



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**T. K. R. COLLEGE OF ENGINEERING AND
TECHNOLOGY**

SURVEY NO. 8/A, MEDBOWLI, MEERPET, BALAPUR MANDAL,
500097

www.tkrcet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

TKR College of Engineering and Technology was established in 2002 and is affiliated to JNTUH. It is spread across an area of 10 acres. It is located in Meerpet near LB Nagar. 5 UG Programmes of the College is accredited by the National Board of Accreditation. The College has an updated infrastructure, which helps in research and development. The faculty are dedicated to teaching and research and are well qualified and experienced. The students have exhibited praise worthy academic performance, working in popular MNCs, top level industries and companies in India and abroad. As a result of the relentless hard work of the management, faculty and students the college attained autonomy in the year 2017, and is also accredited by NAAC with 'A' Grade.

Vision

The Institution endeavours towards imparting quality education with ethical values and strives to make students technically competent to reach heights and make our nation self-reliant and globally recognized

Mission

The Institution is committed and dedicated to mould the students into quality engineers and technologists with aplomb by providing world-class scientific and technical education through:

- Ensuring excellent branch wise infrastructural facilities with eminent and qualified faculty
- Making the institute a research/resource centre to enhance scope for consultancy and R&D

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institute has 330 faculty members of whom 284 faculty members possess Post Graduate qualification. 45 of them are Doctorates.
- The Institute has good infrastructure with high state of art laboratories to cater to the needs of the student community.
- The institute is located in a premise from which central govt. organizations like DRDO, DLRL, IICT, and CCMB are located in a radius of five kms. In addition, the Cyberabad (a software hub) is located just 10 Kms away.
- The Institute is assessed and graded by professional bodies like National Board of Accreditation(NBA), National Accreditation and Assessment Council of India(NAAC)
- The Institute has collaborated with KL-IPR facilitation center recognized by MSME (Govt. Undertaking) to mentor and support faculty in building IPR.

- In continuous learning process, the faculty of the institute is mentored by E& ICT academy (NIT-Warangal Regional Center) funded by MHRD Govt. of India.
- The institute is equipped with the Google Suite for Education service as one of the teaching aid to impart qualitative teaching. In addition, Microsoft-AWS Foundation academy supports to train students for certification programmes.
- The Electrical and Mechanical Engineering Departments are engaged in exploring the ways of effective **harvesting methods from multiple renewable energy sources.**
- The Mechanical Engineering Department is involved in building **efficient energy harvesting machine prototypes like wind mills to support local needs.** The department is also engaged in developing **GREEN** technologies to recycle **waste materials** and water treatment systems.
- JNTUH has accorded a Research Center for the CSE Department.
- Two Projects Titled “Unmanned Surface Vehicle for defense and civilian application to built a vessel which will not come to the shore again which only transmit required by surveillance” and “Smart Wearables for Rescuers and Victims” have been granted by MSME in June 2022.

Institutional Weakness

There is a huge corpus of rural students whose needs have to be catered to. Coming from a rural back ground they are good in their analytical skills but fall short as for as the communication skills are concerned. Serious efforts are being made to hone their communication skills like giving them CRT Training, Extensive lab Practice sessions so that they get rid of their nervousness and become more assertive.

Institutional Opportunity

1. To strengthen the phenomenon of building solutions for societal problems using engineering expertise.
2. To inculcate the phenomenon of imbibing research constructs among faculty to develop and design teaching learning process, to cater quality education.
3. To motivate faculty for obtaining more IPR in number.
4. To motivate students to become entrepreneurs, to be a part of national Initiative. “Make in India”. In addition, the institute also supports for establishment of AICTE-IDEA LAB to nurture Engineering Exploration.

Institutional Challenge

1. Develop more Industry Ready Courses in Curriculum
2. Develop Research Ecosystem in the Institution

3. Presence of Medico Journal Publishings.
4. Provide Provision to acquire paid Internship to all the students.
5. Expand Student activities in student clubs, IEEE, CSI and IIC

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The TKR College of Engineering and Technology offers a wide range of UG and PG Programmes contributing to science and technology thereby promoting the national goal of empowering people through education. The Curriculum for all the programmes is framed in accordance with the guidelines of AICTE, the affiliating university (JNTUH) and is in tune with the Vision and Mission of the Institution.

The Courses offered are carefully designed to incorporate the current trends of developing technologies, entrepreneurial skill development etc. The Curriculum is aligned with the Programme Educational Objectives, Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

Humanities and Social Sciences, Basic and Engineering Sciences, Professional core, Professional Electives, Open Electives and Skill development Courses, form the curriculum for the undergraduates programs of engineering which helps the students to develop a strong base to work later on the engineering concepts in the 2nd, 3rd and 4th years of the undergraduate program. The curriculum includes a Pragmatic Engineering approach to cater to the needs of the Industry.

The Institution follows a choice based credit system for all the programmes. That are offered the students are given a wide choice in electives based on their interest and aspiration. In addition, Human values, Professional Ethics, Environmental Consciousness, are imparted as a part of curriculum.

Syllabus revision is advised by the apex bodies based on industrial requirements, introducing 75% of new courses across all programmes. 95% of courses focus on employability, skill development blending of conventional engineering and 5% on entrepreneurial skill development during the last five years.

The feedback on curriculum enrichment is validated by involving stakeholders. In the process, of revision or design and development of new courses or programmes appropriate measures are taken based on the advice of the stakeholders.

The outcome of revision or design and development of curriculum is evidenced by an increase in students being placed in reputed organizations along with a rise in average pay package, and an increase in admissions in higher education both in India and Abroad.

Teaching-learning and Evaluation

Students seeking admission are from diversified backgrounds. Students with better ranks and competence are

seeking admissions in this institution year after year.

The Institution provides induction program and extends academic support to the students as and when they face any undue difficulties. By directly observing and conducting diagnostic tests the slow learners and fast learners among the newly admitted students are identified. For slow learners remedial classes are conducted; fast learners are encouraged to get trained in advanced technologies, participate in technical contests organized by industries, and register for certification courses, etc.

The Institution follows a mentoring system in which around 20-25 students are assigned to each faculty. The faculty act as care takers during his/her course of study and help in mentoring to improve their academic strengths and overall performance. The Institution adheres to the policies prescribed by of Statutory bodies like AICTE, UGC and the affiliating University in recruiting the faculty. The faculty are directed to implement the Outcome based approaches in their methodologies of Teaching and use ICT tools the to impart quality teaching. The Academic activities across the Institution adhere to the Academic Calendar.

The gap between industry and curriculum requirements, is bridged by organizing technical concepts are training programs/ skill development activities. The core engineering concepts are made more easy to students by conducting Guest Lectures, organizing workshops, etc.

The institution has a full proof mechanism to implement Examination and Evaluation procedures it is autonomous. The rules and regulations for conduct of examinations and evaluation is thoroughly verified and approved by the apex body of the Institution. The Question paper Setters are clearly advised to frame the questions in line with the COs of the individual subjects to assess various levels of Blooms Taxonomy. The evaluation process is implemented using the Grid mechanism in the offline mode. Online Evaluation is also available for assessment.

Research, Innovations and Extension

The Research Innovations and Extension at TKR College of Engineering and Technology is well supported by unique ecosystem under the R&D cell. The R & D Cell has a well-defined Research Promotion Policy supported and monitored by Research Advisory Committee. The code of ethics to be followed for doing research the also disseminated among faculty and students through defined rules and awareness programmes.

The Institution has a dedicated Entrepreneurship Development Cell and Intellectual Property Rights Cell to nurture innovations in the College and (the research activities are mapped to improve the welfare of the society)

The Institution in association with improve the departments has 56 MoUs signed with various industries for collaborative works and placements. The College has 06 Sponsored Projects and endowments worth Rs 42.79 lakhs from Government Agencies. In addition, an amount of 35 lakhs is sanctioned from the management of TKR educational society as seed money for Research activities. To offer PhD Programmes in Collaboration with JNTUH (the affiliating University), accords Research Center the department of Computer Science and Ten faculty members across the Institution have been accorded guideship by the affiliating university (JNTUH). The contribution of the Faculty members in terms of Publications are 398 in number. With the support of the R&D cell infrastructure 10 faculty members have obtained their PhD degrees in the last five years. The college has rendered 10 consultancy services to various organization under various schemes with a net worth of Rs. 20.34

lakhs.

The Institution has organized 96 Extension and outreach programmes for both students and faculty.

449 students of the Institution have been offered internships in different Organizations. 275 students have been associated with different organizations to carry out Project works in addition to their regular Academic Project work activity.

Infrastructure and Learning Resources

Provision of adequate infrastructural facilities for teaching and learning is as per the requirements. The Campus is spread over 10 acres with a lush green environment and aesthetic architecture. Adequate number of ICT enabled tools are provided for delivering lectures and spacious engaging classes.

All the classrooms are spacious with good ventilation and sufficient illumination. The College has 5 ICT enabled seminar halls with a seating capacity for 80 members. There is an One Indoor Auditorium with a seating capacity of 300 members and one Open Auditorium with a seating capacity of 500 Members. The Institution provides open Wifi facility to all the faculty, with fiber optics. Full access is provided to all staff to access online sources of services and information through 1 leased lines of 1000 MBPS with five individual IP addresses, from GTPL. CCTVs are installed at strategic points to monitor the activities across with the campus.

The Institution has a Power House installed with three Diesel Generators of rating 165kVA, 60 kVA, 40 kVA capacity. The Institution is spread in two different buildings with individual elevators. The Laboratories are air conditioned. The maintenance of Elevators, and Air Conditioners are outsourced.

The Institution has a central library with a floor area of 1510 Square Meters with a seating capacity of 300 members. The library has a collection of more than 1,75,000 volumes with 22,000 titles, subscribing 400 national journals, 220 international Journals. The Digital Library is established with high speed facility and enabled with wi-fi. E-Consortiums like NPTEL, SWAYAM, SWAYAM PRABHA.

