and Security:**

The institution provides a safety and security awareness and about environment to the students and staff of different genders, with the cooperation of institute security personnel, city police, fire department, local communities; it also provides awareness about medical and ambulance services availability and utility.

The Institute implements Gender Sensitization course for all departments, the curriculum of the course drawn from affiliating university. Institution's security wing is available 24/7 to address the emergency and other security related issues. The security verifies and takes care of the check-in and check-out of institute buses, visitors, vendors and student ID cards and vehicles.

The institute has fire extinguishers at appropriate places in each floor to address the fire incidences and first-aid boxes are kept available in all the departments, labs, security office, and administrative office. It has a medical room which is utilized for medical emergencies by staff & students. The doctor visits the campus on weekly basis and as on when required.

#### **Women Cell (WC):**

The institute always commits for safeguarding female staff by providing safety measures. In this connection several programs, seminars and workshops organized by inviting eminent psychologists and social workers to sensitize the women so as to produce harmonious atmosphere in the campus. In addition the cell promotes gender sensitivity among male and female members.

#### **Counseling:**

The institute provides counseling to the students for taking preventive steps with regard to academic and non-academic related issues along with gender discrimination and sexual harassment.

It provides mentoring and counseling to the students on concurrent basis to make them aware of:

- Good academic performance
- Maintaining 100% attendance
- Discipline and hard work.
- Use of aprons in labs for safety purpose.
- Wearing formal shoes in labs.
- Proper body language
- Formal and decent dress code for boys & girls.
- Behavioral aspects
- Anti Ragging
- Safety parameters for riding two wheelers

#### **Common rooms**

The institution provides common rooms for girls and boys for their relaxation and recreation which is under security surveillance. Separate washrooms are provided to girls and boys. In addition a Creche facility is available to take care of the children of the faculty members. Sanitary Napkin vending machine is available in rest room for girls.

File Description	Document
Any additional information	<a href="#">View Document</a>

### **7.1.3 Alternate Energy initiatives such as:**

#### **1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response: 0**

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 64

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response: 24.2**

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 7300

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 30163.6

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

**Solid waste management:** Under solid waste management dry and wet bins are maintained by segregating solid waste. The blue-colored dustbins are meant for wet and biodegradable wastes. Red dustbins are meant for dry waste, disposal of plastic wrappers and non biodegradable wastes, papers and glass bottles. Cleaning or emptying of the dustbins is being done on a regular basis at 11:00 to 12:00 noon and 4:30 pm every day. Dried leaves and plant clippings are collected and segregated in compost pits to produce manure and which is used for gardening as organic manure to increases fertility of the soil. The institute promotes concurrent minimal plastic usage.

To create awareness on waste management awareness campaign was organized. Various NSS programs like Swachh Bharat, Clean & Green activities and plantation in campus are regularly conducted to sustain eco-friendly and green enabled campus.

**Liquid waste management:** Liquid waste from kitchens, toilets and laboratories sent into Sewerage Treatment Plant (STP) and recycled, the same is used for watering plants and flushing of toilets. Lawns are maintained with water drips and sprinklers to reduce water wastage & less consumption of electricity for regular watering. The campus landscape protects the rain water into the ground through channelized pipelines. The institute conducts save water campaigns to educate the students regarding rain water harvesting.

**E-waste management:** The institute takes efforts to minimize e-waste by repairing the computer peripheral and electronic components. The damaged e-waste is collected from various departments, laboratory by designated technicians. The same are inspected by the concerned authorities and it's open for disposal through vendors for reuse / recycling purpose. In this regard awareness programs on e-waste management are organized to sensitize the students and staff on careful disposal of e-waste.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The institute maintains adequate rainwater harvesting (RWH) structure which caters the needs by preventing the wastage of water. Rain water collected from roof of the building blocks, paved streets, parking lots, sidewalks is sent to storage tank. The water from storage tank is used for gardening, flushing of toilets, floor cleaning and other external uses. After the tank is full, the overflow water is sent to recharge pit which improves ground water level. RWH system provides sources of water and reduces dependence on the wells and other sources which is cost effective. The water from storage tank is used for gardening, flushing of toilets, floor cleaning and other external uses. To prevent the wastage of water, recycling plant is established, which recycles the water collected from toilets and kitchens. The recycled water is used to water the plants and garden. Institution also implements drip system for watering the plantation to avoid the wastage of water. All the lawns are equipped with sprinkler system to reduce water wastage & less consumption of electricity for regular watering.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

