



# **SELF STUDY REPORT**

**FOR**

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

**VASAVI COLLEGE OF ENGINEERING**

DOOR NO. 9-5-81, IBRAHIMBAGH

500031

[www.vce.ac.in](http://www.vce.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Founded in 1981 by Vasavi Academy of Education, Vasavi College of Engineering represents a rich tradition of excellence in technology-based education. A premier-league self financed institution among the affiliates of Osmania University, The institution owes its vision to Sri Pendekanti Venkata Subbaiah, a veteran statesman of Independent India. Vasavi College of Engineering has been conferred with Autonomous Status by the University Grants Commission (UGC) and Osmania University, Hyderabad for a period of six years with effect from the Academic Year 2014-15, for all the UG and PG Programmes. The College implemented Choice Based Credit System (CBCS) with effect from the AY 2016-17. AICTE Based Model Curriculum was introduced from 2018. The college offers six UG programmes (Civil, Mechanical, ECE, CSE, EEE and IT) with total sanctioned intake of 780 with effect from AY 2019-20 and 5 PG programmes [ME (ES & VLSI); ME (ADM); ME (CE & SP); ME(PSPE); M.Tech(CSE)] with total sanctioned intake of 96. The last batch of MCA program is in the final year of their study. The College is one among the most preferred for admissions by the students securing top ranks in the state level entrance examination. Vasavi College of Engineering, in its 39 years of existence has attained a reputation as being one of the best institutions in the State of Telangana. The college in its pursuit for quality in technical education has earned laurels in assessments carried out by various ranking agencies in the nation. The college has been participating in the NIRF rankings of MHRD successively every year, ever since it was introduced. The college has been accredited by NBA three times for all the UG programs. PG program in ECE (ES&VLSI) has been accredited by NBA till 2019 where as the PG program in Mechanical Engineering (ADM) has been accredited till 2020. Located in the sylvan suburbs of Ibrahimbagh in Hyderabad, the institution presents a picturesque view flanked by the glorious Golconda Fort. Situated over a sprawling 12.7 acre campus with lush lawns, a beautiful landscape, aesthetic architecture and avant-garde infrastructure, the College epitomizes an exemplary setting for higher learning.

### Vision

### Vision

The vision statement of our institution establishes a framework for our policies and decision-making.

### **"Striving for a symbiosis of technological excellence and human values"**

We believe that to meet the global challenges we must have different engineering disciplines that can embrace the diverse perspectives of the technological world.

The vision statement is publicised through display boards at strategic locations in the campus Student Hand Book, Conference brochures and publicity materials for the benefit of stake holders. .

### Mission

Mission Statement:

**"To arm young brains with competitive technology and nurture holistic development of the individuals for a better tomorrow".**

We value excellence, innovation and most importantly ethically strong engineers who can yield transformative results.

Our plans and strategies change according to the needs of the times, as change is the only constant.

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

### **Institutional Strength**

#### **STRENGTHS:**

- Focused Vision & Mission.
- Well developed infrastructure.
- Qualified and experienced faculty & staff.
- Quality of students admitted.
- Good academic culture, ambience and working environment leading to high students and faculty satisfaction.
- Management supports faculty qualifications upgradation and good academic practices.
- The administrative and management policies & controls are well established and operate effectively.
- Standard procedures, policies and practices are in place.
- Campus placements are strong and career counselling for students is well organized and structured.
- Students are given awards and rewards for merit achievement.
- Mentor system with regular monitoring of attendance of students and their performance in examinations.
- Reputation and prestige of the college is rated high by students for its overall training, holistic development and academic results & placements.
- Institute location-accessible to all the Stakeholders.

### **Institutional Weakness**

#### **WEAKNESSES:**

- Less number of faculty with Ph.D.
- R & D and consultancy activities are limited and research culture needs to be strengthened.
- Absence of comprehensive Academic ERP System.
- Industry-Institute interaction.

### **Institutional Opportunity**

#### **OPPORTUNITIES:**

- Autonomy would enable the Institute to address the shortcomings under affiliation system.

- Leveraging locational advantage to network with institutes of higher learning, industry and research
- organisations for consultancy, collaborative R & D Projects, sponsored research, academic interaction, student internships etc.
- Use its alumni base for institutional growth.
- More research funding opportunities.
- Ph.D Programmes offered by many public and private universities.

### **Institutional Challenge**

#### **CHALLENGES:**

- Establishment of higher educational institutions, Private and Deemed Universities can cause unequal competition.
- Quality of student intake in certain departments due to change in preferences.
- Change in mindset towards R&D.
- Presence of mediocre journal publishers.
- Tough competition in research funding opportunities.
- Availability of quality faculty interested in teaching.
- As tuition fee is regulated, resource base could be affected.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The curricula for the six undergraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, affiliating university and is in tune with the vision and mission of the Institution.

Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic and Engineering Sciences, Mathematics, Professional Core, Professional and Open electives and Skill development courses. The emphasis is on overall development and knowledge acquisition. The curriculum also includes, Mini projects, laboratory and project work, technical report writing, and training in latest softwares and technologies which is offered under technical skills.

The core subjects in the curriculum provide technical knowledge in the chosen program. Students learn important concepts in professional core subjects and advanced concepts in professional elective subjects.

With a view to promote self-learning, students are required to complete at least one online certification course of minimum eight weeks duration from SWAYAM /COURSERA. The students are also encouraged to participate in technical symposiums, take up internships and involve in NSS events and join in extra-curricular clubs which aim at enhancing their inherent creative talents.

The curriculum imparts transferrable and life skills through subjects such as Human Values and Professional Ethics, Skills Development courses - Soft skills, Communication skills and Technical skills, Economics and Finance and co-curricular activities which train students in all aspects, striving towards technological and

human excellence.

The curriculum including examination pattern and assessment system have been revised after obtaining UGC autonomy in 2014-15. New skill based courses that give students better placement opportunities have also been introduced.

Choice based credit system has been implemented in all the programs since 2016-17. The success of curriculum design and development towards employability can be gauged through increase in net selections in placements and gradual improvement in the average pay-package, and also by admissions into higher educational institutions both in India and abroad.

Post graduate engineering programs are designed with advanced core and elective courses along with emphasis on laboratory and research work. The curriculum of postgraduate courses includes all the aspects outlined above.

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

The quality of students seeking admission has been improving year on year which is evident by the ranks of the students joining. As they are from diverse backgrounds the institution is providing academic and other support. Remedial classes are conducted for slow learners. Bridge courses are organized for the lateral entry students. The advanced learners are encouraged to participate in Hackathons/Design contests etc. The institute follows a Mentoring system in which around twenty students are assigned to each faculty and he/she functions as their local guardian.

The institute has a policy of recruiting well qualified and experienced faculty as per AICTE norms and this has contributed to improving the Teaching-Learning process. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Teachers prepare an elaborate course plan, lesson plan and handouts as part of the academic schedule. Innovative processes in Teaching and Learning like ICT tools and modern pedagogical techniques are adopted by the faculty. Learning Management System (LMS) is implemented for enriched student-teacher interaction.

To bridge the gap between the curriculum and the industry requirements, discipline specific technical training programs are conducted. To further strengthen students' domain knowledge guest lectures, workshops, conferences etc. are organised.

As an autonomous institute, the examinations and evaluation system follow systematic rules and regulations which are revised from time to time making the system more efficient.

A set of PEOs, POs and PSOs are formulated for every programme based on the 'outcome based education' approach. Course objectives and outcomes, are prepared for each course following the appropriate levels of Blooms taxonomy. The CIE and SEE question papers setters also follow various levels of Bloom taxonomy such as Application, Analysis and Evaluate, so as to set quality questions which do not cater to the rote-learning method. Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs. The appropriate corrective measures are implemented based on the attainment levels perceived every year.

With all these efforts the pass percentage of students has increased resulting in good placements and employability.

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

The Institute has a vibrant Research environment with linkages to Government R&D Institutes, Industry and Consultancy agencies. The Institute has an approved R&D policy document to provide important information to the faculty and staff about R&D objectives, schemes, available resources and financial benefits. The Institute has formed Research Coordinators Committee and an Industry Institute Interaction committee for promoting and directing Research and Consultancy. The faculty gets to share the generated revenue according to defined revenue sharing policy. Original Research work is ensured through well publicized plagiarism policy document.

The Institute was awarded 21 Research Projects worth Rs.418.67 lakhs by Government and Non-Government Agencies *during the past five years*. The Institute has 25 (perpetual&time bound) functional Memoranda of Understanding (MoU), Mutual Nondisclosure Agreements (NDAs) and work orders from Industry as part of funded research. The Institute encourages the faculty to undertake research by providing seed money, access to laboratories and research facilities. The Institute provides academic leave, for pursuing doctoral work, permission and financial support to attend conferences for paper presentation and Faculty Development Programs (FDP). 18 faculty members obtained Ph.D. during the last five years. VCE faculty have published 172 papers in UGC recognized journals and 259 in other journals besides 264 papers presented in national and international conferences. VCE faculty have filed 3 patents and executed 113 consultancy activities in last five years .

The Departments of CSE, ECE, EEE and Mech. Engineering are recognized as Research Centres by Osmania University, Hyderabad. 25 faculty members are recognized as Research supervisors by the University. A total of 25 Ph.Ds. are awarded and 102 scholars are pursuing their Ph.D. degree, under the recognised supervisors of institute. A total of 188 linkages for internships and industrial project work have been provided to the students.

Innovation & Entrepreneurship Development Cell (IEDC) received Rs.48.50 Lakhs from DST for five years to encourage students to undertake innovative projects.

A total of 64 extension activities for the community were conducted in the last five years besides organizing several blood donation camps. 84.75% of students on an averages participated in these activities through NSS unit with funding from university.

### **Infrastructure and Learning Resources**

The institute has ICT enabled classrooms, well equipped laboratories, sports facilities and good infrastructure spread over 12.7 acres with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The classrooms are well-furnished, spacious with good ventilation and are well illuminated. They are maintained as per norms for proper visibility and audibility.

The college has four seminar halls and one conference hall. All seminar halls have different seating capacity, and these are equipped with ICT facilities. Digital boards have been installed at selected locations. The college has an exclusive seminar hall established under a Quality Enhancement in Engineering Education (QEEE)

program which is equipped with advanced ICT facilities for conducting QEEE classes, NPTEL video lectures, IUCEE webinars etc.

The college has established a high-speed campus-wide network connecting all departments with 1359 systems. Full access is provided to all staff to access online sources of services and information through two leased lines each of 100 MBps from BSNL & Pioneer E-labs and also a 1 Gbps Broadband from ACT FIBERNET. CCTVs installed at strategic places help to monitor the campus activities. The Institution has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The Institution has power house installed with three Diesel Generators of ratings 625 kVA, 500 kVA & 125 kVA and solar power with an installed capacity of 200 kW. The maintenance of equipment like Diesel Generator Sets, Power Distribution Systems, Elevators, Air-conditioners, Fire-Fighting Equipment, Drinking water, Water-coolers and Solar Panels etc. is undertaken by authorized vendors under annual maintenance contract(AMC). The Institution provides Cafeteria, Banking/ATM, Books & Stationary and Transport facilities which includes 29 buses for all students and staff.

The institution has a central library with a floor area of 2977 Sq.m with a reading space 770 Sq.m. The Library also has a collection of more than 12,971 titles, 1,12,358 volumes and subscribes to 25172 E-Journals such as ASME, ASC, Elsevier, IEEE etc. 98,050 E-Books and 100 printed Journals & magazines. The E-Journals can be accessed through LAN (campus wide network) and also remote access with multi-user facility by all the students and staff.

### **Student Support and Progression**

The key aspects as below describe the steps taken by the institution to provide necessary assistance to the students in terms of academics such as providing meaningful experiences for learning at the campus facilitating holistic development and progression. It also aims at student performance and alumni engagement and the progression of student for higher education and/or achieving employment.

- The economically and socially challenged students are provided with financial assistance by State and Central Government Agencies based on certain economic criteria. Financial assistance is also given by college management to the needy students through Equity Action Plan .

- The capability enhancement and development schemes include skill development courses : communication skills, soft skills, and technical skills and structured CRT programs. Co-curricular and Extra curricular activities are also embedded into the system for an overall development of a student.

- Remedial coaching is provided for academically weak students so that they can improve in their academics. Bridge courses are conducted for lateral entry students in the II year to address the curriculum gaps between diploma and current course of study.

- The institute follows a Proctorial system in which around twenty students are assigned to each faculty. Besides this, personal counselling is given to students through a qualified professional Student Counsellor.

- The consistent academic and other support rendered, has resulted in increased net selections in placements and gradual improvement in average pay package. Performance in competitive exams have also increased resulting in admissions into Higher Educational Institutions both in India and Abroad.