The Institution has an A/c Gymnasium, The Gymnasium can be used by students or faculty by paying nominal fees. The Institution Provides other sports facilities both indoor and outdoor to students, staff and faculty.

The Campus of the Institution has a Cafeteria, an ATM, a Bank, and Stationary Stores.

Although, the Institution is centrally located, the Institution supplies 10 buses for students and staff from different parts of Hyderabad city and provides safe transportation .

Student Support and Progression

Students are the major stakeholders of any Institution. Inclusive practices and skill development are provided to students under different schemes. Social inclusion, financial incentives and welfare measures have been

internalized in the institutional processes. The Prospectus describing the different student scholarship and student services is given to all those who aspire to join the college. The college ensures prompt application and payment of SC/ST/OBC/Minority scholarship provided by the State Government and Government of India. Members of the TKR Educational Society also give financial support to the needy students.

As mentioned earlier the Institution follows a mentoring system in which around 20-25 students are assigned to each faculty members. The faculty counsels the students based on their performance in the academic assessments, and guides them for on how to improve their overall performance.

Students play an important role in planning and organizing a plethora of sports and cultural activities / competitions. Several Students have excelled in sports at National Level, having won prizes, representing State and University in various competitions. The College Magazine supports students to exhibit their creative skills in the form of articles on contemporary developments catering to social, educational, economical and other areas.

The Institution has a transparent mechanism for timely redressal of student grievances. Inclusion of Students in various committees academic and administrative. Ensures the academic, mental and social development of students.

Governance, Leadership and Management

TKR College of Engineering and Technology was established in the year 2002 under the aigies of TKR Educational society, with a phithanthropic approach to cater to the technical and educational needs of the people of the then Meerpet Village. The Institution has well defined Organizational Structure and Management Policies.

The Governance of the Institute is steered by the Board of Governance. (BoG), which frames policies, procedures, and strategic plans to achieve the mission and vision of the Institution. The Secretary of the TKR Educational society exercises all his powers for the smooth functioning and development of the organization by conveying the resolutions of the Educational society to the Principal for implementation. Budgetary allocations are made in March to meet the expenditure of the following year. The Institution also publishes Audited financial statements, on its website for public information.

The Institution has several committees/ Sub-committees to continuously monitor/guide the academic and administrative activities. The Committees comprise key stakeholders, including the government bodies, administrators, faculty, staff, industry, alumni, parents and students. Senior Professors are included in the BoG.

The Academic Board of Studies, as part of participative management-Governance is established for Planning & development, admissions, finance & accounts and The college implements several welfare measures for the faculty and staff for their personal growth. These include Group Insurance, maternity leave for women, and Faculty and student accident group insurance.

The Faculty are encouraged to attend faculty development programs, Refresher courses, workshops and are financially supported by providing, travelling allowance and registration fee, etc. Professional development programs are conducted for teaching faculty and administrative / programs for non-teaching staff.

An IQAC cell ensures the development of a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the college. The institution has been participating regularly in the ranking of higher educational institutions with MHRD. Five undergraduate programs are NBA accredited and the institution is autonomous.

Institutional Values and Best Practices

The Institution adapts the following four best practices:

A STUDENT- FRIENDLY MENTORING SYSTEM

Mentoring sessions were held regularly. Every teacher was entrusted the work of mentoring twenty to twenty five (20-25) students.

Many students were reluctant to express their problems orally and so questionnaires were prepared to derive personal information from students regarding their goals, interaction with the teachers and peer group and their study habits. Each student met the mentor personally and this greatly helped in improving the intimacy between the teacher and students. It also helped in improving the students' academic performance.

After two months, another mentoring session was held to evaluate the progress in implementation of goals adopted in the earlier session. The heads of departments, the Dean and the Principal met to study the responses derived from the students, A plan of action report for implementation by each department was directed.

“Skill-Will” Club

The practice makes room for a group of teachers from Department of Humanities to voluntarily conduct classes and provide training to students and equip them with a set of soft-skills necessary to compete in the job-market. No fee is collected from the students for the purpose.

The Club identifies a target group of students through a simple test. The list of selected students are notified and initially an Orientation Programme is conducted for the students. They are made aware of the importance of the skill acquisition and the necessity of the “Skill-Will” programme. Theory classes ranging from 30—40 hours are conducted. Students already trained in computing skills are roped in to train other students. Students are provided with the audio system, audio-cassettes, CDs and the Course Books, Class Books of Cambridge series with the help of which students get trained in pronunciation, building Conversation skills and Reading/Pronunciation/English Speaking skills.

Classroom Listening, Audio versions of conversation – pronunciation of vowels, consonants, words, sentences, and making observations, finding out errors, Class room Reading, Text Reading, Reading aloud at a pace, Skimming, Pronunciation, To look at the Picture and develop conversation, To write conversation for an imaginary context, Practical Classroom speaking practice and various other activities are offered by the club to better the communication skills of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	T. K. R. COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Survey No. 8/A, Medbowli, Meerpet, Balapur Mandal,
City	HYDERABAD
State	Telangana
Pin	500097
Website	www.tkrcet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D.v.ravi Shankar	040-29551157	9666573666	040-29551157	principal@tkrcet.ac.in
IQAC / CIQA coordinator	A. Suresh Rao	040-65347536	9866490867	040-29551157	deanacademics@tkrcet.ac.in

Status of the Institution	
Institution Status	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

Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-2002
Date of grant of 'Autonomy' to the College by UGC	08-06-2017

University to which the college is affiliated

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-01-2016	View Document
12B of UGC	27-01-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Survey No. 8/A, Medbowli, Meerpet, Balapur Mandal,	Urban	10	32279

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Intermediate	English	60	29
UG	BTech,Mechanical Engineering	48	Intermediate	English	60	0
UG	BTech,Cse Artificial Intelligence And Machine Learning	48	Intermediate	English	180	180
UG	BTech,Cse Data Science	48	Intermediate	English	180	180
UG	BTech,Information Technology	48	Intermediate	English	120	120
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	60	51
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	240	240
UG	BTech,Computer Science And Engineering	48	Intermediate	English	240	240
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech	English	24	8

PG	Mtech, Computer Science And Engineering	24	B.Tech	English	24	4
PG	MBA, Master Of Business Administration	24	Any Degree	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	22				72				151			
Recruited	12	10	0	22	40	32	0	72	55	96	0	151
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				94
Recruited	37	57	0	94
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	17	6	0	23
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	10	0	11	10	0	0	0	0	43
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	29	22	0	55	96	0	202
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	
	0	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	725	21	0	0	746
	Female	345	8	0	0	353
	Others	0	0	0	0	0
PG	Male	31	2	0	0	33
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	84	64	59	76
	Female	35	35	24	34
	Others	0	0	0	0
ST	Male	76	72	58	29
	Female	12	12	13	14
	Others	0	0	0	0
OBC	Male	363	307	287	313
	Female	174	126	132	126
	Others	0	0	0	0
General	Male	173	154	128	199
	Female	109	93	99	108
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1026	863	800	899

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	View Document
Computer Science And Engineering	View Document
Cse Artificial Intalligence And Machine Learning	View Document
Cse Data Science	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Master Of Business Administration	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute Mission emphasizes on R& D activities at Undergraduate and Post Graduate Level, leading to the scope of learning interdisciplinary and multidisciplinary courses of other engineering disciplines under the classification of electives like open and professional, which contribute to nearly 20% of their credit courses. The inculcation of the approach has made the student to drive into their set goals of career.
2. Academic bank of credits (ABC):	Although the Institution is under Autonomous Mode, the degree is offered by the affiliating university (JNTUH). Therefore, the approach of maintaining Academic Bank of credits. As per the NEP can be implemented after through guidelines by the affiliating University.
3. Skill development:	The vision and mission of the institute focuses on imparting skill knowledge to the student community. As part of distinctiveness, the institute strives for imparting pragmatic engineering approach in the design and implementation of curriculum enrichment activities. The outcome of the activity strengthen the students in getting better opportunities for their career growth.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The rich heritage and republic Indian status is revised through imparting a mandatory course like constitution of India. In addition, the students are

	directed to take any online course (12 weeks) as a part of mandatory courses. As a practice, the students are prepared to display their own tradition and culture on traditional day across the events of Annual day programmes.
5. Focus on Outcome based education (OBE):	In the Institute four undergraduate programmes Electrical and Electronics Engineering, Mechanical Engineering, Electronics and Communication Engineering, Computer Science and Engineering, have been accredited under tier II of Out Come Based Education for a period of three years from 2015-2018. Subsequent extension was accorded for all the four Programmes for another four years from 2018-2022. In addition, the Information Technology Programme is accredited during the year 2022.
6. Distance education/online education:	As an initiative by the affiliating University during the academic year 2022-2023, the Institute has been permitted to offer a dual degree-course in Management arena (Bachelor of Business Administration with Data Analytics, with an objective to cater the needs of IT-sector, emphasizing on Industrial 4.0 objectives. A provision is given to the students for registering the Programme under the blend mode of online and offline education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) is set up in TKR College of Engineering and Technology in the year 2018 to promote electoral literacy and awareness among citizens. The objective of Electoral Literacy Club is to create a culture of informed and active participation in the electoral process among young voters. The aim of Electoral Literacy Club is to educate voters about the importance of voting, the electoral process and the significance of free and fair elections in a democratic country. We conduct various activities such as debates, discussions, workshops and seminars to educate students about the electoral process, voting rights and responsibilities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	The Institution has the ELC functional with the following Committee members. The committee

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>members are appointed by the principal, TKRCET. Committee Members: S. No. Name Designation Functional Role 1 Dr. J. Sunitha Kumari Associate Professor, ECE Department ELC Coordinator 2 Dr. Sukanya K Associate Professor, ECE Department ELC Additional Coordinator 3 Mr. Ch. Sai Teja B. Tech. ECE Third Year Student Student Coordinator 4 Mr. K. Srinath B. Tech. CSE Third Year Student Student Coordinator 5 Ms. G. Sowmya B. Tech. EEE Third Year Student Student Coordinator 6 Mr. D. Sridhar B. Tech. CE Third Year Student Student Coordinator 7 Mr. K. Rakesh B. Tech. ME Third Year Student Student Coordinator 8 Ms. D. Deepthi B. Tech. IT Third Year Student Student Coordinator</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities done by the ELC of TKRCET 1. Our students participate in Voter Awareness Campaigns aimed in educating the public, disabled persons & senior citizen in the nearby villages. 2. Voter Registration camp for the eligible students in the campus. 3. To create awareness and interest among faculties and students through workshops. 4. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	9	9	9
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 9

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4173	3864	3382	3472	3487
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1035	1000	709	970	987
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
3994	3763	3346	3464	3467
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	5	23	0	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
557	505	466	476	471
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
1026	863	800	899	858
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
624	564	504	504	504
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 75****4.4****Total number of computers in the campus for academic purpose****Response: 1100**

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

2021-22	2020-21	2019-20	2018-19	2017-18
896.71	346.11	340.26	370.11	538.65

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The institute imparts novel academic practices that ushers in good governance. The revision of curriculum is one of the key objectives of these academic practices. The revision of curriculum is accentuated to impart recent technologies that address the requirements of industry and society.