The institute is having a green campus, lush serene with landscaping. The students and faculty members are encouraged to plant more trees in collaboration with NSS unit. The campus is located in pollution free and eco friendly with good number of trees. The ventilation in classrooms is excellent considering natural lighting and air. Tobacco products are strictly banned within one km around the campus.

**Public Transport:**

To fulfill the social responsibility by saving the natural energy resources, the institute maintains 13 buses through its transport wing from different locations for convenience of students and staff. It provides free transportation facility to the staff members and with nominal fee to the students. Some students & Staff opt for public transport (RTC Busses). It encourages students and staff to make use of car pooling facility based on their convenience as to save fuel consumption.

**Pedestrian Friendly roads:**

The institute has wide pedestrian paths on both the sides of the road within the campus.

**Plastic-free campus**

The institute insists minimal usage of plastic covers and cups. Usage of steel plates/leaf plates, steel cups, and minimal paper cups is encouraged in the canteen.

**Paperless office**

The institute has taken measures to make minimal usage of paper in office. The institute provides learning management and campus management systems for implementation of academic and administrative activities to make minimal usage of paper. The Wi-Fi enabled campus made much easier for paperless activities and official communication are sent through E-mail and Whatsapp so as to reduce the usage of paper.

**Green landscaping with trees and plants:**

Tree plantation and maintenance is the major practice of the institute to maintain the pristine, purity and aesthetic beauty of the institute to provide a congenial atmosphere for the academic and non-academic pursuits. Wide range of plants and trees are grown in and around the campus are nurtured by gardeners. Organic vegetation, fruits and flowers are grown in the campus to promote healthy living.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 0.24

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.4572	0.2312	0.24835	0.3512	2.7982

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

#### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 7

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	0	0	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 26

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	12	2	2	2

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 30

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	9	3	1	3

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

The institute observes national festivals and commemorates the birth and death anniversaries of great personalities and offers tribute them. The remarkable work of eminent personalities is show cased through digital system. All students and staff are on a mission towards better India. They come together breaking the boundaries and religion, caste, region and different states.

**The institute organizes and celebrates the national festivals like:****Republic Day:**

Every year we celebrate this day on 26th January. Flag hosting is done and various competitions are conducted, the chief guest of the day gives a talk on the topic of national interest.

**Independence Day:**

Every year we celebrate this day on 15th August. Flag hosting is done and various cultural activities on patriotism are carried out. The speakers explain the sacrifices and struggle of freedom fighters.

**Gandhi Jayanthi:**

We celebrate this day on 2nd October. Students are encouraged to give speeches on universal values. It is the birthday of Mahatma Gandhi which is declared as national festival. The students celebrate the day to honor his ideologies and contribution towards the independence of our country.

**Sankranti:**

It will be celebrated every year in the month of January. The institution is observed it as traditional day. Kite and Rangoli competitions are conducted to students.

**Diwali:**

It is celebrated in the month of November usually. All the students and staff will bring home made sweets and distribute each other.

**Bathukamma:**

We celebrated this festival by preparing Bathukammas by students and staff.

**Bonalu:**

Bonam is prepared and the staff and students visited nearby temple.

**The Institute organizes Birth/Death anniversaries of great Indian personalities:**

**National Youth day:**

We celebrate this day on 12th January, it is the birth day of Swami Vivekananda. Students and faculty give speeches on universal values.

**Engineers Day:**

We celebrate this day on 15th September every year as a tribute to eminent Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya. On this day students participate in group discussion and quiz competitions.