- A plethora of sports and cultural activities / competitions are organized by the institution every year wherein the students play an important role in planning and organizing.
- The institution also has a transparent mechanism for timely redressal of student grievances. Students are represented in several academic & administrative bodies/committees of the institution. The committees are Class Review Committee, Library committee, Anti ragging committee, Canteen committee, IQAC, Women Development cell etc.
- There is also a registered Alumni Association (VCEAA) which contributes significantly to the development of the institution through financial and non financial initiatives.

### **Governance, Leadership and Management**

The institute has a well-defined organizational structure and the policies of the management committee and Board of Governors are implemented by the Principal with the help of Heads of the Department and various committees constituted for specific purposes. Faculty are represented in the BOG , Academic council and Board of studies as part of participative management. As part of decentralization, representatives of faculty, nonteaching staff and students participate in various Committees of the institution. E-governance has been implemented for the purpose of admissions, finance and accounts and examinations using the in house developed software.

The college implements several welfare measures for the faculty and staff for their personal and professional growth. These include Gratuity, maternity leave for women, provident fund etc. and financial support for higher education.

Faculty are encouraged to attend faculty development programs, Refresher courses workshops, conferences etc and are financially supported by the way of providing on duty, travelling allowance, daily allowance, registration fee etc.

Professional development programs are conducted for teaching faculty and administrative / technical training programs for non-teaching staff.

The faculty is also encouraged to enhance their educational qualifications by reducing their work load, adjusting their time table and providing academic leave with pay.

The institute has a well-defined performance appraisal system for faculty and non-teaching staff. The institute has a well-defined policy for budgeting and audit including internal and external auditing.

An IQAC cell formed immediately after becoming autonomous looks after quality aspects in the institute. The IQAC regularly reviews the teaching learning process evaluation and assessment , structure etc. and as a result new courses have been introduced with an aim to enhance not just the quality of placements but also to develop their knowledge, skillsets and overall personality.

The institute has been participating regularly in the ranking of higher educational institutions instituted by MHRD. All the six undergraduate programs and three of the six post graduate programs have been accredited by NBA and are live.



The institute has formulated a strategic plan and continues to implement it for its overall development.

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

The institution follows all the rules as per the statutory requirements with respect to academics, finance and administration and maintains complete transparency in all its activities.

The institute understands and meets the requirements of women employees and girl students with respect to safety, security, counseling and has made provision for requisite facilities accordingly.

The institution has adopted an environment friendly approach in maintaining the campus with continuous attention towards tree plantation, adopting water harvesting methods, sewerage recycling through an STP, use of recycled water and employing renewable energy resources for power generation. Facilities have been provided for the differently abled students, like ramps, elevators etc.

The students participate in Swachh Bharat activities, conduct blood donation camps, provide assistance to those affected by natural disasters and take part in Street cause events.

The students are trained through two regular courses on Human Values and Professional Ethics with credit weightage.

While the Administrative Manual defines the roles and responsibilities of the various administrative positions, the Code of conduct for students is published in their handbook.

The two best practices that the institution believes and follows are:-

- Enhancing employability skills by conducting various training programs in communication skills, logical thinking, LSRW, Group-discussions, Interview skills, in IT related skills (Fundamental and Advanced Programming Skills) and domain specific skills.
- The institute encourages faculty pursuing their research and supports them by way of reduction in workload, providing academic leave with pay and time-table adjustment etc. Furthermore faculty are encouraged to attend faculty development programs, Orientation courses, Refresher Courses, etc., to update their skills for which they are granted OD leave and financial support by way of DA and TA. They are also required to strengthen their subject knowledge by enrolling for on-line certification courses offered by NPTEL/Coursera and other reputed agencies. Financial and other incentives have been introduced to encourage the faculty for continuous learning.

The Institution is distinctive in following a meticulous Teaching-Learning process which includes innovative pedagogical practices, continuous learning and assessment, effective monitoring, support for students from diverse backgrounds, effective examination and evaluation systems etc.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VASAVI COLLEGE OF ENGINEERING
Address	Door No. 9-5-81, Ibrahimbagh
City	Hyderabad
State	Telangana
Pin	500031
Website	<a href="http://www.vce.ac.in">www.vce.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S V Ramana	040-23146002	9848044843	040-23146090	principal@staff.vce.ac.in
IQAC / CIQA coordinator	A Sai Prasad	040-23146121	9959418896	040-23146080	asp59in@yahoo.co.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'	03-02-1981

Date of grant of 'Autonomy' to the College by UGC		19-06-2014		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Osmania University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	26-02-2010	<a href="#">View Document</a>		
12B of UGC	18-06-2012	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	29-04-2019	12	AICTE accords EOA for twelve months

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF MHRD Government of India
Date of recognition	25-04-2019

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Door No. 9-5-81, Ibrahimbagh	Urban	12.7	34760

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Civil Engineering	48	Intermediate	English	60	60
UG	BE,Computer Science And Engineering	48	Intermediate	English	120	120
UG	BE,Electronics And Communications Engineering	48	Intermediate	English	120	120
UG	BE,Electrical And Electronics Engineering	48	Intermediate	English	60	60
UG	BE,Information Technology	48	Intermediate	English	120	120
UG	BE,Mechanical Engineering	48	Intermediate	English	120	120
PG	Mtech,Computer Science And Engineering	24	BE or B Tech	English	18	15
PG	ME,Electronics And Communications	24	BE or B Tech	English	18	15

	Engineering					
PG	ME,Electronics And Communications Engineering	24	BE or B Tech	English	18	11
PG	ME,Electrical And Electronics Engineering	24	BE or B Tech	English	24	16
PG	ME,Mechanical Engineering	24	BE or B Tech	English	18	12
PG	MCA,Computer Applications	36	Three year Degree	English	60	0

### 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	19				28				116			
Recruited	17	2	0	19	22	6	0	28	62	54	0	116
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				154
Recruited	129	25	0	154
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				57
Recruited	51	6	0	57
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	2	0	16	1	0	4	4	0	43
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	1	0	0	6	5	0	57	46	0	115

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

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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		4	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1662	79	0	0	1741
	Female	944	49	0	0	993
	Others	0	0	0	0	0
PG	Male	130	3	0	0	133
	Female	101	3	0	0	104
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	50	56	56	53
	Female	42	40	40	37
	Others	0	0	0	0
ST	Male	22	21	20	23
	Female	11	14	19	8
	Others	0	0	0	0
OBC	Male	169	199	209	155
	Female	108	96	111	96
	Others	0	0	0	0
General	Male	243	260	237	287
	Female	141	157	147	156
	Others	0	0	0	0
Others	Male	1	4	0	4
	Female	0	0	0	4
	Others	0	0	0	0
<b>Total</b>		<b>787</b>	<b>847</b>	<b>839</b>	<b>823</b>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Civil Engineering	<a href="#">View Document</a>
Computer Applications	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Electrical And Electronics Engineering	<a href="#">View Document</a>
Electronics And Communications Engineering	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>

## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	12	12	12
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

### 2 Students

#### 2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
2971	2998	2974	2989	2971
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
812	787	783	829	781
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

#### 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
2928	2947	2219	1510	709
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

## 2.4

### Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
782	873	795	461	250

## 3 Teachers

### 3.1

#### Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
709	667	668	627	597
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
164	179	191	190	188
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
164	179	191	190	188
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

## 4 Institution

### 4.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
11345	7039	9689	5975	6770
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
304	325	325	325	325
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 4.3

**Total number of classrooms and seminar halls**

**Response: 55**

### 4.4

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

**Response: 1162**

### 4.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
969.41	1019.47	561.24	583.43	524.70

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution**

**Response:**

The curricula for the undergraduate and post graduate programs have been formulated in accordance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and are in tune with the vision and mission of the Institution to meet the local/ national/ regional/ global developmental needs of the society. The institution strives to produce good quality engineers to meet the requirement of diverse industries such as infrastructural development, manufacturing, information technology etc, The Graduate Attributes are adopted as Program Outcomes. Program Specific Outcomes for each program have been formulated to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the PO's and PSO's and is modified at regular intervals by the Boards of Study of each program.

The curriculum consists of Humanities, Basic and Engineering Sciences, Professional Core subjects, Open and Professional Electives, skill development courses, mini-projects, laboratory work and project work. Technical report writing and Language laboratory enhance written and verbal communication skills. Study of fundamental concepts of basic sciences enables the students to understand and apply them to solve engineering problems.

Students learn various important concepts in professional core subjects and also advanced concepts in professional elective subjects which enhance their analytical and problem-solving skills. Study of open electives belonging to other branches of engineering paves the way for an interdisciplinary approach to learning. Conduct of laboratory work enables the students understand the practical applications of several theoretical concepts. Mini-projects presentation carried out by the students to help them to consolidate and apply their conceptual understanding of various subjects. Seminars help enhance the presentation skills of the students. The project work/ internship taken up in the final year enables the students to consolidate their knowledge, write and present technical reports and learn the benefits of teamwork. Students are encouraged to carry out project work as interns in industry.

Co-curricular and extra-curricular activities aim to inculcate these qualities in order to bring about holistic personality development of students. Students are also encouraged to participate in technical competitions and ideation contests as part of co-curricular activities. They also participate in sports activities on a regular basis.

Training in technical and soft skills has been imparted to the students under finishing school. Soft skills involve training in communication skills, quantitative reasoning, logic and aptitude. This training ensures better employability for the students. Training in the latest software and technologies is offered to the students under technical skills. With a view to promote self-learning, students are required to clear at least one online NPTEL/ MOOCS certification examination.

Postgraduate engineering programs are designed with advanced core and elective courses along with an emphasis on laboratory and research work. The curriculum of postgraduate courses also deals with all the aspects outlined above.

The success of curriculum design and development can be gauged by enhanced employability, increased placements and students securing admissions into higher education institutions, both in India and abroad.

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

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 12

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

Response: 12

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response:** 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
709	667	668	627	597

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 48.75</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1593</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 3268</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 100</b></p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 12</p>	



File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The college has been working for the overall development of the students. Various courses, namely, Human values and Professional Ethics, Environmental Studies have been introduced as mandatory courses for all programmes of engineering to address issues as Gender Equality, Sustainability, Human Values and Ethics. Courses on Disaster management, Non-Conventional energy resources etc, are offered as open electives.

#### Human values and professional ethics:

To instill Moral, Social and Ethical values, the college has introduced two courses on Human Values and Professional Ethics (HVPE-I and HVPE-II) as credit courses during 3rd/4th and 5th / 6th semesters for all B. E programs. These courses help students gain a worldview of the self, society and profession. It emphasizes on holistic understanding of ethical human conduct, trustful and mutually satisfying human behaviour. The college also conducts Blood Donation Camp, Swacch Bharath, and awareness programs in the nearby villages to promote National Integrity, Human values, Communal Harmony.

#### Environment and Sustainability

Environmental Studies is an interdisciplinary course. The course is offered as a mandatory course for all the U.G programs. The course includes the study of natural resources with emphasis on renewable energy resources, the importance of conserving the present ecosystem, promoting biodiversity, perils of environmental pollution and raising awareness on environmental and social issues.

#### Open Elective courses under CBCS

Disaster Management is offered as an open elective to understand various types of natural and man-made disasters, their occurrences, effects, mitigation and management systems in India, the role of Geographical Information Systems (GIS), and Remote sensing technology in disaster mitigation and management. A course on Green buildings is also offered to emphasize the significance of eco-friendly materials, green building rating systems, etc.

A course on “Non-conventional Energy sources” is offered to explain the generation of electricity from various non-conventional sources of energy such as solar, wind, ocean and geothermal energies and

acquire knowledge of their principles and utilization. Another Open elective course on “Industrial Pollution and its control” is offered to explain the effects of uncontrolled emissions from industries understand the various disposal methods and minimize pollution.

### National Service Scheme

The college also has a vibrant NSS wing which encourages student participation in programmes like Haritha Haram (tree plantation), Swacch Bharat Abhiyan and bringing awareness on renewable energy sources, conservation of water and electricity. The Eco Club of the college conducts guest lectures on environmental awareness and celebrates Eco Week annually highlighting the importance of environmental conservation.

### Gender Sensitization

‘Human Values and Professional Ethics’ course includes a unit on Social responsibility inculcating civic sense and virtues highlighting issues related to the dignity of women at home and workplace. Discussions, debates and guest lectures pertaining to gender sensitization are arranged. International Women’s Day is celebrated every year with active student participation. Also, special talks are arranged to encourage women to explore opportunities in science and technology. The student counsellor counsels students on gender equality and other related issues. An exclusive committee consisting of women faculty and girl students is also functioning related to gender equality issues.