Influential parameters for curriculum design.

The curriculum is designed to orient students into research and design and to enhance their entrepreneurial and employability skills. The influential parameters include (i) the curriculum being designed following the guidelines enlisted in the Model Curriculum of AICTE, (ii) programme specific outcomes of professional bodies, and faculty expertise. (iii) the syllabus covered for competitive exams like GATE, IES etc.

Implementation of Outcome Based Education

The initial step of the academic practice is to set goals in accordance with the Accreditation policy for establishing the outcome-based education by defining the Vision and Mission. The second step is to classify the content that is required for imparting engineering education and to embark on Programme Educational Objectives. The third step is to emphasize on core engineering subjects followed by professional electives and open electives inline with the Program Outcomes.

Process for Curriculum Design.

The design of curriculum begins with a discussion among the stakeholders on how OBE can be implemented. The proposed curriculum is then presented to the Board of Studies. The academic experts, industry experts would suggest the necessary tips for implementing the proposed curriculum. The same is put forth before the academic council for approval. The approved curriculum is placed in the website for ease of access to all stakeholders.

It would be made mandatory for students to upgrade their knowledge by undergoing MOOCS courses through NPTEL. Further, the Internship would be made compulsory for all the students and as a result, the student will upgrade the knowledge base in diversified fields. In addition to the curriculum, student's skills would be upgraded by conducting various value added courses, which would make them industry ready.

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

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

Response: 81.82

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

Response: 11

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

Response: 9

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

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

Response: 61.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
307	341	279	296	303

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 8.08</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 200</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 2475</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 11</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The Institute integrates cross cutting issues related to professional ethics, Gender, Human values, Environment and Sustainability as mandatory parameters for improving the overall quality across all programmes into the curriculum and quality improvement practices.

Professional Ethics

Professional Ethics is incorporated through an assessment and evaluation policy of project work report, seminar report, and submission of research articles for publications by participating in webinars students and staff get to know what is Professional Ethics. In addition, it is a mandatory course for certain programmes based on the need of their objectives.

Gender Sensitization:

Gender sensitization a significant human value of the current society is addressed in the curriculum as an institutional quality policy. Gender sensitization is studied as a mandatory practical course under the aegis of Humanities and social sciences department. Subsequently the assessment of the course is made and a satisfactory report is a must for the student to be awarded the degree.

Human Values:

The Institute has admitted organizational policy and practice imparts an Induction Programme to the students admitted into the professional engineering programme in the early days of admission into the course. It is scheduled in the Academic calendar. As part of the Induction Programme, human values and practices are inculcated among the student community through a workshop.

Environment and Sustainability

As a parameter of quality initiative, Green Audit is assessed every year. Based on the audit report necessary actions and measures are implemented. Environment and Sustainability is studied as part of the curriculum for credit in a few programmes.

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

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

Response: 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	14	14	14

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

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

Response: 51.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
2799	1949	1595	1620	1619

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

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 56.51**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 2358

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

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

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

1.4.2 The feedback system of the Institution comprises of the following :**Response:** A. Feedback collected, analysed and action taken and report made available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 82.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
1026	863	800	899	858

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1248	1128	1008	1008	1008

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

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

Response: 95.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
602	526	491	490	478

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

2.2 Catering to Student Diversity

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

Response:

The Methodology adopted by the institution has been planned strategically and periodically revised to address the issues of diversity in students' learning levels. To begin with,

- The students' learning abilities are ascertained from their performance in the activities planned during the induction-training program conducted immediately after the admission.
- Special remedial classes are arranged for the slow learners apart from the regular class schedule on specific days for each course and individual attention is paid for improving the students learning competency, problem solving and presentation skills.
- Simultaneously, the needs of the average and advanced learners are taken care of by the concerned faculty through assignments, seminars etc. The advanced learners will derive satisfaction and get motivated further learning expansively while the slow and average learners get their doubts clarified with the lucid academic discussions.
- Respective mentors and class in-charges further assist slow learners through individualized counselling sessions. Most of the students' problems are resolved through these efforts and if necessary, parents are called in to assist their ward. Slow learners are given special attention to improve their performance by adapting innovative learner friendly pedagogical methods.

File Description	Document
Any additional information	View Document

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

Response: 17.32

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method,

Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presentation methods. Lecture method is a conventional method commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners. Through Interactive method faculty members make learning interactive with students, by motivating them to participate in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current technology. An effective platform is provided, for students to develop the latest skills, knowledge, attitude, values to shape their behaviour and participate in extension activities and contribute their part to the development of society. Innovative programs are organized in collaboration with professional bodies associated with departments, to stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning. Student-centric methods of enhancing the lifelong learning skills of students is put into practice.

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

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

Response:

Use of ICT tools is a key parameter, for imparting effective teaching and learning. The use of tools supports the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers combine technology with traditional mode of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute ICT Tools:

1. Projectors- 54 projectors made available in different classrooms/labs
2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.
3. Printers- They are installed in Labs, in the HOD Cabins and all prominent places.
4. Photocopier machines - Multifunction printers are available at all prominent places in the Institute.
There are 10 Photostat machines available in the campus.
5. Scanners- Multifunction printers are available at all prominent places.
6. Seminar Rooms- 4 seminar halls are equipped with all digital facilities.
7. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.
8. Online Classes through Google Meet.
9. MOOC Platform (NPTEL, Coursera, SAP, Udemy)
10. Digital Library resources.

Use of ICT By Faculty

- PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped with digital library, online search engines and websites to prepare effective presentations.
- Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
- Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
- Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.
- Online competitions- Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are organized with the help of various Information Communication Tools.
- Workshops- Teachers use various ICT tools for conducting workshops on latest trends.

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

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

Response: 17.68

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

Response: 236

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

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

Response:

Preparation of adherence to the Academic Calendar: The institution prepares the academic calendar every year in advance. The academic calendar specifies the list of examination dates, seminars, conferences, guest lectures, workshops and industrial visits holidays, vacation dates, festivals, etc. The Academic calendar provides the total effective working days available in a given semester. The office of the Dean prepares the calendar, in line with the conditions prescribed by the affiliating University. Thus the academic calendar monitors the effective delivery of the program with academic and business inputs.

Preparation of and adherence to the Teaching Plan: The concerned faculties prepare the teaching plan for their respective subjects. The hours are distributed among class room teaching, case studies, workshops and lab session as per the subject requirements. These plans are made in advance and serves as a guide for conducting sessions. The Principal, Dean Academics and HODs check the progress of each course and ensure timely and effective completion of course with a perfect blend of practical and theoretical inputs.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 15.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	36	33	34	27

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

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

Response: 6.43

2.4.3.1 Total experience of full-time teachers

Response: 1550

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

2.5 Evaluation Process and Reforms

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

Response: 25

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

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

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

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

Response: 0.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	5	23	0	1

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

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

Response:

The college keeps its examination system open for modifications and thus strengthens it from time to time, ensuring a fool proof system and addresses the grievances of students, if any. The institutional reforms in all the activities of the examination system are kept at par with the reforms prescribed by the AICTE for various engineering disciplines. The drivers for reforms in examination system of Indian engineering education taken up by the premier technical institutions have been incorporated into our examination system and they include OBE- frame work for assessment process, evaluation of higher order abilities and professional skills in different forms like MOOCs, internship experience and project works, Bloom's taxonomy for assessment design etc.

The following significant reforms were effected in the Examination system. Credit system is introduced for the benefit of the students. Quizzes / Surprise Test(s) /Project works and assignments made are part of evaluation. Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results. Continuous Internal Assessment (CIA) includes Mid examinations twice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester.

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

2.6 Student Performance and Learning Outcomes

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

Response:

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme co-ordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. The POs/PSOs of the programme are published through electronic media at individual Department site located in the college website <https://tkrcet.ac.in/autonomous/syllabus>.

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

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

Response:

Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of

how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs.

CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator in consultation with other faculty members. CO Attainment Assessment methods include direct and indirect methods. The process of course outcome assessment by direct method is based on mid examinations, semester end examination and quiz. Each question in the mid/semester end/assignment/quiz is tagged to the corresponding CO and the overall attainment of that CO is based on the average mark set as a target for final attainment. Mid Examinations are conducted twice a semester and each of them covers the evaluation of all the relevant COs attainment. Semester End Examination is descriptive, and a metric for assessing whether all the COs are attained. The indirect assessment is done by a course end survey. Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses.