**Teachers Day:**

The institute conducts the teacher's day 5th September, Dr. Sarvepally Radha Krishnan birthday. The students felicitate the teachers on this occasion.

**Sadbhavana Diwas:**

The institute organizes this day on 20th August. It is the birth day of Mr. Rajiv Gandhi. Students actively participate in elocutions on universal values.

**Children's day:**

The students celebrate this day on 14th November, Pandit Jawaharlal Nehru birthday. The students and staff visits nearby schools and orphanages.

File Description	Document
Any additional information	<a href="#">View Document</a>

**7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions****Response:**

The institution maintains transparency in its financial, academic, administrative and auxiliary function in a very systematic manner. The institute has a good history policy that reflects ongoing commitment to ethical concern.

**Financial Transparency:**

- All payments are made through accounts department with proper valid vouchers.
- Sufficient funds are provided to all the departments through periodic review.
- Accounts department generate receipt after fee collection.
- Salary payment is done through bank credit to all the staff members. Profession tax and income tax is deducted at source as per the norms.

**Academic Transparency:**

- Induction and Orientation programs are conducted for the students in every year and every semester respectively on all academic related guidance, rules and regulations, institution policies.
- The library has automated the operations using latest software so as to maximum utilization of library resources.
- Department wise academic plans and review process ensure every teacher preparedness before semester begins and also visibilities of responsibilities during the academic session.
- Institutional and department academic calendars are uploaded on website.
- Academic planning and implementation of all the departments are available in college management system (CMS) and learning management system (LMS).

**Administrative Transparency:**

- Suggestions and complaint boxes are kept in prominent places.

- An orientation for newly recruited faculty members and all service matters are explained through a part of faculty development program.

**Auxiliary functions:**

- Standard operating procedures for principal, faculty members, non-teaching staff, students.
- Statutory committees like, Anti ragging etc are performed as per the AICTE and UGC directions.
- All research project proposals are routed through R&D, research advisory committee and principal.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

**Best Practice-1:**

**Title of the Practice:**

Institute Innovation Council (IIC)

**Objective of the practice:**

- To promote innovation in the institution through multitudinous modes leading to an innovation promotion eco-system in the campus.

**The Context:**

The institute established Institute Innovation Council (IIC) in association with MHRD Government of India. The main intention of IIC is to create a vibrant local innovation ecosystem along with start-up supporting mechanism. The institute submitted application to MSME for establishment of incubation center to promote ecosystem for scouting ideas. It leads to development of cognitive ability for technology among students.

**The Practice:**

The institute facilitates to conduct India First Leadership Talk Series organized by MHRD Innovation Cell (MIC), as one of the members of Institute Innovation Council. The faculty members and students participate in all talk series of live sessions.

The institution IIC organized workshop on intellectual property rights for faculty members and students to create awareness on importance, regulations, benefits and procedure to file a patent.

The institution IIC conducted an event of project expo to share innovative thoughts of students through their projects which provides technical solutions to cater to the need of the societal problems.

**Evidence of Success:**

India first leadership talk series helped the students in acquiring leadership and decision making skills and technological innovations which leads to acquiring better placements. With this initiative faculty members filed patents.

**Problems Encountered and Resources required:**

The institution has adequate facilities equipped with ICT tools, therefore the problems are not encountered in the process of organizing various activities of IIC.

**Best Practice-2:**

**Title of the Practice:**

Financial Support to Under-Privileged Meritorious Students

**Objective:**

To encourage poor meritorious students, financial assistance is provided by the institute for successful completion of their graduation.

**The context:**

The institute has a culture to fulfill the social responsibility by way of providing concessions in tuition and other fees to the poor meritorious students. The institute supports to those students to achieve their dreams with this practice.

**The Practice:**

Financial assistance is provided to the students based on the following parameters.