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

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

**Response:** 68

1.3.2.1 Number of value-added courses are added within the last five years

Response: 68

File Description	Document
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

**Response:** 49.38

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1096	1566	1947	1331	1420

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

**1.3.4 Percentage of students undertaking field projects / internships**

**Response:** 23.02

1.3.4.1 Number of students undertaking field projects or internships

Response: 684

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

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

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 1.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
30	47	44	26	27

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 485:51

##### 2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
816	876	876	876	876

File Description	Document
Demand Ratio (Average of Last five years)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 96.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
299	311	316	309	311

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

The students admitted into this institution are from diverse social, economic, cultural and vernacular backgrounds, with disparate levels of knowledge and skills, hence their learning needs are different. As soon as students admitted a three week Induction program is conducted to orient the students towards professional courses like application of mathematics, physics and chemistry towards engineering courses. The students are also given orientation towards communication and improving their language skills. In addition the slow learners are identified based on the analysis in the qualifying examination (Physics, Chemistry and Mathematics). After four weeks of commencement of the class work, a pre-assessment test is conducted to assess the learning levels of the fresh undergraduate students. Based on their proficiency and competency levels the students are given assistance in the form of extra coaching. Furthermore, from the I semester to the VI semester, the students are given remedial classes based on the following.

I Semester	Based PCM analysis , pre-assessment test , I-internal test
II-VI semesters	Based on CGPA/SGPA , performance in I-quiz and I-internal test
Backlog students-	Provide additional classes for respective courses

**Peer groups** are formed to encourage slow learners to achieve better results, by learning from their own classmates.

Each peer group consists of 3 members and one of whom who has secured more than 80% aggregate marks is the team leader and the other two team members are the learners.

A pre-test is conducted, for both soft skills and technical skills, and based on the grades obtained, the students are grouped into sections. The slow learners are given more practice sessions and exercises to work on in the class as well as at home.

**Student mentoring:** The slow learners are also mentored by the mentors on a periodic basis to improve their academic performance.

### Encouraging Advanced Learners

**Advanced Tutorial classes:** When remedial classes are conducted for slow learners, advanced tutorial classes are conducted for the remaining students during which they solve problems of different complexity levels.

**Paper presentation:** Advanced learners are encouraged to participate in inter-college paper presentation contests.

**Internship:** VIII semester students are offered internships through campus recruitment. In addition, the advanced learners, from III to V semesters, are encouraged to take up internships in their semester break. These internships enable them to gain knowledge in latest technologies.

The Institution encourages students to participate in **Hackathons / Design contests** that are conducted for a duration of 24-36 hours and are aimed at solving real world design problems.

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

### 2.2.2 Student - Full time teacher ratio

**Response:** 308:17

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

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

**Response:** 0.47

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

**Response:** 14

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

#### Response:

In addition to the traditional teaching-learning methods, the institute is providing innovative student centric methods such as Hackathons (1), Workshops (2), Seminars(3), Virtual Lab (4), Simulation (5), Role play (6), Review web literature (7), Video (8), Demonstration(9), Activity-based learning(10), Jigsaw (11), Think-Pair-Share (12), Flipped Classroom(13), Plicker(14), Guest lecture (15) Professional practice school (16), GD/ debate (17), Peer learning groups (18), MOOCs (19), Google Classroom(20), Project- based learning(21), Real-time case studies (22), Worksheets(23), PPT(24), Kahoot(25), Mind map(26), Journal Review(27), Pogil(28), Open book test(29), Proto-type model (30), Cross words (31), Research projects (32), Language games (33), Viva (34), Poster presentation(35), Public Speaking(36) to encourage Participative, Problem solving and Experiential learning.

#### Program-wise Number of courses for Teaching Methodologies.

Programme	Experiential									Participative								
	1	2	3	4	5	6	7	27	8	9	10	11	12	13	14	15	16	17
CIVIL			6			3	10		6	3	2	11	11	7		4		10
CSE-A		2	5		1		2	9	8	4			11	10	3	1		7
CSE-B		2	5		1		2	6	8	4			11	10	3	1		7
EEE			7	1	3		2	3	10	4	1		2		4			7
ECE		4	4	4	5	2	7		10	5		5	7	4	1		2	7
MECH-A		1	12		1	1	5		18	9	3		2	3		2		2
MECH-B			12		1	2	5		14	9	5	1	4	3		2		3
IT-A		2	6		7		3		8	9	3	3	5	2	1	3	2	2
IT-B	1	2	7		6	2	3		10	10	5	2	5	2	2	4	1	1
English						2			4		3		4	1		1	1	3
Physics		1			1				4	4	1		4	3				4
Chemistry		1			1				4	4	1		4	3				4
Maths			4						4									
<b>Total</b>	<b>1</b>	<b>15</b>	<b>68</b>	<b>5</b>	<b>27</b>	<b>12</b>	<b>39</b>	<b>18</b>	<b>108</b>	<b>65</b>	<b>24</b>	<b>22</b>	<b>70</b>	<b>48</b>	<b>14</b>	<b>18</b>	<b>6</b>	<b>57</b>



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

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

**Response:** 95.12

#### 2.3.2.1 Number of teachers using ICT

Response: 156

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

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

**Response:** 20:1

#### 2.3.3.1 Number of mentors

Response: 149

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

### 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

**Response:**

**Academic Calendar/ Almanac:** At the beginning of every academic year, Director-Admission & Exam Branch (AEB) chalks out an academic calendar which includes course registration and 16 weeks of instruction with examination schedule dates mentioned. This is made available to the staff and students before the commencement of the class work. The academic calendar is displayed on all the department notice boards, and is also made available on the web site <https://www.vce.ac.in/Academics/Almanac.cshtml?Branch=BE>

Based on the academic calendar, each department prepares a plan at the department level, which includes the above and co-curricular activities such as workshops, conferences, seminars, online courses, projects

research activities and guest lectures by experts from both industry and academia. Extra-curricular activities such as various literary and cultural clubs are also part of the plan.

This academic calendar is strictly adhered to, by the institution.

### Teaching Plans:

Course allotment for every semester is prepared by the respective HoDs and the same is communicated to the faculty. For each course, teaching hours are allocated based on the number of credits. The faculty prepares a 'Course Plan' which gives the number of hours required to complete each unit. The 'Lesson Plans' are prepared which includes dates for each topic of a unit and the mode of teaching.

Lesson plans are also prepared for each laboratory course which indicates the number of experiments and the dates for each experiment. Laboratory manuals are prepared in advance which gives a detailed description of the experiments. The students maintain a laboratory record and the teacher evaluates and awards grades for each experiment which is considered for continuous internal assessment.

Handouts are prepared unit wise for better understanding of the course and give a brief description of the course content.

Approved course plans, lesson plans and handouts are communicated to the students at the beginning of each semester through group e-mail.

The Course plans and Lesson plans are appended to the attendance registers for ready reference by the faculty concerned. The topics covered, on the given day as per the time-table is entered in the attendance registers as "lecture record". Effective implementation of the lesson plan and lecture record is reviewed by the HoD as well as Director-Academics. The comments on any variation with respect to the lesson plan and lecture record are communicated to the faculty concerned.

## 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	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 23.58

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

2018-19	2017-18	2016-17	2015-16	2014-15
44	47	43	43	37

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

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

**Response:** 15.03

## 2.4.3.1 Total experience of full-time teachers

Response: 2465

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

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

**Response:** 0

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 35.77**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
59	66	66	67	68

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[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 during the last five years****Response:** 14.8**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**

2018-19	2017-18	2016-17	2015-16	2014-15
13	14	14	16	17

**File Description****Document**

List of programs and date of last semester and date of declaration of result

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

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

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

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 19.68

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
118	207	140	107	47

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

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

Sl. No.	Examination Reforms	Positive Impact
1.	<p><b>Continuous Internal Evaluation (CIE)</b></p> <ul style="list-style-type: none"> <li>The CIE component has been enhanced from 2014 onwards year on year for UG and PG students and currently stands at 40 Marks.</li> <li>The number of assignments and Quizzes to be conducted has been enhanced to keep pace with the enhanced CIE component.</li> <li>Setting up of question papers (internal and Semester end) duly following the Bloom's Taxonomy levels and mapping with Cos and Pos for each course as part of Outcome Based Education (OBE)</li> <li>Choice has been eliminated in the internal examinations to ensure that the student prepares for the complete course content.</li> <li>The students need to secure 40% aggregate CIE marks to be eligible to appear for semester end examinations.</li> </ul>	<ul style="list-style-type: none"> <li>The students are now examinations with ser</li> <li>Improvement in trans</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal Question papers are audited by experts</li> </ul>	
2.	<p><b>Semester End Examination (SEE)</b></p> <ul style="list-style-type: none"> <li>• Automated process of examination system using in-house developed software.</li> <li>• Question Paper setters from Higher Learning Institutes.</li> <li>• Utilisation of expertise of internal faculty for Question Paper setting.</li> <li>• Hybrid version of question paper</li> <li>• Auditing of external Question papers</li> <li>• Provision for <ul style="list-style-type: none"> <li>◦ photocopy of the answer script for any course,</li> <li>◦ improvement of division</li> </ul> </li> <li>• Availability of all data on the webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to Calendar</li> <li>• publication of results in the website</li> <li>• Parents are able to access in the website</li> <li>• Opportunity given to students for improving their skills</li> <li>• Quality of question papers improved.</li> <li>• These measures ensure continuous learning.</li> </ul>

### 3. Promotion Rules

I-SEM to II-SEM	Regular course of study of I-SEM and 40% aggregate CIE marks in I-SEM	
II-SEM to III SEM	<ol style="list-style-type: none"> <li>1. Regular course of study of II SEM and</li> <li>b. 40% aggregate CIE marks in II- SEM</li> <li>c. Must have secured at least 50% of total credits prescribed for I and II SEMs together</li> </ol>	
III-SEM to IV-SEM	<ol style="list-style-type: none"> <li>1. Regular course of study of III-SEM and</li> <li>b. 40% aggregate CIE marks in III- SEM</li> </ol>	
IV-SEM to V-SEM	<ol style="list-style-type: none"> <li>a. Regular course of study of IV SEM</li> <li>b. 40% aggregate CIE marks in IV- SEM</li> <li>c. Passed in all the courses of I and II SEMs</li> <li>d. Must have secured at least 50% of total credits prescribed for III and IV SEMs put together</li> </ol>	
V-SEM to VI-SEM	<ol style="list-style-type: none"> <li>a. Regular course of study V-SEM</li> <li>1. 40% aggregate CIE marks in VSEM</li> </ol>	
VI-SEM to VII-SEM	<ol style="list-style-type: none"> <li>a. Regular course of study of VI-SEM</li> <li>b. 40% aggregate CIE marks in VI- SEM</li> <li>c. Passed in all the courses of III and IV SEMs.</li> <li>d. Must have secured at least 50% of total credits prescribed for V and VI SEMs put together</li> </ol>	
VII- SEM to VIII- SEM	<ol style="list-style-type: none"> <li>a. Regular course of study of VII-SEM</li> <li>b. 40% aggregate CIE marks in VII-SEM</li> </ol>	
Eligibility to appear VIII-SEM exams	Regular course of study of VIII-SEM and 40% aggregate CIE marks in VIII-SEM	

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

**2.5.5 Status of automation of Examination division along with approved Examination Manual**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

**Response:**

The Institute switched over to Outcome Based Education (OBE) in 2012 to impart education through student centric approach and follow outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programs.

Programme Outcomes (POs) represent the graduate attributes formulated as per Washington Accord and adopted by National Board of Accreditation. Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme.

Program Outcomes (POs), Program Specific Outcomes (PSOs) of all the UG and PG Programmes have been disseminated to the stake holders as follows:

Display Media	Department Corridors
Electronic Media	Web site ( <a href="http://www.vce.ac.in">http://www.vce.ac.in</a> )
Communication Media	Student Email
	Alumni Meet

Course Outcomes (COs) are statements that describe essential learning that students should achieve, and can reliably demonstrate it at the end of a course. The Course (learning ) outcomes define the knowledge,

skills and behaviour that a student should be able to demonstrate .

The course outcomes for each course are prepared by the course coordinator. For every course, 4 to 6 COs as recommended by NBA are drafted addressing most of the applicable levels of Blooms Taxonomy incorporating knowledge, skill and attitude. These COs are modified and reframed, in accordance with the changes in Curriculum and revised as per the need from time to time. These COs are discussed and finalized in the Board of Studies (BoS) of the respective programmes. The COs of every course are published in the student's handbook, as well as on the college webpage. ([www.vce.ac.in/Academics/Syllabus](http://www.vce.ac.in/Academics/Syllabus)). Correlation matrices are generated to link Courses with their outcomes, POs and PSOs. These matrices specify the correlation in terms of high, medium and low (3,2 and 1 respectively) indicating the levels. The average mapping of Program outcomes for the given program is obtained by averaging the levels of mapping for each of the courses. Similarly the averaging is done for Program specific outcomes as well.