File Description	Document
Any additional information	View Document

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

Response: 90.05

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

Response: 932

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

Response: 1035

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.81

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The TKR Centre for Research and Innovation at the TKR College of Engineering and Technology intends to persuade students to be pragmatic by helping them to transform basic scientific, technological, and abstract ideas into practical reality. The TKR Centre for Research & Innovation will provide an eco-system for the students to learn by doing and will support them in thinking critically, being innovative, visualizing products, and developing and implementing prototypes. The Lab will serve as a cross-disciplinary and multiple stakeholders' platform to enable student entrepreneurship, collaboration with the industry, and commercialization.

A few of the innumerable facilities provided by the TKR Centre for Research & Innovation are

1. A platform to establish an industry-academia conclave.
2. A room for knowledge sharing to support the ideas of, innovations, societal needs.
3. A location for nurturing their curricular knowledge to inculcate entrepreneurial skills.
4. Rapid prototyping facility.
5. Modern measuring, metal joining, and cutting facilities.
6. Induction furnace for the design of materials of choice.
7. Ultra-modern facilities to cater to the needs of electrical and electronics hardware assembly and testing.

8. It is used to train students in the design and analysis of various applications using high end computing facilities.

The training given in the centre will go a long way in translating the nascent ideas of students into new products and providing solutions to a plethora of technical problems. The workshops/ trainings, competitions, and boot camps conducted by the TKR Centre for Research & Innovation and the interaction between industry and institutes, as well as linkages among institutes, will aid in building confidence among the young student entrepreneurs in implementing their thoughts and ideas. Constant mentoring and interactions with other research labs will help students ingeniously choose raw materials and design products that will give them an edge over similar products already available on the market—products that would turn out to be cost- effective and environmentally and user-friendly. The TKR Centre for Research & Innovation aims at collaborating students activities with larger national goals and missions like serving the disadvantaged sections of society and will pave the way for students to enhance their ethical, social, and cultural values.

This biblical quote summarises the motto of the TKR Centre for Research and Innovation: "Give a man a fish and he will eat for a day." Teach a man to fish, and he will eat for the rest of his life".

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

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

Response: 10.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	5.6	12	11

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

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

Response: 0.42

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

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

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

3.2 Resource Mobilization for Research

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

Response: 231.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.75	90.04	112.47	8.58	0

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

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

Response: 7.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	18	17	16	16

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

3.2.3 Percentage of teachers recognised as research guides

Response: 10.37

3.2.3.1 Number of teachers recognized as research guides

Response: 25

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Link for additional information	View Document

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

Response: 74.29

3.2.4.1 Number of departments having Research projects funded by government and non-

government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

3.2.4.2 Number of departments offering academic programmes

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

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

3.3 Innovation Ecosystem

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

Response:

TKR CENTRE FOR RESEARCH & INNOVATION The vision of the idea lab at TKRCET is to tap the latent potential in students and faculty to make them understand the consequences of accelerating technological changes and how new technologies will play a role in the future lives of customers. Students will be trained to capitalize on the opportunities by thinking about novel applications that would build an innovative road map and rapidly prototype new ideas while simultaneously encouraging a heuristic approach to learning. The intension of establishing the idea lab at TKRCET is to encourage students to apply the fundamentals of science, technology engineering and mathematics to develop tools and methods that would solve challenging problems that affect the real world where traditional approaches are not effective.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**Response:** 57**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	17	6	5

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

3.4 Research Publications and Awards**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee****Response:** A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**Response:** 1**3.4.2.1 How many Ph.Ds are registered within last 5 years****Response:** 5**3.4.2.2 Number of teachers recognized as guides during the last five years****Response:** 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 0.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	52	27	23

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

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

Response: 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	5	6	2

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

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

Response: 3.3

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

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

Response: 10

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

3.5 Consultancy

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

Response: 20.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.46	7.23	0.558	0	0.09

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

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

Response: 22.26

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking

consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
22.26	0	0	0	0

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

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

The NSS UNIT of TKRCET was formed in the year 2004 with a vision to build the youth with the mind and spirit to serve the society and work for the social upliftment of the down-trodden masses of our nation as a movement. The National Service Scheme has been functioning with the motto “NOT ME BUT YOU” in view of making the youth inspired in service of the people and hence NSS aims at Education through Community Service and Community Service through Education. The NSS Unit at TKR College of Engineering and Technology organizes events such as Blood Donation Camp, Health Camp, Women’s day, Dental camps, Voters day, Yoga day, Swatch Bharat, Clean and Green programs, Drug Awareness Program, visiting the orphanages, Conducting essay writing, elocution and debate on various social related topics, cancer awareness program etc. The NSS unit has MOU’s with reputed organizations to conduct various social activities. Every year we adopt atleast two villages and conduct a vast survey on the major problems of the village and organize the events for the development of the village. We have received another 2nd NSS Unit granted by JNTUH in the year 2018 as an appreciation for organizing the NSS activities. We have also received many awards from JNTUH, Durgabai Deshmukh Hospitals and from other social organizations. Recently we have received the award from Governor of Telangana for donating highest number of blood units to Red Cross Blood bank

TKR college of Engineering and Technology NCC (Naval Wing) would like to be a part of the national mission.

The National Cadet Corps (NCC), the largest uniformed volunteer organisation in the world, is committed to the business of youth empowerment and is ideally suited to help the nation realise its demographic dividend, thereby making a significant contribution to nation-building. The military orientation of its training curriculum also ensures handsome dividends in the security domain.

Perception Profile of Young India An informal survey reveals many facets. The younger generation is certainly more tech-savvy. It is materialistic in its outlook, given to following an easy, laid-back lifestyle. Many lack focus and commitment and are not inclined towards scholarly pursuits, research, or innovation. Most are indifferent towards social or community causes and issues.

The future citizenry The whole essence of the NCC lies in its investment in the future citizens of our nation. It harnesses youthful energy through its aims and by stringently implementing its wide range of activities. Over 70 percent of its effort is dedicated to leadership training. The objective is to develop character, comradeship, discipline, a secular outlook, a spirit of adventure, and an ideal of selfless service in each cadet.

The strategic perspective Strategic contours of the National Cadet Corps are evident on many counts. A few are listed here. At the outset, although cadet strength today is in the range of 14 to 15 lakh, as stated earlier, each cadet touches the lives of ten more. Thus, we can expect tens of millions of lives to be impacted.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 103

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	32	13	07	21

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

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

Response: 139

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	29	28	20	29

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 70.63

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
4023	1792	2244	2680	2330

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

3.7 Collaboration

<p>3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>Response: 138</p>				
<p>3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p>				
2021-22	2020-21	2019-20	2018-19	2017-18
122	196	97	192	83
File Description	Document			
Number of Collaborative activities for research, faculty etc	View Document			
Copies of collaboration	View Document			
Any additional information	View Document			

<p>3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Response: 56</p>				
<p>3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years</p>				
2021-22	2020-21	2019-20	2018-19	2017-18
15	18	9	11	3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has adequate infrastructure & facilities adhering to the norms lead by the statutory body like AICTE, JNTUH. The college building is embarked with south block, central block & north block nomenclatures for ease of access. There are totally 75 classrooms . The individual departments have model classrooms.

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

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

Response:

TKR College of Engineering and Technology - a modern temple of learning, an off shoot of the TKR Educational Society was established in the year 2002 in a sprawling, lush green 20 acre campus at Meerpet, Hyderabad. The college provides a serene and tranquil environment to the students, boosting their mental potential and preparing them in all aspects to face the cut- throat global competition with a smile on the face and emerge victorious. The campus has a sprawling lush green play ground of 5 acres with flood lights for cricket, football and other outdoor sports. An indoor badminton court, a modern basketball court and separate game rooms have been allotted for indoor games like table tennis, caroms and chess.

We have a Yoga Class room where students and faculty members do meditate and even practice yoga.College teams are formed to take part in state level and University level competitions and other intercollegiate competitions.Sports event competitions are conducted in the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 93.33**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 70

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

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**Response:** 22.13**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
243.76	77.81	52.40	49.34	173.72

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

TKRCET Library is well established and fully automated and has a rich collection of 91,932 volumes with 10,193 titles that cater to the need of Engineering & Technology, Management and research scholars. The total built up area is 1510 sqmtrs. It is a duplex model with a seating capacity for 300 members The library provides e-learning programs like IEEE, N-LIST, NDL, SWAYAM MOOC's.. The library is a key learning center of the college and plays a vital role in enhancing the teaching, learning, research, ambience

and development of the college

Library Automation (ILMS)

The college Library & Information Centre is enabled with NEW GENLIB (New Generation Software for Library & Information Networking) Library Management Software with License (LMS) The Central Library has taken the NGL 2.1 version software in 2008. It was upgraded twice, once in 2010 from NGL 2.1 to NGL 2.4 Version 2014. The next time it was upgraded in 2021 from NGL 2.4 to NGL 3.2. New Gen lib Software was designed and developed by Veerus IT solutions. The College Library use this software which is user friendly and works under the client server environment.

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

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

Response: A. Any 4 or more of the above

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

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

Response: 15.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.5	13.07	16.13	15.52	16.44

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

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

Response: 25.96

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

Response: 1146

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

4.3 IT Infrastructure

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

Response:

The Institution has a comprehensive IT policy that covers aspects such as Wi-Fi and cyber security, and has allocated a budget for upgrading its IT facilities. The institute recognizes the vital role of technology in education and has therefore implemented the latest, cutting-edge IT infrastructure. TKRCET leverages IT to gain a competitive advantage in its core areas of education and research. The institute strives for uninterrupted IT services, aiming for 99.9% uptime by ensuring server uptime, data recovery and backup, storage management, hardware and network operations, as well as streamlining operations and simplifying end-user support. To achieve this, failover equipment has been deployed in all possible locations, and all IT infrastructure on campus is powered through UPS.

The Institute has a strong and dynamic IT policy that prioritizes providing uninterrupted services to all stakeholders, including faculty, officers, staff, and students. When faced with the challenges of the Covid-19 pandemic and resulting lockdown, the Institute was able to conduct online classes for all programs without any difficulties thanks to its reliable IT infrastructure. The Institute's IT network is the backbone of all its activities. The budget allocated for IT is aligned with current requirements and anticipates future needs, and is used judiciously to upgrade existing infrastructure and replace outdated and worn-out equipment.