- The annual income of the family is taken into consideration to provide a scholarship to the meritStudents at the time admission.
- The scholarship is renewed based on their academic performances.
- A student from a rural/urban background, preferably nearby villages.
- Achievements -Sports/ Social activities.
- Divyangjan

**Evidence of Success:**

A large number of students received fee concession and completed their graduation successfully. The exit feedback from the students indicates the true success of this fee concession practice. The performance against targets is achieved remarkably.

**Problems Encountered and Resources Required:**

There are no problems confronted by institute however since it is a self financed institution, the resources are mobilized through various sources so as to provide the concessions to the students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Response:

#### Center for Engineering Education Development

KG Reddy College of Engineering and Technology has established the Center for Engineering Education Development (CEED) to encourage and foster innovations in teaching and learning. In alignment with the institution's vision of New Age Engineering, CEED works with the faculty in the institution through capacity building initiatives to help implement student-centric teaching methodologies in their classrooms. CEED regularly organizes faculty development program on different topics to improve the awareness and knowledge of evidence-based pedagogical approaches among the faculty. CEED at KGR CET is comprised to faculty from different departments who work together to design and facilitate faculty development programs.

#### *Faculty Development Program at the start of the semester*

CEED organizes a faculty development program at the start of every semester for new faculty joining the institution. The program also incorporates sessions on additional topics such as Mentoring Students, Ethical Practices in Classroom, Classroom Management etc. Below are a list of sessions that are included in the faculty development program.

1. Blooms Taxonomy: Levels of Learning, Identifying the levels for the topics, designing the course outcomes using blooms taxonomy.
2. Student Centered learning: Active learning methods, Learning Styles, Managing large classrooms, Collaborative learning.
3. Effective Assessment: Principles of assessment, Designing formative and summative assessments, creating rubrics
4. Technology-Enhanced Learning: Integrating technology in classroom, Flipped classroom, Creating course website, Online courses.
5. Creating Teaching Philosophy and Teaching portfolio.
6. Outcome-Based Education: Designing program-specific outcomes (PSOs), program outcomes (POs) and mapping them to the course outcomes (COs).

*Faculty Development Programs conducted throughout the semester*

The IQAC has initiated through CEED various semester long faculty development initiatives to help faculty improve their knowledge and skills about teaching and learning. This initiative was aimed to help improve students' performance in course by enabling to take active role in the classrooms. Workshops are conducted on the following topics throughout the semester (twice every month) and are open to all faculty for participation.

- Session 1 - Focus on Content: Introduction to Backward Design Process and Developing Curricular Priorities to Organize Course Content
- Session 2 - Focus on Learners: Understanding 21st Century Learners and Individual Differences among Students
- Session 3 - Focus on Assessment: Writing Learning Outcomes using Bloom's Taxonomy
- Session 4 - Focus on Assessment: Developing Summative and Formative Assessments
- Session 5 - Focus on Pedagogy: Strategies to Making Learning Whole
- Session 6 - Focus on Pedagogy: ICAP Framework, Pedagogies of Engagement
- Session 7 - Alignment of Content, Pedagogy, and Assessment

*Conduction of Research in Scholarship of Teaching and Learning (SoTL)*

Another objective of CEED is to help build expertise among faculty to document and publish papers focused on Scholarship of Teaching and Learning (SoTL). Faculty who are implementing innovative pedagogical practices are encouraged to measure the impact on students' learning and share their work by publishing papers in engineering education conferences and journals. To help faculty write good quality papers, CEED conducts paper review sessions every week to discuss about papers published in premier journals. Through the paper review sessions, CEED tries to help faculty analyze how papers are written in education focused journal papers as compared to traditional engineering journals. Members of CEED and interested faculty regularly review papers from the following journals.