These COs , POs and PSOs are circulated to all the students and staff through conference brochures, proceedings and Faculty Development programs.

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

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

#### Response:

The process of assessing the attainment of Course Outcomes (COs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) begins with framing Course Outcomes. CO Attainment is calculated based on the performance of students in the assessment tools such as 1) Continuous Internal Evaluation (which includes three Assignments , Three Quizzes and two Internal exams) and the Semester End Examinations (SEE). Questions given in the various assessment tools are mapped to corresponding COs. and indicated in the question paper.

CO Attainment of each course is computed based on the predefined targets as shown in an example below.

#### Attainment levels

Attainment Level 1 : If 40% to 49% of students score more than 60% marks

Attainment Level 2 : If 50% to 59% of students score more than the 60% marks



Attainment Level 3 : If  $\geq 60\%$  of students score more than the 60% marks

The total CO attainment is computed considering the performance of the students in the Continuous internal evaluation and semester end evaluation, duly giving weightage to these two components.

**Process used for assessing the attainment of program outcomes, program specific outcomes is as follows**

PO & PSO attainment computation is done using two assessment tools.

### 1. Direct Assessment Tools

- Assignments, Quiz, Internal Examination, Semester End Examination
- Rubrics for projects and seminars

The COs are mapped to the POs and PSOs (on the scale of 1 to 3).

CO attainments and the mappings are used for computation of PO & PSO attainment.

### 2. Indirect Assessment Tools

- Surveys - Course-end survey, Student Exit Survey, Alumni Survey, Employer Survey and Parent Survey covering the stake holders.

The questions mentioned in the surveys are mapped to the POs and PSOs (on the scale of 1 to 3).

The responses and the mappings are used for the indirect computation of PO & PSO attainment.

The overall PO & PSO attainment computation is done by taking sum of 80% of direct attainment and 20% of indirect attainment for each programme.

### PO Attainment

Dept/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO
CIVIL	2.6	2.5	2.3	2.5	2.7	2.6	2.5	2.8	2.8	2.8	2.7
CSE	1.64	1.76	1.83	1.71	1.73	2.02	1.68	1.97	2.07	2.53	2.0
ECE	2.26	2.12	2.03	1.93	2.01	1.92	1.85	1.84	1.6	1.18	1.8
EEE	2.06	1.8	1.6	1.3	1.6	1.4	1.3	1.84	1.2	1.12	1.5
MECH	2.41	2.46	2.41	2.38	2.48	2.68	2.57	2.54	2.54	2.42	2.3
IT	2.21	1.95	2.12	1.83	1.33	--	0.40	2.00	2.00	1.67	1.8

**PSO Attainment**

Dept/PO	PSO1	PSO2	PSO3
CIVIL	2.6	2.6	2.6
CSE	1.73	1.52	1.70
ECE	1.95	1.67	1.96
EEE	1.56	1.34	1.69
MECH	2.31	2.30	2.36
IT	2.32	1.89	1.43

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

**2.6.3 Average pass percentage of Students****Response:** 98.52

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

Response: 800

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

Response: 812

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for annual report	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.42

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

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

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 42.68

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)

2018-19	2017-18	2016-17	2015-16	2014-15
40.00	30.749	82.34	0	60.309

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

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

**Response:** 0

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

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

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

**Response:** B. Three of the facilities exist

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

## 3.2 Resource Mobilization for Research

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

**Response:** 6.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	6.84	0	0	0

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

### 3.2.2 Number of research centres recognised by University and National/ International Bodies

**Response:** 4

#### 3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 04

File Description	Document
Names of research centres	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 25.58

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 11

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

Response: 43

File Description	Document
Details of teachers recognized as research guide	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.64

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

Response: 21

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

##### Response:

An eco system has been created in the institution to promote innovation, transfer of knowledge and entrepreneurship. As part of innovation, Innovation Entrepreneurship Development Cell (IEDC) has been set up in the year 2010-11 for nurturing innovative ideas from the students. An amount of Rs.48.50 Lakhs has been sanctioned by DST to establish IEDC in the institution for five years starting from the academic year 2010-11. As part of this initiative, Ideation contests were conducted every year. The students participated in large number and showed enthusiasm towards innovation and its practice. The institute provided necessary facilities and financial support upto Rs.1.00 lakh to carry out each of these projects. A Committee consisting of experts from diverse fields representing industry, banking and other allied areas are involved in the short listing of innovative ideas for pursuing further.

As part of choice based education system, the students are encouraged to take up co- curricular activities involving theme based projects which culminate into creation of innovative knowledge helpful for the society. Students are encouraged to take up industrial projects at various reputed research organizations such as RCI, DRDL, Anurag etc. and industry such as BHEL, BDL, M&M, AMD, Bosch etc., as part of their project work. Students are encouraged to take up and participate in code development activities such as Hackthons and Coding contests etc., which train the students towards innovation.

Faculty is encouraged to conduct research activities and make publications in the journals of repute for knowledge sharing. The institution has the practice of conducting various workshops and conferences periodically for creation and sharing of knowledge. They are also encouraged to contribute to national and international conferences conducted outside the institution as part of this initiative. Similarly some of the faculty members have published technical books as a part of initiative for knowledge creation and transfer. The faculty has been encouraged to take up Intellectual Property rights as an initiative towards innovation and knowledge sharing. The faculty delivers guest lectures and expert lectures to other institutions as part of knowledge sharing.

Few of the departments in the institute have been recognized by Osmania University as Research Centers to conduct research activates leading to innovation through research scholars. The institute has received a work order for manufacturing of 10 products of a Pilot Project **Clean It All** from Govt. of India under Swatch Bharat Scheme. These 10 products are being supplied to the nearby Panchayats under the clean and green program.

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

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

**Response: 56**

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	0	10	32	0

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

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 0**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

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

File Description	Document
List of innovation and award details	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response: 2**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>
e- sanction order of the Institution for the start ups on campus	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4 Research Publications and Awards****3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes**

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

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response: Yes**

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.3 Number of Patents published/awarded during the last five years****Response: 3**

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years



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

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.06

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

Response: 1

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 16

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

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

**Response:** 0.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	37	24	15	32

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

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

**Response: 1.47**

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	56	63	64	51

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

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

**Response: 1.54**

File Description	Document
BiblioMetrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 5.5**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

<b>3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual</b>	
<b>Response:</b> Yes	
File Description	Document
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

<b>3.5.2 Revenue generated from consultancy during the last five years</b>				
<b>Response:</b> 53.14				
3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)				
2018-19	2017-18	2016-17	2015-16	2014-15
3.97	11.621	1.730	12.051	23.767
File Description	Document			
List of consultants and revenue generated by them	<a href="#">View Document</a>			
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

<b>3.5.3 Revenue generated from corporate training by the institution during the last five years</b>	
<b>Response:</b> 0.04	
3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five	

years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.04	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of account indicating the revenue generated through training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

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

##### Response:

Extension activities are encouraged to be taken up by the students in order to fulfill the aspirations of Vision and mission statements of the institution. Holistic development of the individual is the aim with which the students are encouraged for participation in extension activities through agencies such as NSS, clubs and societies. Every year the college organizes a Technical fest called as Acumen and in this connection, it is a customary practice to invite students from nearby schools and show case the activities of the departments for the benefit of society under the banner of “Inspire and Ignite”. In addition these students are trained in developing the science models and display during the technical fest. Further the institution encourages students to participate in curricular, co-curricular and extra-curricular activities. The institution has an active NSS wing which takes up projects like keeping the college clean and green, doing community service by conducting awareness drives through street plays to educate people on literacy and cleanliness, organizing blood donation camps and the like. The students feel a sense of responsibility and believe that they need to give back to society and the environment what they have taken. Our NSS Unit student volunteers take up social service activities such as special camps in adopted villages, service to orphanages, tree plantation, yoga classes, and flood relief camps. All these programs develop in the students a sense of responsibility, accountability, integrity and human values towards achieving the vision and mission of the institution. The students and faculty participated actively in the relief camp for Hudhud cyclone which hit the east coast near Visakhapatnam during October 2014. Our students collected relief material from the neighborhood and also within the college and participated in the relief camp actively. Our students actively participated in the cleaning of lake in the nearby village as part of Swatch Bharat initiatives. The students studying in this institute come from different financial status and a helping hand is extended to cover their requirements through fund collection from the fraternity of the institute under the banner of “Sahay”. As part of induction program during 2018-19 for, the first year B.E students on admission are taken to orphanages, home for blind and correctional centre to make them aware of the

societal issues. As part of holistic development of the students, credit courses are offered on human values and professional ethics as well as environmental studies. Guest lectures are organized to the students at periodic intervals by inviting experts from outside to sensitize on social issues such as drug abuse, traffic regulations, voter responsibilities, anti ragging, cyber crimes etc. Our students participate in NGO activities such as street cause. Medical camps are organized in the neighborhood for the benefit of society as part of NSS activities. The institution participated and hosted an eye camp in the name of “KantiVelugu”, a state government sponsored scheme. People in and around the institute, students and staff of the institute got benefitted through this program.

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

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

**Response:** 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	3	1

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

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

**Response:** 64

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	18	12	06

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

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

**Response:** 84.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
2971	2985	2965	2986	730

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

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 0.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-

wise during the last five years

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

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

### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response:** 188

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	58	14	28	20

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 25

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	03	03	15

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Vasavi College of Engineering has a beautiful landscape, aesthetic architecture, eco-friendly environment, spacious classrooms, well equipped laboratories and good infrastructure spread over 12.7 acres.

**Classrooms**

The Institute has well-furnished, spacious and well ventilated classrooms which are also well illuminated. Classrooms are maintained as per norms for proper visibility and audibility. The classrooms are equipped with adequate furniture, blackboard, projectors, fans, lights and power backup. 95% of the classrooms are provided with LCD projectors, LAN / Wi-Fi connectivity.

**Laboratories**

The Institution has domain centric laboratories as per the regulations of AICTE and Osmania University. Adequate and well-maintained equipment to conduct experiments is provided. The laboratories are kept open beyond the working hours depending on the need of the students. Sufficient safety measures have been incorporated and are displayed at strategic locations in the laboratories.

**Seminar Halls**

The college has four seminar halls and one conference hall in the academic blocks to conduct seminars, conferences, guest lectures, and workshops for students and faculty. All seminar halls have adequate seating capacity, and these are equipped with LCD projectors, whiteboards, raised platforms and public-address system with internet facility.

**Web based Teaching and Learning Hall**

The college has a hall equipped with two LCD projectors and two screens, audio systems, white boards and a computer with Internet connectivity for conducting QEEE classes, NPTEL video lectures, Hackathons, IUCEE webinars etc. The hall is provided with adequate seating capacity. Five classrooms in various departments have been provided with digital boards for supporting the teaching learning process.

**Computing Equipment**

The institution has 1359 computers. Every department has separate computer labs for conducting programming & simulation experiments to enhance the skills of the students. All the teaching staff are provided with desktops having internet connectivity.

**Library**

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The central library has a floor area of 2977 Sq.Mtr. with a reading space of 770 Sq.Mt. Library has reprographic facilities. Library uses Online Public Access Catalog (Web OPAC) to access library facilities through digital library. The digital library has 22 systems with internet facility. It enables student's remote access to IEEE, ASME, ASCE and ELSEVIER e-journals. In addition to these journals the institution subscribed 17985 e-journals through the vendor J-Gate and 6219 e-journals through INFLIBNET-NLIST. The institution also subscribed to 1050 E-books through DELNET and 97000 E-books through INFLIBNET-NLIST. In summary, the Library has a collection of 12,971 titles, 1,12,358 volumes and subscribed 25172 E-Journals, 98,050 E-Books and also 100 printed Journals & Magazines.

### Transport, medical and canteen facilities

The institute provides transport facilities for the students and staff from and to various parts of the city, apart from public transport. A health care center provides first aid facilities and has a tie up with a nearby hospital for any medical emergencies. An ambulance is available 24X7 to meet emergencies. Canteen facilities are also provided for students & staff which has adequate seating capacity. Food served is hygienically prepared and subsidized.

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

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

#### Response:

The College encourages students to participate in games & sports. The details of infrastructure and facilities available for sports and games are detailed in the table below:

Name of the Facility	Quantity
Indoor Games (boys)	
Carrom Boards	7
Chess Boards	4
Table Tennis	3
Indoor Games (girls)	
Carrom Boards	3
Chess Boards	2
Table Tennis	2
Outdoor Games	
Basket Ball Court	1
Volley Ball Court (Men)	2
Volley Ball cum Throwball court (Women)	1
Badminton Court	1

NAAC

The college has been actively encouraging students to participate in various sports & games as it believes that there should be holistic development of an individual. The Department of Physical Education conducts sports and games for the staff and students in Cricket, Football, Volleyball, Athletics, Throw

Ball, and also in Indoor games like Tennikoit, Table tennis, Caroms, Badminton and Chess. Our students have excelled and won prizes in various intra-college, inter college and university competitions.