Overall, the IT policy of TKRCET plays a crucial role in ensuring that technology is used effectively and

efficiently to support the academic mission of the institution.

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

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

Response: 3.79

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

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

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

Response: B. 3 of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 77.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
652.6	268.26	287.86	320.77	364.93

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

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

Response:

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management: Classroom being the most primary and important work space. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with all modern technology for better and effective teaching. CCTVs are installed in each classroom to make sure of the safety and the security of all students, teachers and equipment.

Laboratory: Locations of laboratory eyewash stations, and fire extinguishers help to assure protective measures to minimize the casualties.

Library: For overall smooth functioning of the library, it is divided into following five main sections and each section has its unique identity and with defined standard procedures the library works effectively and serves its patrons for information requirements. 1. Acquisition/ Processing Section 2. Circulation Section 3. Serial Section 4. Reference Section 5. ICT and Digital Section

Sports: Sports committee looks after maintaining the sports ground and sports equipment. Committee organizes various indoor and outdoor sports competitions for students at intra and intercollegiate level.

Computers: Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Printers, software is carried on regularly.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 59.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
2408	2265	2071	2109	2088

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

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

Response: 0.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	8	3

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 61.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
2759	1667	1991	2349	2556

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances

4. Timely redressal of the grievances through appropriate committees**Response:** B. 3 of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 23.99**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
340	308	175	173	136

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

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 6.96**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 72

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 77.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
112	106	81	112	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	136	107	139	37

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

5.3 Student Participation and Activities

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

Response: 91

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	16	21	14	7

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

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

Response:

The Institute has a student council constituted with academically strong students as its body. It operates with a sense of responsibility in dealing with the student-concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enable them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. Institute puts efforts for the all-round development of a student. They take part in various professional society chapters like IEEE, ISTE, and CSI. In addition, student members are involved in several Institute and Department level committees with active participation.

Internal Quality Assurance Cell (IQAC): Student representatives are nominated for this cell, who participate in the decisions regarding the quality initiatives of the institute.

Woman Protection cell: The girl students are part of the committee to address issues on women welfare.

Student Amenities Committee: Student representatives along with the canteen other nominated faculty members monitor the quality and hygiene of the canteen. They visit the canteen frequently and collect feedback from peers and continuously monitor the quality and quantity of the food served.

Hostel Committee: They play major role regarding food quality, hygiene and other general facilities.

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

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	15	17	17

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

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. The Alumni Association of the Institute is called as TKRCETAA i.e. TKR College of Engineering and Technology Alumni Association. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Alumni meet is arranged once every year. Objectives of the Alumni association: To encourage and promote close relations between the Institution and its alumni and among the alumni themselves. To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and wellbeing of the Institution. To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, to the alumni. To initiate and develop programs for the benefit of the alumni. To assist and support the efforts of the Institution in obtaining funds for development. To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.

File Description	Document
Any additional information	View Document

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

Response: E. <2 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institution follows its vision and mission to serve better for students. The governance of the Institution functions in line with the vision and the mission of the Institution. Our vision and the mission are as follows:

Institution Vision:

The Institution endeavours towards imparting quality education with ethical values and strives to make students technically competent to reach heights and make our nation self-reliant and globally recognized.

Institution Mission:

The Institution is committed and dedicated to mould the students into quality engineers and technologists with aplomb by providing world-class scientific and technical education through:

Ensuring excellent branch wise infrastructural facilities with eminent and qualified faculty making the institute a research/resource centre to enhance scope for consultancy and R&D.

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

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

Response:

The Leadership is reflected in various practices emphasizing quality policy. The leadership is evidenced through practice by establishing Various Committees for effective administration and imparting best academic practices by inculcating Quality Policy.

QUALITY POLICY: The Institute encourages continuous improvement and innovation at various levels for developing the institute into a center of excellence, thus satisfying the aspiration of all stakeholders.

POLICY STATEMENT: We are committed towards developing and advancing the college as an institution of higher learning by offering quality education through excellent infrastructure, quality teaching learning process and congenial ambience. The innate talents of students are nurtured through

overall development by providing a number of curricular, co-curricular and extra-curricular activities. We are also committed to implementing effective and transparent appraisal system. A good exposure to the students will be offered through enhanced industry-institution interaction, MOUs, expert lecturers, entrepreneurship, research and consultancy. The college provides conducive work environment to the faculty and staff by offering best facilities and salaries as per the UGC guidelines for knowledge update, qualification improvement, etc.

GOVERNANCE OF THE COLLEGE using various Committees: The following committees ensure proper governance at various levels including academic, financial and general administrative affairs. The following are the Committees constituted as per the guidelines of UGC, for incorporating effective and participative management.

1. Board of Governors
2. Academic Council
3. Board of Studies
4. Finance Committee

Strategic plan for programme development

1. To establish Department Academic Committee and perform the tasks based on the objectives for improving the quality.

The Department Academic Committee (DAC) acts as an advisory committee responsible for all matters related to academics of the department. The committee exercises its functionality by demonstrating policies framed by the academic council.

DAC OBJECTIVES

- Prepare a plan of action for implementing academic activity involving all stakeholders.
 - To Exercise the needs of industry from the feedbacks of campus hiring organizations.
 - Based on the needs to establish portfolios.
 - To suggest Board of Studies for incorporating the same in the design and development of curriculum.
 - To define policies based on the needs of industry, learning. Plan of action.
 - To identify gaps and bridge the gaps among student community based on their learning ability.
2. To map the curriculum with industrial needs by defining Course outcomes and programme specific outcomes.
 - To Design the structure of curriculum in line to define policies by the institute.
 - To gather feedback from all the stakeholders involved in framing the guidelines for programme development.
 - To evolve a strategic plan for quality output, continuous improvement.
 - To impart plan of action for diversified learning student community.

3. Propose methods for imparting knowledge. To adapt methodologies for self-learning.

- To prepare a detailed course handout.
- To plan the necessary schedule for delivering lectures, to achieve course outcomes.
- To follow the IQAC guidelines.

4. Incorporate the mechanism of imparting knowledge to develop, logic, reasoning, and vocabulary as a part of skill development. Plan assessments to test the gained knowledge of students and identify the gaps in gaining the knowledge.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Strategic Plan is implemented using the Programme development document.

1. Understand education policies and defined structure of engineering education to raise the standards.

- To define the Vision and Mission of the department in line with the Vision and Mission of Institute.
- To enmark long, term goals and short term goals precisely.
- To Establish a monitoring committee and frame work for validating the methods and process for achieving long and short-term goals.

2. To map the curriculum with industrial needs by defining Course outcomes and programme specific outcomes.

The Department Academic Committee (DAC) acts as an advisory committee responsible for all matters related to academics of the department. The committee exercises its functionality by demonstrating polices framed by the academic council. The objectives of DAC is given below:

DAC OBJECTIVES

- Prepare a plan of action for implementing academic activity involving all stakeholders.
- To Exercise the needs of industry from the feedbacks of campus hiring organizations.

- To suggest Board of Studies for incorporating the same in the design and development of curriculum.
- To define policies based on the needs of industry, learning, Plan of action.
- To identify gaps and bridge the gaps among student community based on their learning ability.
- To exercise the scope of improvements in teaching and research achievements, projects, awards and co-curricular activities required for students and achieve PSOs and COs.

3. To map the curriculum with industrial needs by defining Course outcomes and programme specific outcomes.

- To design the structure of curriculum in line with defined policies of the institute.
- To gather feedback from all the stakeholders involved in framing the guidelines for programme development.
- To evolve a strategic plan for quality output, continuous improvement.
- To impart plan of action for diversified learning student community.
- To draft the outcomes and objectives of a course in line with the Blooms Taxonomy.

4. Propose methods for imparting knowledge. To adapt methodologies for self-learning.

- To prepare a detailed course hand out.
- To plan the necessary schedule for delivering lectures, to achieve course outcomes.
- To follow the IQAC guidelines.
- To engage and motivate in e-based learning using various available resources.
- To map the learned outcomes with programme outcomes (defined policies by DAC).
- To plan for imparting the content designed by BOS for diversified student-learning community.

5. Plan assessments to test the gained knowledge of students and identify the gaps in gaining the knowledge.

- To elaborate a detailed process of assessment.
- To formulate questions to assess the knowledge gained in line with the course outcomes.
- To state different levels for grading the student community, to create a scope of improvements if any.
- To articulate the assessment framework inline with defined course outcomes and objectives by using performance Indicators.

Long term Goals

1. To facilitate students to become entrepreneurs (incubation centre).
2. To Create Centres of Excellence.
3. To establish laboratories with the support of industry.
4. To collaborate with foreign/ National Institutions of higher learning and research organizations.

Short term Goals

1. To introduce new UG and PG programs
2. Enhance the output in Research and consultancy.

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

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

Response:

The Institute helm of affairs are monitored through the organizational structure following the flow of operational process. The appointment of any faculty is made as per the norms of the regulating authority. Principal as the Head of the Institute decentralized the academic activities and administrative activities for attaining effective outcomes, which support overall improvement and efficient performance of the Institute. For all academic affairs Dean Academics and IQAC Co-ordinator monitor the activities of the various committees, that are supportive and help in the delivery of curricular aspects. For all administrative associated activities the Chief Administrative Officer monitors and caters to the needs of the departments and committees. A Schedule of Calendar is made available for monitoring the Pre-planned activities by the Principal and respective committees.

Organizational chart

Roles and Responsibilities

Service rules

Standard operating procedures

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution effectively implements the welfare schemes for the teaching and non-teaching faculties.

The College makes arrangements for availing Maternity Leave, Medical Facility, Leave on Overseas Project or Conference, Health Fund Scheme, Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

Besides the above, the following benefits are given to the teaching and non-teaching staff.