1. International Journal for the Scholarship of Teaching and Learning (IJ-SoTL)
2. Journal of the Scholarship of Teaching and Learning
3. Journal on Excellence in College Teaching
4. Teaching and Learning Inquiry
5. International Journal of Engineering Pedagogy
6. International Journal of Service Learning in Engineering (IJSLE)
7. Journal of Engineering Education Transformations

Through the initiatives of CEED, faculty members at KGR CET are able to implement active and collaborative (student-centric) teaching methodologies in their classroom. Few faculty members have transformed their courses to a blended format by developing course websites to enable students' learning outside of the classroom. CEED aims to continue helping faculty build knowledge and skills on how to better teach engineering courses and help students achieve the intended learning outcomes.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### Additional Information :

Institution have good governance practices which plays a pivotal role in practicing excellent student-needed teaching learning process, inculcate effective research culture to successfully meet their vision and mission.

Institution provided scholarships to meritorious and economically deprived students to achieve their dream to become successful engineer. Institution have Student Council to promote good communication within campus, promoting the institutional policies and support educational development programmes.

### Recognitions and Honours

1. Accredited by NAAC
2. Reorganization under 2(f) -UGC act 1956.
3. MHRD-IIC Innovation Centre in the institution was granted 2-star in 2019.
4. Best upcoming Engineering College” in Telangana by Time Cyber Media in 2018.
5. Ranked 21st in Telangana in a survey by Times of India in 2018.
6. Ranked 147 in all India and 108 in South zone by The WEEK magazine 2018.
7. Recipient of “Dewang Mehta” Education Award -2017.
8. Ranked 4th by IUCEE for “Contributing in Transforming Engineering Education”-2017.

### Concluding Remarks :

In such a competitive environment, the institution constantly enhances its practices towards effective teaching and learning, research culture, consultancy and creating young entrepreneurs. Hence, apart from the regular university curriculum, students at the institution are trained in a holistic way by inculcating ethical and moral values, self-motivation and social awareness which makes them responsible future citizens. Institution works towards continuous improvisation of teaching methodologies by upgrading with best practices.

Students are also trained to enhance their employability skills through campus recruitment training programs by renowned academicians and by industry professionals. The department of training and placement constantly endeavors towards providing best placement opportunities. The institution has signed MoUs with many nearby industries who offer internship positions to students and visit the campus for placements. Faculty in institution work with the different industries on research and consultancy related projects in their respective technical domains.

The Institution has been producing successful new age engineers and young entrepreneurs with professional ethics by introducing core values and beliefs. The institute provides technology-enabled, congenial and eco-friendly environment for both students and faculty to face the challenges.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6.726</td> <td>5.161</td> <td>4.379</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV not consider provided documents.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6.726	5.161	4.379	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
6.726	5.161	4.379	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 13</p> <p>Answer after DVV Verification: 0</p> <p>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 757</p> <p>Answer after DVV Verification: 757</p> <p>Remark : HEI input edited with ref. to metric id 3.1.1</p>																				
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	5	1	0	0										
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	5	1	0	0																	

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	1	0	0

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	12	12	3	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	1	0	1	1

Remark : 1) HEI input edited according to provided documents. 2) DVV consider only Linkages. 3) Industry / field trip report not consider, only linkages should be count.

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
282	208	202	158	93

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
171	156	144	78	80

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

4	9	4	7	6
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	8	6	5	2

Remark : 1)HEI input edited according to provided documents. 2) In house awards /medals from the same management/ sister institutions or any other organizations/ institutions are not to be consider. 3)Participation of certificate not consider

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31	25	14	12	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	6	6	4

Remark : 1)HEI input edited according to provided documents. 2) Event can not be split into activities.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
128	92	78	79	65

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
121	89	76	78	65

Remark : HEI input edited according to provided documents.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	18	2	2	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	15	2	2	3

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 416</p> <p>Answer after DVV Verification : 416</p>																				
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1272</td> <td>1280</td> <td>1284</td> <td>1244</td> <td>1047</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1257</td> <td>1280</td> <td>1284</td> <td>1244</td> <td>1047</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	1272	1280	1284	1244	1047	2018-19	2017-18	2016-17	2015-16	2014-15	1257	1280	1284	1244	1047
2018-19	2017-18	2016-17	2015-16	2014-15																	
1272	1280	1284	1244	1047																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1257	1280	1284	1244	1047																	