To encourage the students, the facilities are made available even beyond college hours. Transport facility is provided for all those who participate in various sports & games beyond college hours.

Our students have participated in various games and sports organized by NITs, BITS-Pilani, JNTU, Osmania University, and other colleges.

### **Cultural Activities**

A basket of ten clubs is made available to the students to choose from, which hones their talents and encourages them to pursue their hobbies. The dramatics club, the arts club, the film-making and Photography club develops and exhibits the students creative side, while Clubs such as the Toastmasters club, the Model United Nations club, the Writers club, the Science club, the Math club and the Quiz club add a literary flavor and develop their speaking and thinking skills.

The students participate in the various cultural events organized during Euphoria-the college cultural fest. They are also encouraged to take part in competitions organized in other colleges and universities.

With systematic and generous support from the college and overwhelming participation of students from all the programs, we have been able to incorporate these clubs to facilitate all-round development. Participation in co-curricular and extracurricular activities is mandatory in the CBCS curriculum adopted from 2016. The spirit of cooperation, involvement, creativity and aesthetics are the qualities the students imbibe through these clubs.

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

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

**Response:** 100

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

Response: 55

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

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 36.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
321.15	313.90	272.73	168.93	224.00

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

## 4.2 Library as a Learning Resource

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

**Response:**

Vasavi College of Engineering have enabled library with SOUL (Software Of University Libraries) LMS in 2010 with perceptual license.

Software for University Libraries (SOUL) is an state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. The software is suitable to international standards for bibliographic formats, networking and circulation protocols.

#### Some of the features of SOUL

- SOUL Software Supports more than 150 languages in both Indian and foreign.
- Standards used such as CCF, AACR2, MARC21, MARCXML, ISO2709
- Copy Cataloguing Import here Library of congress online catalogue

- Copy Cataloguing
- Supports cataloguing of E-resources like E-books, E-journals Put here the URL of full text E-book
- Predefined Data Entry Sheet Multi volume series books can be entered Additional information of book can be attached
- Can be generate barcodes along with Call Number
- Reports in various formats
- Highly versatile and suer friendly OPAC
- Mail users can export the details of the record into PDF, EXCEL.

### **Brief usage of SOUL Modules in Vasavi College of Engineering**

**CATALOGUE:** Catalogue module is used for retrospective conversion of library resources. The strong features of catalogue module are 1) allows user-generated customized reports 2) facilitates authority database of person name 3) corporate body, subject headings and series name 4) master database of publishers 5) supports full MARC 21 bibliographic format.

**CIRCULATION:** This module takes care of all possible functions of circulation. The circulation module is fully compliant with the NISO Circulation.

Major functions of the circulation module: Membership, Transaction, Inter-library loan, Overdue charges, Reminder, Search status, Maintenance of the items such as binding, lost, replace, missing, withdrawal, etc. and Report generation based on the various requirements.

**ADMINISTRATION:** Administration module include following features: grouping of users based on the policy, transactional rights over the systems, transaction level security to users, various configuration settings such as labels, e-mail and other parameters related to the software use, and common master databases being used in modules.

**OPAC:** SOUL-OPAC having different types of searching options like simple, advanced and Boolean searches. Users can know the status of library material. We have integrated OPAC with digital library accessing outside the campus by WEBOPAC.

**MEMBER LOGIN/LOGOUT:** SOUL software having member log-in and log-out module to authenticate attendance in library for students and staff with bar-coding option. Can generate log reports according to date, month, year wise too.

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

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

**Response:**

The details of rare books with a collection of 123 books are maintained in the learning resource centre. These rare books are published from 1962 to 2000. In addition the college has 615 e-content materials in the form of Compact Disc. The list of rare books and CD's are attached as separate PDF file. These rare materials are stacked separately and are arranged in different shelves with name tags and are made available for students and faculty for reference purpose.

#### **Rare books:**

The College has rare books, having excellent collection of various subjects in the fields of civil, computer science, electrical, electronic and mechanical engineering. Some of the handbooks in the areas like fixed design, die design, Reliability Engineering and Management, F.M. Radio Servicing, Radar, Industrial Pollution Control, Structural Steel Designers, Structural Engineering, Transistors, Machine Design Data, SC/MP Applications and Practice CB Service etc.

#### **CD's:**

615 Compact Disks in various subjects are available in the library to enrich the library services. Most of the CDs are related to computer science engineering, information technology, mechanical engineering, civil engineering, electronics and communication engineering and electrical and electronics engineering. Especially, the CDs are available in the areas of programming, gaming, projects on various new and emerging technologies in various engineering disciplines. These are also available for reference for faculty and students of UG, PG and Research scholars.

#### **Project reports:**

812 projects reports (both UG and PG) for last five years of all departments are available in the library for student reference while doing projects. These are stacked and arranged branch wise and year wise with labels and are made available for open access facility to staff and students.

#### **Lab Manuals**

Lab Manuals of various laboratories of all departments such as computer science engineering, information technology, mechanical engineering, civil engineering, electronics and communication engineering and electrical and electronics engineering are available in library to extend more services to the students in the form of inter-disciplinary knowledge while taking courses on open electives in the respective departments. These manuals are stacked in separate sections and are made available as open access to the students.

#### **Other Learning Resources:**

In addition to, the central library has central road research institute papers, proceedings of the national, regional, and international conferences, seminars, symposiums, lecture notes, technical proceedings, documents, technical resources, manuals, guidelines, standard specifications, special publications, layouts which are rare are also made available for access to all students, faculty and non - teaching staff.

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

#### 4.2.3 Does the institution have the following

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

**Response:** Any 4 of the above

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

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 29.84

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
31.61	33.61	26.20	16.11	41.65

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

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes



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

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 16.59

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

Response: 520

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

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college has established a high-speed campus-wide network that connects all its departments consisting of 1359 systems. A fully distributed computing environment based on clusters of workstations and PC's provides the users ready access to computing resources, services software and applications. The environment is tailored to the specific teaching/learning needs of each department.

The college has Internet Facility with two leased lines, one from BSNL with 100Mbps, and the other from Pioneer eLabs with 100Mbps. The College has also subscribed to a 1Gbps broadband from ACT Fiber. The institution also has Wi-Fi at various locations (Canteen, Library, Seminar Halls, QEEE Hall, Placement cell, etc.,) of college campus.

The server room of Main Computer Center has multiple servers namely: Windows, Linux, CAD/CAE server, Oracle database, QEEE, NPTEL and SOUL. The Internet Gateway comprises of a Web Server, Symantec Protection suite EnterpriseEdition 12.0, Fortigate 500E UTM, Fortianalyzer 200F, CISCO switch and other networking components required for an efficient LAN.

The details of softwares available in the institution are tabulated below:

S. No.	Software Description	No. of Users	Date of Purchase
1	Symantec Protection Suite Enterprise Edition 14.1 per user renewal essential 36 months academic band	1000	30/09/2019
2	Turnitin Originality Check -- Annual Subscription	--	15/07/2019
3	Math Works Campus Wide License Agreement Standard	Unlimited	Renewed on 2

	Campus + 32 Add on's + Student Licenses + MAOTS (ML Online Training Suite)		
4	Grammarly EDU (Grammar Checking, Plagarism Checker and LMS integration) 3 years Campus license	Unlimited	09/06/2017
5	Embarcadero Network Codegear C C++ Builder RAD XE Studio Architect Academic	60	17/04/2017
6	IBM SPSS Modeler 17.0 (2525 users) (Information Technology Software Service) Assessable Value		01/03/2017
7	Symantec Protection Suite Enterprise Edition 12.1 per user renewal essential 36 months acad band	1000	12/09/2016
8	Microsoft®Office Professional Plus 2016 Sngl Academic OLP License NoLevel (100)	PI 100	31/05/2016
9	Windows Server – Standard 2012 Version R2 – (11)	11	21/01/2015
10	SQL Server Enterprise Core 2012 Version – (2)	21402	21/01/2015
11	Windows Server – Device CAL 2012 – (230)	CAL230	21/01/2015
12	Visual Studio Professional Edition – 2014 (9)	09	21/01/2015
13	Computer Application Software – Matlab		10/12/2013
14	Aneka.Net Cloud computing Enterprise edition 50 nodes/ Site licence (3 years)	50	1/10/2013
15	IBM Tester		11.02.2013
16	IBM Rational Quality Manager		
17	IBM Rational SEED Program		14.02.2012
18	Oracle 11G Standard Edition		03/06/2011
19	IBM Rational Seed Suite Enterprise Software		14/02/2011
20	Informatica Power center 8 standards edition on windows	8	25/01/2010
21	VxWorks 5.5 OEM Development License, includes one Board Support Package and BSP Developers kit for X86 Or PPCXX Host PC Turnado 2.2.1 Standard IDE Package includes		21/02/2005

	Core Tools.Code.Documentation – 5 Users Node Locked. Licenses		
22	Oracle 9i Developer, Internet Suite		29/04/2004

The details of major IT facilities updated in the academic years 2014 – 2019 are enclosed as a separate file in additional information.

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

#### 4.3.2 Student - Computer ratio

**Response:** 225:88

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

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

**Response:** ?50 MBPS

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

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 22.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
158.07	159.67	191.60	123.47	128.71

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 qualified and skilled manpower for executing maintenance activities across all departments. Separate budget provision is allocated for the upkeep of academic facilities like laboratories, classrooms, skill-related workshops, conference and seminar halls. In addition, the general facilities like sports & games rooms, restrooms and landscapes are also maintained with a budget allocated for it.

General maintenance is taken care by a separate cell called Maintenance Cell. The cell is headed by the Institution's engineering section, which comprises of competent civil and electrical engineers. The cell also has caretaker, supervisor and other supporting staff who are specialized in civil, electrical, air conditioning, horticulture, etc. The team oversees the cleanliness of the buildings, classrooms, labs, furniture, seminar halls, conference hall, campus ground, sports facilities, staff and students amenity areas, cafeteria etc. The cell also oversee the maintenance of sewerage treatment, rain water harvesting pits, elevators, water coolers, water purifiers, firefighting and fire alarm system, pest control etc. Housekeeping services are outsourced on annual contract basis and are made available during day time. Regular visits on a periodical basis are conducted by team head and based on the site conditions, renovations are proposed for works such as civil work, electrical work, painting, furniture etc.

The Heads of Departments report to the administration periodically for the maintenance of physical facilities. Minor repairs are registered in a ledger maintained in the office and are attended on priority basis. Students optimally utilize all classrooms during the daylong working hours and are also mentored to

upkeep the furniture. Infra Red Motion sensors are installed in every class room to ensure switching of lights and fans if there is no human movement in the classroom. These sensors are to be regularly maintained every month and report to be generated. The physical facility complaints are handled by maintenance cell which is under the supervision of a faculty member from Civil Engineering Department. The complaints can be registered through mcell@staff.vce.ac.in.

The campus has power house which takes responsibility of supplying uninterrupted power to the entire campus. The team is headed by the head of the department from electrical and electronics engineering department. The department also has faculty and supporting staff to oversee the maintenance of generators, lighting loads, solar plant etc. The maintenance of generators is given to third party and periodic visits are conducted by the third party for proper function of the generators.

The institution has a separate computer center to oversee the maintenance of computers and related accessories. The team is headed by a coordinator (faculty) from computer science and engineering department and supporting staff. The maintenance works include replacement or repair of computers and accessories, hardware up gradation, software installation and up gradation, Wi-Fi maintenance, troubleshooting issues etc. Periodical examination is made by the supporting staff of all the departments and the status of computers and associated equipment are sent to the computer center every month for necessary action.

Maintenance of sports facilities is taken care by physical education department headed by physical education trainer and supporting staff. Periodical maintenance is done by the department for the maintenance of sports ground either by in house or third party.

The maintenance of library is taken care by Librarian and his supporting staff. Internal periodic audits are done in the library for maintaining wellness of the books. Frequent interactions are made by the librarian with the students and faculty to know the shortfalls and take necessary action to overcome them.

Heads of the Departments in consultation with the lab - incharges and technical staff oversee the maintenance of the academic facilities pertaining to their laboratories, workshops and classrooms. Calibration of the meters and equipment is done by third-party companies regularly, to ensure accurate reading for the experiments conducted in the laboratories.