Financial Support

- To the staff to attend workshops and conferences both at the national and international level
- The self-financed staff of the institution also receive permission to attend Faculty Development Programme, Maternity leave with salary.

Material Benefits

- Wi-Fi facility to the staff inside the college campus

Cater to Emotional Needs

- Staff Grievance Redressal Cell to address the issues and grievances of the staff
- Indoor games facility for the staff to relax and to refresh physically and mentally

Recognition and Rewards

- The teaching and non-teaching staff are honoured with **Awards** for their remarkable service.
- Awards of excellence for teaching, research and extension is given to the deserving members of staff every year.

Avenues for Career Development and Progression

- Annual orientation, workshops for teaching staff at the beginning of every academic year.
- Initiation and training programmes for the newly recruited staff.
- Incentive in the form of salary hike for the staff of the self financed stream for completing their PhD degree.
- Seed Money provided for faculties to encourage them to undertake research projects.

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

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: 2.11

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 15.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	14	12	18

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document

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

Response: 17.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	45	36	29	39

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution by the Principal. External audit is conducted once in every year by an external agency. The mechanisms used to monitor effective and efficient use of financial resources are as below:

1. Before the commencement of every financial year, the Principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management.

2. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development to support teaching learning process. TKR College of Engineering and Technology is an autonomous self-financed private institution, tuition fee is the main source of income. Along with tuition fee, research grants from various Government and Non Government agencies, consultancy projects and funding from alumni are add on resources for mobilization of funds. These funds

are utilized for all recurring and non-recurring expenditure. The institution has a well defined mechanism to monitor effective utilization of available financial resources for the development of the infrastructure to augment academic needs.

All the administrative and academic heads along with coordinators of different cells (viz., research committee, placement cell, library advisory committee (for the purchase of books / journals), purchase committee (for repair and maintenance cost) software and internet charges, printing and stationary, equipment and consumables, furniture and fixtures), NSS cell, sports, cultural committee etc., submit the budget requirements for the forth coming academic year.

The finance committee prepares an annual budget estimate duly considering the proposals received and also the recommendations of the Principal and Management. All the major financial decisions are taken by the Institute's financial committee and Governing Body.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

TKRCET attempts to chisel out a person with quality through a persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

Since the inception of IQAC, it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.

Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in each Departments and Principal office, or through email

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels.

The Institute IQAC regularly meets

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Government statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)
- (b) Self-Study Reports of various accreditation bodies
- (c) Stakeholder’s feedback
- (d) Action Taken Reports
- (e) New Programmes as per National Missions and Govt. Policies

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC being the central body within the college monitors and reviews the teaching-learning process regularly. Based on feedback various innovative activities and reforms were introduced. The improvements based on feedback implemented are:

A) IQAC periodically reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes: The standard methods of teaching, learning, and evaluation which are proven over the years are being followed. Academic Calendar: Preparation of lesson plan for each Semester: Daily

lecture Record Evaluation of teachers by students: Student learning outcomes: Regular class tests and interactions

1. Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.
2. Semester system of examination for all courses.
3. Providing Question bank of various subjects to the students.
4. Providing Lecture notes through an online portal
5. Timely Redressal of students' grievances.
6. At least 75% Attendance which is compulsory in each semester.
7. Extra classes for weak students to solve their problems.

Effective internal examination and evaluation systems: Students' result analysis:

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

TKR College of Engineering and Technology sensitizes students and employees regarding gender equity and takes the social responsibility of reacting to the events happening in the society through various activities. The institute implies and promotes the national policies of gender equity in admissions, recruitment, administrative functionality and academic activities.

Measures initiated by the institution for the promotion of gender equity during the year:

- Separate NCC wing is created to encourage girl students, participating in various activities like RD parade.
- NSS unit is started exclusively to encourage the girl students and the unit is successfully conducting various activities to serve the society by addressing the problems of gender Equity.
- Girls waiting halls are provided in each block in the campus with required facilities. The Institute provides girl's hostels with gym facility and dispensary with lady doctor and a nurse.
- Health centre is provided in the campus with qualified physician and male & female nurses with separate treatment rooms for girls and boys.
- Separate space is provided for girls in the central library and the college canteen to avoid inconvenience.
- The girl students are nominated as members of various committees at department, institute levels and the institute encourages their participation in co-curricular and extra-curricular activities.
- During orientation programs and other events, awareness is created on gender equity among the students. Boys are sensitized to participate in Rangoli competitions or to respond to Nirbhaya and Disha incidents.
- The institute celebrates Women's day in a grand manner and presents success stories of famous women to inspire the girl students and to make them understand their potential.
- Woman Protection cell established to monitor the problems and complaints raised if any.

The institute has a policy of appreciating faculty without gender bias. women faculty are nominated, based on their ability, as heads of the departments and conveners of various committees and discharging their duties efficiently

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

The facilities in the Institution for the management of the following types of degradable and non-degradable waste

- 1.Solid waste management
- 2.Liquid waste management
- 3.Biomedical waste management
- 4.E-waste management
- 5.Waste recycling system
- 6.Hazardous chemicals and radioactive waste Management

TKR College of engineering & Technology has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce

the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus include liquid waste and solid waste- both of biodegradable and non-biodegradable nature & chemical waste. No classified hazardous waste is generated in the campus. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make the campus clean, hygienic and healthy.

The waste generated is classified into the following types:

1. Solid waste Management

Solid waste includes both biodegradable and non-biodegradable components. The non-biodegradable solid waste generated in the campus include, paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc.

'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers.

Food waste and non-biodegradable waste are collected in separate bins. Biodegradable waste is disposed off in four dumping yards of size 3m x 3m x 2m, specially earmarked for the purpose.

2. Liquid waste Management

Liquid waste that is generated in the institute falls into three following categories.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen
2. Wastewater from laboratories using chemicals
3. Wastewater from RO plant

As the college is located in rural un-sewered area, waste water generated from the sanitary facilities is disposed off into septic tanks located at different places in the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. The excess waste water will be directed into natural drain passing near by the college campus.

Waste water generated from the laboratories is very small in quantity; hence they are handled along with septic sewage.

3. E-waste Management

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors.

4. Waste recycling system

RO plant waste water is diluted with canteen wastewater and used for gardening, watering trees etc.

The future vision of the college is to establish full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

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

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

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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

Response:

TKR College of Engineering and Technology is always at the forefront of inviting diversity, eradicate stereotypes, enhance self-esteem, encourage students to have a voice and demand educational achievement. To achieve these objectives, courses like Constitution of India, Essence of Indian Traditional Knowledge, are made as part of curriculum. the outcomes of the said vaules and practices can be observed from co-curricular activities and how they are incorporated as a small step to imbibe and inculcate these traits among the students. Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions, and learning styles of the students and make an earnest effort to understand the racial and cultural characteristics of students. Along with curriculum, additional communication and soft skills classes are conducted to make the students from different backgrounds communicate effectively. Social Protection

cell, Grievance Redressal cell and Woman Protection cell aims at social protection, ensuring tolerance and harmony, reducing vulnerability, building human capital, empowering women and girls, cultural, regional inclusion. Every year the Institute celebrates annual day, Traditional Day and the annual student's fest Shiznay. For Shiznay renowned artists from the Cine world are called to entertain the students and staff.

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

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

Response:

India is a vast country with many languages, subcultures, religions and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex.

TKR College of engineering and Technology sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to conduct as a responsible citizen.

The vision of the institute is "To develop integrated manpower with right attitude, possessing knowledge and skills, required to make an honourable living and contribute to the socioeconomic development and welfare of the society". These elements are inculcated in the value system of the college community.

The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The students are inspired by conducting various programs on culture, traditions, values, duties and responsibilities Competitions are conducted among students for Rangoli.

The personality development of the citizen in the terms of intellectual, mental, physical and spiritual growth is a panacea for all social ills. As an initiative of this, the institute conducts yoga, dance and music classes.

The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and every one should abide by the rules.

The college curriculum is framed with mandatory courses like Professional ethics and human values, Constitution of India, Essence of Indian Traditional Knowledge, three weeks Orientation Program as a small step to inculcate constitutional obligations among the students.

A Two Day National Seminar was conducted on "Ethics and Human values in Engineering" for both

students and staff to strengthen the roots of values, duties and responsibilities.

Guest lectures are arranged by eminent personalities to deliver lectures on ethics, values, duties and responsibilities and on saving environment.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

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

Response: C. 2 of the above

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

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

Response:

The institute aims to inculcate values and nationalism in the students by celebrating the national festivals and birth anniversaries of great Indian personalities in the college campus every year.

The celebrations include flag-hoisting, Project Exhibitions, Poster Presentations, Walks, Essay Writing, and Elocution. Eminent personalities are invited to motivate staff and students by their inspirational

speeches on those days.

Republic Day and Independence Day: Every year the Institution celebrates Republic Day and Independence Day hoisting the national flag by Chief Guest of the Programme and presents medals and certificates to the NCC cadets for their best performance. Students and staff salutes the flag and then sing the National Anthem.

Teachers Day : The Institution celebrates Teacher's Day commemorating the birthday of Dr.SarvepalliRadhaKrishnan, a great teacher. On that day the Institution felicitates eminent personalities from the educational field.

Engineer's day: The organization celebrates Engineer's Day on 15th September to mark the birth anniversary of Sir MokshagundamVisvesvaraya by organizing project exhibitions. Different project models are developed and exhibited by the students.

Women's Day: On 8th of March every Year Women day Celebrations are organized by the Lady faculty and girl student community together.

Yoga Day: As a sign of start of the day the Yoga day is celebrated as first event of the Academic year i.e., on 21st June every year.

Science Day: Every year 28th February is celebrated as Science Day in which the students show case their knowledge by exhibiting the prototype models.

Youth day: It is celebrated on 12th January as a mark of remembrance of Swami Vivekanada; who gave a direction to the youth on how to be helpful in nation bulding.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

BEST PRACTICES:

1. A STUDENT- FRIENDLY MENTORING SYSTEM

OBJECTIVES:

- To ameliorate the affection and interaction that exists between the faculty and students.
- To provide the students a platform to express their grievances.

THE CONTEXT:

There was a general decline of alacrity among students to attend the formal lecture classes. The teachers themselves observed many students (20%) lacked the initiation to

pursue undergraduate courses. This was because

- Students coming from rural areas of the state had problems of adjustment into the new environment.
- Students were under a misconception that attending lecturers would not help them to significantly improve their skills in procuring jobs.

Having identified the causes, the teachers along with the Principal and Management decided to introduce an efficient student – friendly mentoring system. This practice helped in motivating students to a large extent. Students were provided with an opportunity to talk and interact with the faculty before and after the classes. Students started to come back to their classes and participate actively in curricular and co-curricular activities. They were more expressive and this activity greatly helped in reducing their stress. A deeper bonding was developed between the teacher and his/her students.

THE PRACTICE:

Mentoring sessions were held regularly. Every teacher was entrusted the work of mentoring twenty to twenty five (20-25) students.

Many students were reluctant to express their problems orally and so questionnaires were prepared to derive personal information from students regarding their goals, interaction with the teachers and peer group and their study habits. Each student met the mentor personally and this greatly helped in improving the intimacy between the teacher and students. It also helped in improving the students' academic performance.

After two months, another mentoring session was held to evaluate the progress in implementation of goals adopted in the earlier session. The heads of departments, the Dean and the Principal met to study the responses derived from the students, Subsequent plan of action report for implementation by each

department was directed.

EVIDENCE OF SUCCESS: Many of the students from the rural areas have shown a remarkable change in their attitude to academic pursuits. They now appreciate their intimacy with their teachers.

This type of mentoring, it has been observed, has greatly helped in the overall personality development of the student. The improved interaction between the teacher and student has helped to solve many academic problems of students. The student feedback has helped the

teachers to modify their teaching methods and practices. It has helped in making teaching effective both to the fast and slow learners.

2.A MINI REPORT ON THE ACITIVITIES CARRIED ON BY IQAC

GOAL: It was decided in the initial meetings of the IQAC members to produce a mini report on the research activities carried on at IQAC. The intention to do this was to disseminate information to all the stakeholders about the activities of the IQAC. The idea was to motivate the stakeholders to participate actively in research-oriented projects.

THE CONTEXT:

The IQAC members found it pressing to spread information about the plans and progress of the working of IQAC. Initially the process of creating awareness was onerous. The coordinators and other members along with the Dean and Principal decided to get all the stakeholders involved through this method of passing information with help of a mini report.

THE PRACTICE:

In the post accreditation period the Principal and the coordinator of the college IQAC, decided to prepare an exhaustive report on the role of the college in the post-accreditation set-up. The mini report contained the vision and mission of the college; the objectives of the IQAC; the targets accomplished and the future-plans. The copies are kept in the library for reference to stakeholders.

EVIDENCE OF SUCCESS:

After the publication and distribution of this mini report, the students and faculty got motivated to work further. Student's analytical skills and communication skills improved considerably. They were not diffident to clarify their doubts with the teachers. The faculty started getting involved more and more with research work. A better understanding developed between the members of IQAC, the faculty and the students.

3. "Skill-Will" Club

Goal: The goal of the programme is to train students in Communication Skills and soft-skills, such as Reading/pronunciation/English Speaking; Writing; Group Discussion; Job Skills- Presentation Skills. The "Skill-Will" Club aims to train students in soft-skills to empower them to compete in the job-market

The Context:

The remarkable shift in the job market has brought pressure and responsibility right to the steps of the educational institutions. It is well understood that skills should be part of any teaching programme and that it is the skills that make the students employable besides the acquisition of the degrees. It is with this in mind that the initiative was taken up and the curriculum designed with the actual requirements of the job-market in mind and to create will among students for competing in the job-market, equipped with the necessary soft- skills. The program aims to impart soft skills including communication skills, presentation skills, personality skills and job-skills to help students to acquire General English skills and help to remove mental blocks involved in communication. These activities are conducted through the "Skill-Will" CLUB.

The Practice:

The practice makes room for a group of teachers to voluntarily conduct classes and provide training to students and equip them with a set of soft-skills necessary to compete in the job- market. Teachers from the Department of English have designed the program, and the programme will be held with the help of teachers from all faculties. Teachers put special efforts without remuneration besides the regular work. No fee is collected from the students for the purpose.

The teachers are conducting classes for the students without collecting any fee. The Club identifies a target group of 100 students through a simple test. The list of selected students is notified and initially an

Orientation Programme is conducted for the students. They are made aware of the importance of the skill acquisition and the necessity of the “Skill-Will” programme. Theory classes ranging from 30—40 hours are conducted besides five hours of training in MS Word and power point during vacations. Students already trained in computing skills are roped in to train other students. Students are provided with the audio system, audio-cassettes, CDs and the Course Books, Class Books of Cambridge series with the help of which students get trained in pronunciation, building conversation etc.

The details of the programmes which were conducted are provided hereunder:
Reading/Pronunciation/English Speaking:

Classroom Listening, Audio versions of conversation – pronunciation of vowels, consonants, words, sentences, Listening to a conversation and making observations, finding out errors, Class room Reading, Text Reading, News Paper Reading, Reading aloud, Mind Reading, Reading at a pace, Skimming, Pronunciation, To speak English exercises, To look at the Picture and develop conversation, To write conversation for an imaginary context, Practical Classroom speaking practice, Phonetics (vowels, consonants, sounds for the alphabets, Referring Dictionary for pronunciation, Referring pronunciation Dictionary etc).

Writing:

Letter writing (Personal Letter, Official Letter, Business Letter, Letter of Application, Curriculum vitae, Report writing, Note Making, Precise Writing etc, Creative Writing, News report writing, Expanding Headlines etc.

Group Discussion:

Audio version of Group Discussion (GD), Audio version of Interview - Large Group Discussion, Small Group Discussion, GD for Selections, Critical commentary and tips on Group Discussions, Classroom Practice sessions, GD involving teachers for practice and tips, Audio-tape, Video presentation of Group Discussions, Tips for moderation, Practical moderation techniques, Group Dynamics, Group activities, Leadership and managing a discussion and conversation etc.

Job Skills-Presentation Skills:

Materials on inter-personal skills, Job skills, How to write a portfolio, Telephone conversation, Seminar, Mock Interviews, Role play, Exercises in role play: marketing etc, practical use of MS Word, five hours training on power Point presentation, OHE presentation, preparing for presentation etc, making profiles, stress management, time management, Using Internet, e-mail ID, sending e-mail, mailbox, net surfing etc.

Evidence of Success

The impact of the programme is immense. The confidence among the students of the Club is worth mentioning. A large number of students intend to join the programme and want to get the benefit of this voluntary initiative from the teachers.

4. Enhancement of Placement

Goal: To help the students to realize their primary ambition of getting employed on graduation, efforts were intensified to arrange campus interviews and prepare our students to emerge successful in them. Different strategies, ranging from curricular updation to training programmes for students have been organized. A realizable target of securing employment for a minimum of 31% of our graduates has been set for the year 2021 – 2022.

The Context:

Students, during the first two years of their graduate studies are not motivated to set goals. Only during the last semester they give serious thought to their future and feel frustrated as they realize that they have not taken advantage of the opportunities provided in the campus to acquire employable skills. Hence it has become imperative to counsel and encourage them to set definite goals and work towards achieving them from day one of their tenure in the campus. They have to be given guidance in choosing the appropriate additional qualification like certificate and diploma courses offered and improve their academic profile by obtaining parallel, add-on qualifications.

Placement has been improved through the following efforts

- Appointing a placement officer and establishing a placement cell with one staff from each department.
- Counselling for outgoing students on Bio-data & Job application and preparation of Job Prospects.
- Impressing on them the acquisition of relevant skills needed for specific jobs.
- Creating a Career corner in the Library with posters for competitive examination, collection of current books for preparation of these examinations etc.
- Display of details on jobs related to the field of study, on the notice board of departments.

- Offering General Courses for Communication skills, Personality Development and Confidence building exercises

The Practice:

Students with career ambition and the potential for employment will be identified after the first semester. They will be motivated to improve their academic profile and join courses that will reinforce their employable skills. By the Sixth Semester, the cumulative acquisition of these skills along with the confidence they had gained through mind set, will make these students winners & increase our percentage of placement.

Evidence of Success:

The present final year students are well prepared for the job selection. Last year graduates attended interviews for job selection in our campus as well as those in other institutions. More than 25% were offered placement. The success of the senior students has been a strong motivation for the present students to qualify themselves with employable skills.

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

7.3 Institutional Distinctiveness

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

Response:

INSTITUTIONAL DISTINCTIVENESS

1 PRAGMATIC ENGINEERING

TKR College of Engineering and Technology vouches the idea of “Pragmatism”. Engineering is about having “an oversized impact on the business by applying the right technology at the right time. It’s about creating a technology that has a technical and social impact on the underlying business”.

For example building an electric car is cool, but producing a version in which people feel in which people feel safe to travel is challenging. Students at TKRCET are trained in by things that matter in the development and fabrication of various products. While designing a product there should be a balance

between form and function. The design should be aesthetically pleasing vs easy to use. Then there is the question of fabrication. “How well can we make it? Can we deliver it quickly?”

The college strongly believes that good engineers are always open to learning about what new things are coming out and open to different opinions; frameworks and ways of thinking.

Students are made to realize what engineering into it? Why did he/she get into it? Earlier on students were using Basic to create amazing graphics on the screen. It was so gratifying. But then, as the industry grew up, technology is being applied in every part of every business. Students are taught about a kind of trying and the creative enjoyment they get by taping technology into the business. This can be done by applying the right, technology into the business. They are made to understand that engineering is about technology, the process of creating that technology and then its impact on the underlying business.