The details of the Machinery and Equipment which are covered under annual maintenance contract is given below:-

S. No.	Name of the machinery and equipments	AMC service provider
1.	Power House Generators	M/s Koel Care and M/s Srinivasa Sales and Services
2.	UPS and batteries	M/s RC All-Tech Power Systems Pvt. Ltd.
3.	Sewerage Treatment Plant	M/s Naveen Enviro India Engineers
4.	Water purifiers	M/s Eureka Forbes
5.	Lifts	M/s Johnson Lifts and Escalators, M/s Schindler India
6.	Air conditioners	M/s B S R Engineers Pvt. Ltd.
7.	Water coolers	M/s Mega Cool Care Service

8.	Firefighting and fire alarm system	M/s Master Fire and Security Systems
9.	Pest control	M/s Pestoman

The Institution provides various other services / facilities for the students and staff as listed below and are maintained by respective service providers as per the contract:

- Cafeteria facility
- Banking / ATM facility
- Books, Stationary and Reprographic facilities.

Canteen services are outsourced to Marvel Hospitality Services Pvt. Ltd. Banking facility is taken care by Syndicate Bank. Outsourcing is done for maintenance of sports grounds and sports related equipment.

The text books, bound volumes of journals, reprographic facilities and Library software are maintained by the staff of Learning Resource Centre. The utilization of these facilities are continuously monitored.

The effective utilization of facilities (academic as well as general) is ensured through proper planning at the beginning of the semester while drafting time-tables and academic schedules. The horticulture activities and landscaping activities etc. are taken care by outsourcing agencies.

The electronic surveillance facilities installed in the campus are maintained by the supplier of the equipment as and when required.

The maintenance of computers, supporting hardware, LAN and Wi-Fi across the campus are taken care of, by in- house Computer Centre.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 7.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
1101	0	0	0	0

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

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

**Response:** 16.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
921	588	491	248	173

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

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

1. Guidance for competitive examinations
2. Career Counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

**Response:** Any 4 of the above

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

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

**Response:** 92.97

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

2018-19	2017-18	2016-17	2015-16	2014-15
2819	2986	2863	2649	2540

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

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 16.65

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



2018-19	2017-18	2016-17	2015-16	2014-15
751	744	660	163	163

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 66.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
525	484	551	569	524

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

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 7.64**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 62

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

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 100**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
74	31	51	39	15

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	31	51	39	15

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

### 5.3 Student Participation and Activities

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

**Response:** 62

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	18	9	12	13

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

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

**Response:**

The college believes in promoting inclusive practices for social justice and better stake holder relationships. The institute promotes value based education for inculcating social responsibility and good citizenry among its student community. For this the institution has necessary infrastructure and encourages active participation of the students in academic, social, cultural, leisure activities. College believes that for overall and holistic development, the participation of students and Alumni plays a major role. Keeping this in view the college has a representation of students and Alumni in specific cases as members in the following committees.

#### **Class Review Committee**

This committee consists of Management Representative, Principal, Head of the respective department, and four students from each section of the programme, with more than 75% attendance and varying levels of academic record/performance representing slow, average and fast learners. This committee meets once in a semester to discuss the progress in the courses being taught, the teaching-learning methodology practiced in the classroom, faculty performance in terms of their preparedness, innovative teaching practices and other related issues. The committee considers the inputs given by the students for improving the teaching-

learning practices and overall development.

### **Library Committee**

This committee comprises of two students from every section, along with the department faculty in-charge, the heads of respective departments, Principal and the Librarian. It meets once in a semester to discuss about the improvements to be made in the library facilities and recommends books, journals to be procured. A list of such requirement is prepared and forwarded to the approving authority.

### **Anti-Ragging Committee**

This committee consists of two senior students and two students from first semester with representation from staff. The committee, as per the Anti-Ragging Act of 1997, explains the implications of ragging by displaying posters at various locations of the college, on the notice boards in each academic block. It ensures that an oath in the form of Undertakings related to Anti-Ragging Act duly signed by each student and their parents are collected.

### **Canteen Committee**

This committee consists of one student from each year of the Under-Graduate program and one student from the Post-Graduate Program apart from other members. This committee meets once in a semester to check the quality of food, hygiene, quality of water and other items in the canteen.

### **Internal Quality Assurance Committee**

The college believes that academic and administrative excellence will be achieved by continuous improvement of quality. IQAC has a representation of one student from each department besides the HODs, faculty, alumnus, etc. The suggestions given by the students are well taken in overall development of quality management strategies in all aspects.

### **Women Development Cell**

This committee consists of two girl students one each from UG and PG programs and few female staff members. The committee members meet once in every semester and suggest various activities to be taken such as empowering the female students, remedies to solve the problems faced, etc. It also focuses on conducting awareness programs that emphasize on rights of women, the welfare laws for women and health related problems.

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

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

**Response:** 1.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	1	2

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

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

### Vasavi College of Engineering Alumni Association (VCEAA)

Vasavi College of Engineering Alumni Association [VCEAA] was formed in the year 1999 vide Ref No. 4714/2000 with the Office of the Registrar of Societies, Hyderabad. VCEAA is a platform through which the alumni get in touch with their almatmater and with their classmates. The primary objective is to reconnect, reminisce, and revisit the rich memories, connect with classmates, strengthen the bond, and savour the rich experiences gained over the years. The driving force behind VCEAA is to encourage vibrant student-alumni interactions that would benefit our students in terms of learning, as well as the alumni in terms of sharing their rich expertise

#### Objectives of VCEAA

? To provide an interface through which the alumni of the institute can keep in touch with the institute, faculty, staff and students of the institute and among themselves.

? To enable the alumni to take part in the institute's activities that will contribute to the improvement of the institute.

- ? To promote exchange of skills and experience.
- ? To conduct seminars, workshops and guest lectures.
- ? To promote social and cultural activities.
- ? To institute prizes and scholarships for students of the institute on merit basis.
- ? To render financial aid to needy and deserving students.
- ? To help the alumni by giving advice to them on various technical problems that they might face in their work.
- ? To further such objectives as the General Body may decide from time to time

The various contributions by the alumni are listed as under:

### **Guest Lectures and Career Counselling**

VCEAA encourages alumni to provide technical lectures to update the students with the latest technological trends. Alumni are invited to share their success stories and motivate and groom them holistically. VCEAA also schedules career guidance sessions to lecture and/or counsel the students. All these activities are done by planning a convenient date and time in consultation with the VCEAA Secretary/Department Coordinators/the HOD.

### **Institution of awards for meritorious students**

**Awards/Medals/Prizes** are presented to students excelling in academics, project work, leadership qualities, all-round performance, extracurricular activities and sports. VCEAA promotes alumni in instituting such awards which are given to the students during the Annual Cultural fest, *EUPHORIA*.

### **Scholarships**

Needy and deserving students are given scholarships and other forms of financial assistance to help them concentrate on their academics. VCEAA has been constantly providing many initiatives by the alumni every year.

### **Provide internships, projects and placements**

VCEAA takes up initiatives like providing internships, encourage alumni to visit college for campus placements, provide project assistance, encourage employee referrals to our students and facilitate industrial visits for students. These steps help to increase the employability of the students to become successful engineers.

### **Entrepreneurship Assistance**

The college has always promoted the spirit of entrepreneurship among students. Alumni Entrepreneurs have shared their experiences with the students through "*Entrepreneurship Development Cell*". Alumni

actively contribute by helping students in setting up their start-up companies.

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

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

**Response:** 10Lakhs - 15 Lakhs

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

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

**Response:** 7

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

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

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

## 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:**

<b>Vision:</b>	<i>Striving for a symbiosis of technological excellence and human values</i>
<b>Mission:</b>	<i>To arm young brains with competitive technology and nurture holistic development of the better tomorrow</i>

Technological excellence and human values are the two key parameters in the vision statement as perceived by the institution. The mission statement spells out the needs of the society in explicit terms, namely competitive technology and holistic development of the individual to accomplish the vision of the institution. To achieve these objectives, the teaching-learning process involves effectively imparting competitive technology to the students through various courses classified as Basic Sciences, Humanities, Engineering sciences, Professional core, Professional electives, Open Electives, Skill development courses and project work. Courses in Human Values and Professional Ethics are offered to the students as part of curriculum to impart knowledge on human values and ethics to students which they can imbibe and cultivate in their personal and professional lives. The students are provided with skills to meet the competitive technologies through skill development programs. The board of governors, constituted as per the norms, oversee the operations of the institute and provide guidelines for proper functioning of the institute. The Board of Governors meet at regular intervals and review the operations of the institution and provide guidance for further improvements keeping vision and mission, strategic plan in view.

- **Perspective Plans:**

The Principal of the Institute, who is also an Ex-Officio member of the Managing Committee of the Institution, discusses the broad contours/components of the Perspective Plan with the Managing Committee of the Institution and it is then finalized in consultation with the Governing Body of Vasavi Academy of Education, the sponsoring Society. The Strategic Plan for the institute was developed in the year 2010 for duration of 5 years. Based on the achievements till 2015, further plans were prepared upto 2020. The institute became autonomous in the year 2014 as part of its strategic plan.

- **Participation of the teachers in the decision making bodies:**

Faculty are represented in all decision making bodies of the institute namely, Board of Governors, Academic Council, Board of Studies, IQAC etc. While two senior faculty have been nominated as members of BOG, two professors and one Associate Professor have been nominated as members of the Academic council. While all the HODs and some of the faculty are members of the IQAC, all the faculty in the department are represented in their respective BOS. Most of the faculty are also members of various other Committees viz., Anti Ragging, Grievances Redressal, Industry-Institute Interaction etc., which have been constituted with specific functions and responsibilities.

While the minutes of the meetings of the BOG are posted on the Institute Website, the minutes of the meetings of other Committees are recorded and circulated to the concerned. Faculty are also the members of Programme Assessment Committee and Department Advisory Committee.



Representation of the faculty in all the committees including Board of Governors is indicative of their participation in the decision making bodies of the Institution.

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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

Institute has more than 30 committees with different roles for effective implementation of the various academic and non-academic matters. The case study pertaining to **College Academic Committee-Teaching learning process** as mentioned hereunder to demonstrate decentralization and participative management.

- At the Institution level, Academic Committee has been constituted which includes the Principal and all the HODs. This Committee meets periodically to discuss various academic and non-academic matters. These include introduction of courses, reforms in Examination and Assessment, infrastructure augmentation etc.
- The Head of the Department at Program level is responsible for assigning the courses to the faculty in the department based on the expertise and need. While one of the courses is assigned by the HOD, the other course is left to the choice of the faculty. HODs also ensure that the academic calendar is followed and academic discipline is maintained at all levels in the delivery of course content, conduct of examinations, assessment etc. The HOD as chairman of BOS also discusses introduction of new courses, revision of content and syllabus of a particular course based on recent developments and requirements with the faculty. Any of the changes in the courses including revision and introduction of new courses are then put to the BOS of the respective Programme which includes experts and resource persons from Academia, Industry, Alumni etc., for discussion and approval. The recommendations of the BOS of the various Programmes are then put to the Academic Council which also includes experts and resource persons from Academia, Industry and representing all the stakeholders for discussion and approval. Also any changes in the Scheme of Instruction, Examination, Assessments etc., are also discussed and deliberated in the Academic Council for their approval and then forwarded to the Board of Governors, which is the highest decision making authority, for their consideration and final approval.
- The Time tables are prepared well in advance incorporating curricular/co-curricular/extra curricular

activities and circulated. The Program Assessment Committee at department level is responsible for formulating and updating the learning outcomes for the courses, calculation of attainment of course outcomes and program outcomes wherein the faculty members of the respective programs are the members indicating the participation of all concerned.

- At the class room level, one of the teaching faculty members is designated as a Class Coordinator. The Class Co-coordinator is responsible for monitoring the academic needs of the students in the class and reports the status to the Head of the Department.
- The Mentor system is in implementation at the college level for all the students. Each faculty member is assigned with the 19 students for mentoring. These Mentors interact with the students and parents and address all their academic and personal needs for an overall development.

In order to have continuous improvement in the teaching learning process, feedback is collected at different time intervals during the semester from students through a group interaction with group size being four. The feedback is communicated to the faculty concerned through HOD for improvements as desired.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The institute prepared a Strategic Plan in the year in 2015. The strategic goals of this Plan were to

Strategy#1: To establish better academic practices and procedures.

Strategy#2: To be a choice for good quality students and competent faculty.

Strategy#3: To produce technically competent and ethically strong graduates.

Strategy#4: To encourage Research & Consultancy.

Strategy#5: To develop a smart campus.

Strategy# 1 is detailed below.