Students are made to contemplate on different kinds of businesses where technology is being applied now, everything from businesses that are very operations heavy, to selling ads online. They are taught to channelize their technological resources which creates an impacts on their earnings and financials.

The Students belonging to the mechanical engineering branch (3rd year) were motivated to design and develop an electrical vehicle. Electrical vehicles aim to solve problems like air pollution when compared to conventional vehicle emissions. The purchasing and maintenance cost is also comparatively less.

The weight of the electrical vehicle designed by the students with the help of the faculty is considerably less when compared to the weight of conventional vehicles. The students completed the project in the fourth year.

INSTITUTIONAL DISTINCTIVENESS GREEN SUSTAINABLE ENGINEERING

Green engineering is the design, commercialization and use of processes and products in a way that reduces pollution, improves sustainability and minimizes risk to human health and the environment without affecting the economic viability and efficiency.

Students at TKRCET are taught to use life-cycle thinking in all engineering activities. They are taught to ensure that all material and energy inputs and outputs are inherently safe and as benign as possible.

Green engineering develops and applies engineering solutions while being cognizant of local geography, aspirations and cultures. Eco-friendly technology involves some of the following:

- Recycled and biodegradable content
- Using plant-based material
- Reduction of greenhouse gas emissions
- Energy-efficiency

Students are motivated to work on designing products that are environment friendly; does not require a lot of money for its operation and is never run out because of its renewable technology.

For instance.....

1. Bio-gas plant
2. Extracting oil from plastic.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Concluding Remarks about the Institution:

The Institution has good Infrastructural support like, the Research centre and the , Green campus.

Research Centre: An exclusive research centre, established at the Institution has created an opportunity for students and faculty and enabled them to release their creative thoughts. As an outcome, the institution is accorded with MSME host Incubation centre. The interaction with T-HUB has supported the Institution to strengthen research activities among the student the community, student alumni like Deepak Reddy, established a start up by the name “Bhooma Automations Pvt. Ltd.” R. Harsha vardhan Reddy, CEO, established Edwisely a startup software firm.

Green Campus: The Institutions, vision of protecting the environment encourages the student community by following best practices in maintaining a green campus, and this is achieved through NSS activities. The NSS unit shoulders the societal consciousness by participating in Awareness Programmes like “SwachBharath”, Village Adoption, Blood donation camps, Health camps etc. The Institution has established a state of art sports facilities for the students, as an outcome many of the students have participated at National level meets, First Class Cricket etc.

Concluding Remarks :

The TKR College of Engineering and Technology offers a wide range of UG and PG programmes contributing to Science and Technology the goal of empowering people through education for the last five years. The apex bodies have designed the curriculum, across the Institution based on the need of Industrial requirements with 75 % new courses across all programmes 95% of courses focus on employability, skill development with blend of conventional engineering and 5% on entrepreneur development.

The gap between industry and curriculum requirements, is bridged by imparting technical training programs/skill development activities. Core engineering is made more easy to students by imparting Guest Lectures, organizing workshops, etc.

The Institution in association with departments has 56 MoUs signed with various industries for collaborative works and placements. The College has 06 Sponsonored Projects and endownments worth Rs 42.79 lakhs from Government Agencies. The contribution of Faculty in terms of Publications are 398 in number. Under the agies and support of R&D cell infrastructure 10 faculty have obtained their PhD degrees in the last five years. The Institution has organized 96 Extension and outreach programmes for both students and faculty. 449 students of the Institution have been offered internships in different Organizations.

The Institution provides open Wifi facility to all the faculty, with fiber optic backbone. The Institution has a central library with a floor area of 1510 Square Meters with a seating capacity of 300 members. The library has a collection of more than 1,75,000 volumes with 22,000 titles, subscribing 400 national journals, 220

international Journals.

The Institution has a transparent mechanism for timely redressal of student grievances. Support of Students in various committees of academic and administration strengthen the progress across development activities of the Institution.

The college implements several welfare measures for the faculty and staff for their personal growth. These include Group Insurance, maternity leave for women, and Faculty and student accident group insurance.

The Institution adapts the following best practices:

1. A Student friendly mentoring system

2. “Skill-Will” Club

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 11</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 9 Answer after DVV Verification: 9</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>307</td> <td>341</td> <td>279</td> <td>296</td> <td>303</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>307</td> <td>341</td> <td>279</td> <td>296</td> <td>303</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	307	341	279	296	303	2021-22	2020-21	2019-20	2018-19	2017-18	307	341	279	296	303
2021-22	2020-21	2019-20	2018-19	2017-18																	
307	341	279	296	303																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
307	341	279	296	303																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1784 Answer after DVV Verification: 200</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 2475 Answer after DVV Verification: 2475</p> <p>Remark : HEI has not mentioned about the percentage of syllabus updated, DVV is not able to verify the data.</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 11 Answer after DVV Verification: 11</p>																				

1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 2239 Answer after DVV Verification: 2358</p>																				
1.4.2	<p>The feedback system of the Institution comprises of the following :</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 949 1046 1081"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>526</td> <td>491</td> <td>490</td> <td>478</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1162 1046 1294"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>526</td> <td>491</td> <td>490</td> <td>478</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	602	526	491	490	478	2021-22	2020-21	2019-20	2018-19	2017-18	602	526	491	490	478
2021-22	2020-21	2019-20	2018-19	2017-18																	
602	526	491	490	478																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
602	526	491	490	478																	
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1574 1046 1706"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>36</td> <td>33</td> <td>34</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1787 1046 1919"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>36</td> <td>33</td> <td>34</td> <td>27</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	48	36	33	34	27	2021-22	2020-21	2019-20	2018-19	2017-18	48	36	33	34	27
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	36	33	34	27																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	36	33	34	27																	
2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by</p>																				

Institution.

Answer before DVV Verification : 932

Answer after DVV Verification: 932

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

Answer before DVV Verification : 1035

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	5.6	12	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	12	5.6	12	11

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	21	51	6	1

Answer After DVV Verification :

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

Remark : Completion certificate of NPTEL course and admission under QIP programme is not an National/International fellowship. It will not considered here.

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

Answer before DVV Verification:

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

20.75	90.04	112.47	8.58	0
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20.75	90.04	112.47	8.58	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	18	17	16	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	18	17	16	16

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 52

Answer after DVV Verification: 25

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	17	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	17	6	5

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 5

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

Answer before DVV Verification : 5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
109	50	80	90	70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	52	27	23

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

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

Answer before DVV Verification:

--	--	--	--	--

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	5	6	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	5	6	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12.46135	7.2346	0.558	0	0.09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.46	7.23	0.558	0	0.09

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22.26	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22.26	0	0	0	0

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

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

Answer before DVV Verification:

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

71	44	33	21	32
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	32	13	07	21

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	28	21	20	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	29	28	20	29

3.6.4 **Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4023	1792	2244	2680	2330

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4023	1792	2244	2680	2330

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
122	196	97	192	83

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
122	196	97	192	83

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	9	11	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	18	9	11	3

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

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 70

Answer after DVV Verification: 70

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
243.76	77.81	52.40	49.34	173.72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
243.76	77.81	52.40	49.34	173.72

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15.5	13.07	16.13	15.52	116.44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15.5	13.07	16.13	15.52	16.44

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**4.2.4.1. Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 1146

Answer after DVV Verification: 1146

4.3.3 Bandwidth of internet connection in the Institution.

Answer before DVV Verification : 750 MBPS

Answer After DVV Verification: 750 MBPS

4.3.4 Institution has the following Facilities for e-content development

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : All the bills are on the name of the society, not on the name of the college.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
652.6	268.29	287.86	320.77	364.93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
652.6	268.26	287.86	320.77	364.93

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	8	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	9	8	3

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2759	1667	1991	2349	2556

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
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2759	1667	1991	2349	2556
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5.1.5 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Data updated as per supporting documents.

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

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 512

Answer after DVV Verification: 72

Remark : Any competitive and examination result will not considered as admission to higher education. DVV has updated the data as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
112	106	81	112	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	106	81	112	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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5.3.3 **Average number of sports and cultural events / competitions organised by the institution per**

year

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	15	17	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	15	17	17

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

Answer before DVV Verification : C. 5 Lakhs - 10 Lakhs

Answer After DVV Verification: E. <2 Lakhs

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	90	168	60	39

Answer After DVV Verification :

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

Remark : HEI has not provided the supporting documents that ensure that financial support is given to faculty. Audited statements also does not ensure the same. DVV is not able to verify the

data.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	14	12	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	18	14	12	18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	195	130	81	178

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	45	36	29	39

Remark : Any faculty attended more than one FDP in an academic year will be counted only once.

6.5.3 Quality assurance initiatives of the institution include:

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

	<p>Answer before DVV Verification : All of the above Answer After DVV Verification: 3 of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : data updated as per supporting docuemtns.</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above</p>

Remark : Data updated as per supporting docuemtn

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Data updated as per supporting documents</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1473 986 1585"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1666 986 1778"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	9	9	9	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	9	9	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	11	9	9	9																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	11	9	9	9																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 9 Answer after DVV Verification : 9</p>																				
2.1	<p>Number of students year-wise during last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4173	3864	3382	3472	3487

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4173	3864	3382	3472	3487

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1035	1000	709	970	987

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1035	1000	709	970	987

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3994	3763	3346	3464	3467

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3994	3763	3346	3464	3467

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	5	23	0	1

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	5	23	0	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
557	505	466	476	471

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
557	505	466	476	471

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
241	225	224	249	251

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1026	863	800	899	858

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1026	863	800	899	858

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
624	564	504	504	504

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
624	564	504	504	504

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

Answer before DVV Verification : 75

Answer after DVV Verification : 75

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

Answer before DVV Verification : 1100

Answer after DVV Verification : 1100

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
896.71	346.11	340.26	370.11	538.65

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
896.71	346.11	340.26	370.11	538.65