The tasks involved for this strategy are

- 1.Revision of curriculum & academic regulations:
- 2.Revision of examination regulations & procedures
- 3.Introduction of best practices
- 4.MoUs with industries and research institutions
- 5.Self and Collaborative Learning Initiatives

The institute was conferred with autonomy status by UGC and Osmania University in the year 2014 for a period of six years. The conferment of autonomy helped in revision of syllabus and also in introducing reforms in the examination pattern and assessment. This also facilitated the institute to introduce new courses such as Skill Development Courses: Communication skills, Soft skills and Technical skills. As also Human Values and Professional Ethics courses and Co-curricular (CCA) and Extra-curricular Activities (ECA) in a structured manner. The introduction of the courses and the activities helped in improving communication and technical skills of the students and in turn their placement opportunities and preparing them for higher studies. The academic and non-academic reforms are a continuous process under autonomy and are being implemented progressively. New laboratory courses have been introduced in UG as well as PG programs to enhance the understanding levels of the students. The institute switched over to Choice based credit system in 2016. As a result of this, the weightage for CIE and SEE was revised from 25: 75 to 30:70, and later on to 40: 60 as of now. The pattern of question paper for continuous internal evaluation was revised incorporating Blooms Taxonomy levels. All these changes were made to place more emphasis on CIE. Paper presentations, Mini and Theme based projects have been introduced in the curriculum to improve the experiential learning of students. Further the eligibility and promotion rules for the students have also been revised. The details are given in the additional information. MOUs have been entered into with various industries for the purpose of internships, guest lecturers for students, faculty training, consultancy and research. It is now made compulsory for the award of degree for the students to register for online course and acquire certification from agencies such as NPTEL, Course era, Tedex, Swayam etc. Wide choice of Open elective courses have been offered during III semester to VI semester as interdisciplinary courses. Self learning initiatives have been introduced through teaching learning methodology.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

- The institution was established by Vasavi Academy of Education in the year 1981. To begin with, the institute offered undergraduate programmes and looking at the necessity for technological growth of the country and the institution, post graduate programmes were also introduced.
- The Vasavi Academy has its own Governing Body headed by the President and supported by Secretary, Treasurer and members. Each Institute under the umbrella of Vasavi Academy of Education has its own Managing Committee. The Board of Governors for VCE is constituted as per the provisions of UGC as part of autonomy. The Board of Governors consists of Chairman, UGC nominee, nominees of Management, members representing academic excellence, industry and faculty, nominees of affiliating university and State government. The Principal is the Member Secretary for BOG.
- The policies and procedures on academic matters are taken care of by an Academic Council. This consists of Principal as the Chairman, all Heads of the Departments, representatives of industry, and university nominees as members.
- An Academic Committee comprising of Principal and HODs meet regularly for effective implementation of the policies approved by the BOG.
- Each department in the institute is headed by a Head of the Department who in turn functions taking the guidance from Principal and Board of Studies which formulates the curriculum for the undergraduate and post graduate Programs. The Board of studies is constituted for all the programs of study. The composition of Board of Studies includes experts from academia, industry and alumni for which the Head of the Department functions as the Chairman.
- Support facilities are provided for smooth functioning of the institute by Finance, Administration, Learning Resource Centre, Computer Centre, Physical Education, Maintenance Cell (both Civil and Electrical) in addition to Security services.
- Various committees such as Anti-Ragging Committee, R&D Committee, Finance Committee, Purchase Committee, Professional Bodies Committee, Grievance committee, Anti-Sexual harassment Committee, etc., have been constituted at the institute level involving faculty and students for smooth functioning of the institution. All these committees function under the overall guidance of the Principal.
- An Administrative Manual is in place for the employees of the institute. This manual details the duties and responsibilities of various categories of employees working in the institute, leave rules, code of conduct, qualifications for recruitment and scales of pay of various categories of employee and Promotion Policy, etc. This manual displayed in the intranet of the institute for publicizing the rules and regulations.

A link is made available on the college website for all the stake holders, namely, students, faculty, parents, and society at large to give their feedback for improvement, suggestions or grievances, if any. Various committees like internal complaints, staff grievance, mentoring and students grievance constituted to review the grievances and suggests suitable remedial measures. In addition, suggestion boxes are provided at various strategic locations in the academic blocks to receive feedback/ complaints from students. Class review committee meetings are held once in a semester, with the representatives of students to elicit feedback on academic as well as non-academic matters.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

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

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

**Response:** All 5 of the above

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

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

**Response:**

As part of decentralization, a number of committees have been constituted to have smooth administration for implementation of quality initiatives involving the faculty and students at various levels and the list of committees are given below:

- 1.Institution quality Assurance Committee
- 2.Examinations Committee
- 3.Co-curricular activities Committee
- 4.Library Committee
- 5.Industry Institute Coordination committee
- 6.Professional Societies Coordinators Committee
- 7.R&D and Consultancy Committee
- 8.Accounts and Audit Committee

9. Alumni Coordination Committee
10. Anti Ragging Committee
11. Canteen Committee
12. Staff Grievances and Redressal Committee
13. Internal Complaints Committee
14. Sports and Games Committee
15. Promotion & Re-admissions Committee
16. Transport Committee
17. Placement and Career Guidance Committee
18. Social Welfare (SC / ST) Committee
19. Infrastructure and Maintenance Committee
20. College Time Table Committee
21. Entrepreneurship, Innovation and Incubation Committee
22. NSS, Swatch Bharath, Energy Conservation Committee
23. College Medical Committee
24. Personal Files Committee
25. Lab Files Committee
26. Institution Development Committee
27. Anti-Sexual Harassment Committee
28. Course File Committee etc.,

Each Committee meets as per the stipulated schedule/need, the agenda is discussed and decisions are recorded as the minutes of the meeting. The minutes of the meeting are approved in the subsequent meeting and the action taken report, wherever necessary, is also submitted.

#### **Canteen Committee:**

The Canteen Committee comprises of members representing faculty, non teaching staff and students who avail the services of Canteen. The committee looks into various aspects of canteen operations as listed below:

- i) Quality and standards of the raw material, ingredients, food grains etc., being used in preparation of the food items.
- ii) Hygienic maintenance of the utensils, cooking utensils, machinery,  
etc., being used in the preparation of food items.
- iii) Cleanliness and hygiene of human resources employed for different purposes and at different locations at the canteen.
- iv) Prescribed quantity and & quality of the food items being served at the canteen including those of the vendors who have been sublet a part of the canteen.

v). Clean and hygienic maintenance of canteen premises.

vi) Revision of prices of food and other items on a periodic basis.

The meetings are held on a periodic basis and minutes of meeting, action taken report

are prepared and circulated.

As per the minutes of the meeting held on 16/08/2019 the following recommendations were suggested to the canteen contractor for providing hygienic food within affordable prices to the students and staff. a) The prices are fixed for two years i.e. up to August 2021. b) To purchase Items only from Leading Stores like Metro, Best Price, More and Megamart etc., c) The contractor should procure good quality provisions required for the preparations made and served in the canteen. d) The committee shall have the right to inspect at any time about the quality of provisions being used and food items supplied by the Contractor. For example committee suggested keeping sona masuri rice instead of steam rice.

The committee is frequently visiting the canteen and ensuring the quality and quantity supplied by the contractor to the students and staff.

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

### 6.3 Faculty Empowerment Strategies

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

**Response:**

**For Professional growth welfare schemes:**

- Academic leave (limited) with full pay for pursuing higher studies.
- Registration fee, Dearness allowance, travel grants for teaching and non- teaching staff for attending various conferences, workshops and skill development courses.
- Support is provided for the faculty members to present technical papers in international conferences through international travel grant, and dearness allowances etc.
- Seed money grant for pursuing minor research activities and supporting for experimental setup to pursue PhD. This was incorporated in the policy of incentives to the faculty.
- Faculty are provided incentives for publications of textbooks, for publishing professional/academic/technical articles in relevant engineering discipline.

- Financial support is provided to the faculty for obtaining the patents in their relevant fields.
- Support/ incentive to the faculty on completion of MOOCs courses like NPTEL, Coursera, edX, udemy, etc.
- Faculty are encouraged to take up consultancy activities by providing sharing of revenue in consultancy projects.
- Permission to faculty to deliver guest lectures at other institutes
- Visits to industry and higher learning institutes for knowledge acquisition / sharing
- Creating facilities to pursue research activities with modern facilities.
- Provision of Digital boards in some classrooms and remaining class rooms are equipped with LCD for facilitating the faculty to use latest technology for delivering the lectures effectively
- Advanced and licensed softwares are provided for enhancing the professional skill sets of the faculty.

### Personal Welfare measures:

- Gratuity for both teaching and non teaching staff up to 20 lakhs has been disbursed to the retired or resigned employees
- Earned leave, Half Pay leave/Medical leave, Extraordinary leave, for both teaching and non-teaching staff
- Maternity leave for women staff @120 days was given
- Provision of exclusive transport facility for teaching and non-teaching staff – Exclusive student specials (8) for first year students are provided to travel from various parts of the city. Nine exclusive student special buses for senior students are operated by Telangana State Road Transport Authority. Twelve exclusive specials are operated for faculty, non-teaching staff and senior students.
- Management contribution to Provident fund for both teaching and non teaching staff
- Extension of ESI benefits to non-teaching staff @4.5% of basic
- Reimbursement of premium for medical insurance for policy value up to Rs. 50,000/- for non - teaching staff.
- Festival advance for non-teaching staff.
- Implementation of pay scales to teaching and non-teaching staff
- Availability of a Health Care Centre-- First Aid with all accessories are kept in the laboratories where moving machinery is installed and also at strategic locations. Emergency medical care and first-aid is available in the campus with one Nursing Assistant. General medicines are made available in the centre.

An Ambulance with all facilities is available in the college round the clock for emergency services.

- ATM Facility in the campus is made available which can be used by the employees during working hours.
- Availability of nationalized Bank for financial transactions within the campus.
- All staff both teaching and non teaching staff can avail sports facilities to improve their physical fitness.



All blocks/buildings of the campus are provided with ramps for Divyangjan

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

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

**Response: 1.1**

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	5	0	2

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

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

**Response: 28**

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

2018-19	2017-18	2016-17	2015-16	2014-15
44	36	16	12	32

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

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

**Response:** 0.12

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

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

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

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

**Response:**

**System:**

Teaching being the primary function of the faculty, Performance appraisal is done by various ways/methods. Information on quality of their teaching, course delivery, etc., is collected through (a) Class Review Committee (CRC) (b) Semester end feedback of students (c) Faculty Review Committee (FRC).

**a) CRC:**

During the course of the semester, four students from each section in each year, for recording the faculty assessment and observations on the various parameters of course delivery, a proforma is given to them to be filled out.

**b) Semester end feedback of students:**

At the end of the semester, all the students are required to give their feedback online for all their respective subject teachers on a ten point metrics as listed below:

- Coverage of syllabus.
- Ability to explain the concepts in clear and simple language
- Creating interest through examples
- Audibility while giving the lecture
- Eye contact, voice modulation and mannerisms, etc.
- Interaction in the class
- Overall class control and discipline
- Punctuality
- Internal tests and assignments – Quality

Each of these parameters has been given different threshold limits and the overall threshold limit is 80.5%.

Faculty members who could perform above the desired thresholds were encouraged to pursue other dimensions of their role as listed below:

1. Encouraged to pursue research by providing seed money grant if necessary.
2. Encouraged to upgrade qualification by deputing them on academic leave.
3. Encouraged to stay abreast to current state of the art technologies.

Faculty members who could not perform to the desired thresholds are advised

1. To undergo pedagogical trainings to improve their teaching methods and techniques.
2. Personal interaction with Head of the Department to work on necessary improvements.

**(c) FRC:**

A review committee is constituted with the following members:

- Subject Expert(s)
- HOD
- Principal
- Management representative(s)

The Committee assesses performance of the faculty on the following metrics:

Parameter	Marks	
	Max.	Min.
Subject knowledge	60	40
Clarity in presentation	20	13
Innovation in Teaching Methodology	10	06
Blackboard management	10	06
Total	100	65

The faculty whose performance is to be reviewed will be given adequate notice to appear before the Review Committee. Based on his/her choice of interest of the subjects taught, the faculty is required to give a presentation on the chosen topic. During the presentation, the subject experts interact with the faculty and assess his/her subject knowledge, clarity in presentation, etc. in the courses taught by him / her.

The assessment report is prepared based on the parameters shown above and the assessment is considered as successful if the minimum requirement is met.

#### **Effectiveness and follow-up action:**

The performance review by the Faculty Review Committee has been in vogue for several years and it is for newly recruited/promoted on the probationary period, and is for faculty whose performance has not been satisfactory.

The performance of non-teaching staff is monitored at the laboratory/ department level. In case of those working in the laboratory, the faculty in-charge for the laboratory conducts skill tests occasionally to make sure that their performance is up-to-date.

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

## **6.4 Financial Management and Resource Mobilization**

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

#### **Response:**

The Institution has appointed an Internal Audit Team within the organisation to cover regular Review and Vouching of day to day transactions, Physical Verification of Fixed Assets, Review and reporting on the Internal Controls and its sufficiency and check on Statutory Compliances. This process is used to assess an organization's performance or the execution of a process against a number of standards, policies, metrics, or regulations. This audit includes examining internal controls around accounting, financial reporting, and IT general controls. Audit team examines validity and reliability of financial, accounting and other data and reports any deviations. The Team conducts audit as per their programme using tools and techniques and appropriate methods for checks at regular intervals and evaluates the efficacy of risk management procedures that are currently in place. The team Conducts testing adhering with accreditation and varied regulatory requirements. The Team completes the audit as per the scope and reports its findings to the Audit committee on quarterly basis. The Institution maintains its independency and does not interfere in their audit functions.

External Auditors have been appointed by the institution as per the statutory requirement. The External Auditor conducts audit in accordance with the Generally Accepted Accounting Policies, applicable Financial Reporting Framework, Statutory Provisions and regulations, etc. The Auditor conducts audit in

compliance with the standards on auditing issued by the ICAI. Auditor conduct audit and draws conclusion on the Financial Statements. Their main role is examination of the validity of financial records of the company to find out if there is any discrepancies in the records because of fraud, error or embezzlement. It increases the authenticity and credibility of financial statements. It also reviews the entities accounts to show that they are accurate and complete. Another objective is to confirm that the accounting records follow standard practices. An external audit also reviews financial statements, such as balance sheets to certify that they present the entities of finances accurately.

The details of audit carried out year wise are furnished.

FY 2014-15 to FY 2018-19 Quarterly and Annually

The mechanism of resolving audit objections are given below:

The committee reviews the results of an audit with management and external auditors, including matters required to be communicated to the committee under generally accepted auditing standards. Controls over financial reporting, information technology security and operational matters fall under the purview of the committee. Audit committees meet separately with external and Internal auditors to discuss matters that the committee or auditors believe should be discussed privately. The committee reviews proposed audit approaches and handle coordination of the audit effort with internal audit staff. The findings of the Auditors are referred to the Audit Committee of the Institution. The Audit Committee goes through the findings and submits its remarks/responses. The audit report along with the response of the Audit Committee is reviewed by the Managing Committee of the Institute and also the Governing Body of the Society, which has sponsored the Institute. So far, there have been no major short comings/findings.

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

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

**Response:** 100.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
100.8	0	0	0	0

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

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

#### Response:

#### · Mobilisation of Funds:

The main financial resource for the Institute is by way of tuition fee. The tuition fee is fixed based on the previous year's expenditure and the impact of the inflation in the next three years. The institution furnishes all the relevant details of the expenditure and projections for every three years to the State Fee Regulatory Committee which fixes the tuition fee of the Institute once in three years. While submitting the projections, the Institute also incorporates increase in salaries by way of DA, increments, etc. The Fee Regulatory Committee also provides scope for the Institute to allocate funds for the capital expenditure, which the Institute is planning over the next three years. Hence, the major resource mobilization depends on the fee fixation done by the State Fee Regulatory Committee.

The institute receives funds from AICTE for upgradation of facilities to remove obsolescence in the Laboratories / Computing facilities if the proposal of the institute is approved under MODROBS. The institute has also a strategy to mobilize funds through consultancy, R & D projects from government funding agencies such as DST and DRDO, etc.

The institute received funding under TEQIP II, a world Bank assisted project scheme through MHRD, Government of India during 2011-2017 as it is one of the best performing institutions, an additional amount was also sanctioned.

The Sponsoring Society, which also runs other educational institutions, extends financial support to the Institute for the shortfall and ensures the availability of requisite funds. So far, the Society has given financial support of Rs. 35.87 Crores.

#### · Optimal utilisation of resources:

An annual budget is prepared to ensure optimal utilisation of financial resources, based on the estimates received from the departments and functional units of the Institute. The amount is sanctioned by the Managing Committee/ Board of Governors. Monthly statements are prepared for income and expenditure. Audit is performed periodically to ensure that the budget is optimally utilized for the purpose it is intended.

The resources in the form of facilities and equipment are maintained to ensure optimum performance. Annual maintenance contract is in position for the equipment and software.

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

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

The IQAC Cell was set up in the year 2015 in the institute after becoming autonomous. The main purpose of this Cell is to assure internal quality in all the activities of the institute in terms of academics, administration, finance, and other allied areas.

Some of the best practices instituted even before the formation of the Cell are:

- Student Attendance monitoring
- Proctor groups
- Peer Learning Groups
- Remedial coaching
- Encouragement towards research and publications
- Regular auditing of accounts
- Obtaining Autonomy from UGC
- Accreditation by NBA

The following initiatives have been taken up after the formation of IQAC Cell while continuing the above:

- Outcome based education
- Course Outcomes and their refinement.
- Implementation of CBCS from AY 2016-17
- Introduction of open electives and increase in number of professional electives.
- Implementation of model curriculum of AICTE in 2018
- Review of assessment and increase in weightage for CIE
- Examination reforms including introduction of Advanced Supplementary examination
- Introduction of Biometric attendance system for Teaching and non teaching staff
- Electronic surveillance of campus
- Participation in NIRF Ranking process.

Two of the above practices are described as follows:

- **Examination reforms:**

1. Continuous Internal Evaluation (CIE):

After becoming an autonomous institute in 2014, greater importance was given to continuous internal evaluation and its percentage was enhanced from 25 to 30 and later to 40. The number of assignments and quizzes to be submitted was increased to three each with a total weightage of 5 marks each and was administered thrice during the semester. Two internal examinations are conducted with an average weightage of 30 marks and thus making a total of 40 marks (30+5+5) for continuous internal evaluation. The pattern of the question paper was also revised as part of quality enhancement. The question paper used to be in two Parts, namely, Part A and B with no choice in Part A while providing choice in Part B. In the revised pattern, Choice was altogether eliminated in the question Paper and the Paper was also divided into three Parts, namely, Part A, B and C. The duration of the test has also been increased from 1 hour to 1 hour 30 minutes.

Further, the quality of internal as well as semester end examination question papers were improved using Blooms taxonomy levels in the question paper setting with more emphasis on application and analytical aspects. Further, the question papers are audited on a 10-point scale.

1. Advanced Supplementary Examination:

To provide equal opportunity to students to appear for supplementary examinations in both odd and even semesters in the same academic year and to enable them to reduce their backlogs, advanced supplementary exams are conducted for even semesters ( II, IV, VI and VIII ) immediately after declaring their results.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**



**Response:**

- **Teaching learning process**

The institution reviews its teaching learning processes, structure and methodologies of operations and learning outcomes at periodic intervals. Soon after becoming autonomous in the year 2014, the institution reviewed and found the different gaps in the Teaching learning process.

The gaps are :

- Skill development courses such as communication skills ,soft skills and technical skills.
- Human values and professional ethics
- Focused courses on Entrepreneurship
- Theme based projects
- MOOC courses certification.

The above gaps are filled through introducing new subjects such as Skill development course for improving the communication skills and soft skills for enhancement of placements of students, initially as value added courses and later on as credit courses. During the current academic year 2017-18, Technical skills were introduced to the students of third year with active involvement of external resource persons in areas such as SAP-ABAP, Sales Force, Basic and Advanced Programming skills, application packages for modeling and analysis, Building infrastructure management , IOT, etc., with a view to improving their opportunities for placement in the subsequent years.

A course on Human values and Professional ethics at second and third year level is introduced in tune with the vision statement which spells out the need for human values.

A Course on "Introduction to Entrepreneurship" is made mandatory for all the UG programs. In continuation to this course two open electives are introduced to train the students to nurture a startup company. through a collaboration with National Entrepreneurship Network(NEN)

Students who have joined under CBCS scheme are required to take up theme based projects in sixth semester.

Students are required to obtain a certification before completion of the course from leading agencies such as NPTEL, Course era, etc. as per their choice. Faculty are also advised to undertake a certification course in each semester through leading agencies such as NPTEL, Course era, etc which will reinforce the lifelong learning skills.

Faculty are advised to make a presentation of any refereed Journal paper, to the rest of the faculty in the department in the presence of an external expert to become proficient in technical knowledge and research methodology.

Faculty are also advised to collect the question papers of reputed institution and provide solutions to enable them to improve their knowledge as well as question paper setting pattern.

- **Structures & Methodologies of operations**

All the faculty members prepare an academic plan well in advance before the commencement of class work for the courses. Every faculty member maintains course file for each course being taught. Class Review Committee meetings are held with students to know the progress of course coverage, pedagogy practices and efficacy of the teaching learning process.

The Lecture record of all the faculty members is reviewed monthly to ensure uniform coverage of syllabus as per Lesson Plan. The internal question papers are audited regularly in the department. Course end feedback is collected from all the students on the content, coverage and evaluation of answer scripts for each course. The ICT facilities are reviewed from time to time for its improvement.

- **Learning outcomes**

The institute switched over to outcome based education and prepared course outcomes, program outcomes and program specific outcomes for all the programs. The programs got accredited under outcome based approach. The Course Objectives prepared during 2013 were reviewed again in the year 2017 and have been modified ensuring the components of performance, condition and criteria. Course end feedback and program exit feedback are collected from the students so as to improve upon the course content, its delivery mechanism and evaluation system. Attainment calculations are made for each course at the end of the semester and in turn the Program Outcomes are mapped and evaluated. These assessments are useful for offering the course with necessary improvements as required for the next semester.

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

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

**Response:** 20.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	25	11	10	23

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

**6.5.4 Quality assurance initiatives of the institution include**

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

**Response:** Any 4 of the above

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

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

**Response:**

- Grant of Autonomy in the year 2014.
- New courses such as Human Values and Professional Ethics, Skill Development Courses for improvement of soft and communication skills, Technical skills are introduced. New Laboratories have been set up to meet the curriculum needs.
- Curriculum revised for all UG and PG programmes on becoming autonomous.
- Accreditation by NBA for UG and PG programs.
- Course structure and curriculum revised on implementation of Choice Based Credit System (CBCS) in 2016.
- Course structure and curriculum revised on the basis of guidelines issued by AICTE in the year 2018.
- Number of credits for award of degree has been progressively revised to 161 from AY 2018-19.
- Extracurricular activities and structured cocurricular activities have been introduced
- MOOC courses are introduced to the students as well as Faculty.
- Updation of Learning resources ( online subscriptions in Library )
- Professional Body activities have been regularly organized across all the departments.
- Examination reforms with increased weightage for Continuous Internal Evaluation (CIE).
- Evaluation system is based on Semester Grade point Average (SGPA) and Cumulative Grade Point Average (CGPA)
- Semester end question paper setting and evaluation progressively through internal faculty involvement

- Conduct of Advanced Supplementary examination in even semester from AY 2018
- Remedial coaching for slow learners and for students with

backlogs.

- Augmentation of labs with latest equipment.
- Availability of licensed software and updation on a regular basis to meet the course requirements and enhancement of technical skills.
- Students are encouraged to participate in various technical competitions at national level.
- Students are encouraged to innovate and take up entrepreneurship activities through Innovation and Entrepreneurship Development Cell (IEDC).
- A student chapter named Swayam on Entrepreneurship activities has been formed.
- A mandatory course titled “Introduction of Entrepreneurship” introduced for all the students of UG program.
- Through collaboration under NEN two more courses in Entrepreneurship were introduced to train students towards startup culture.
- Initiatives are taken leading to improvement in placements/ higher studies for students.
- Encouragement to faculty to improve educational qualifications.
- Encouragement towards participation in sponsored research projects and consultancy
- Seed money grant to faculty and students to encourage research and innovation.
- Deputation of faculty for participation in conferences and workshops for enrichment and sharing of knowledge
- Subscription to online Journals such as IEEE, ASME, ASCE, Elsevier etc.
- Creation of ICT facilities in the classrooms for effective teaching.
- Participation in Quality Enhancement in Engineering Education (QEEE) courses offered by IIT, Madras.
- Creation of IQAC in 2015 for enhancing quality in education.
- Feedback collection from students on a regular basis
- Implemented biometric attendance system for staff with effect from 2015.
- Installed Electronic surveillance system in the campus and in examination halls since 2015.
- Transport facilities for students/faculty have been improved further with addition of more number of buses.
- Online fee payment system has been introduced for students since 2017.
- The college has a mechanism for internal and external audit.
- Availability of ATM facility in the campus.
- Installation of Solar power panels for energy conservation and environmental protection.
- NSS activities to inculcate the habit of serving the society.
- Alumni interaction for overall growth of the institution.
- Online registration for Open elective courses and Extra Curricular Activities.
- Attendance of students in classes has considerably improved.
- Improving the transition rate from one academic year to subsequent academic years.
- Enabling the students to achieve better grades in subsequent semesters.
- Students Pass percentage in semester end examinations has improved.
- Strict adherence to institute academic calendar and timely publication of results.
- Parents can access performance of their ward through examination portal.
- Quality of the question papers has improved.
- The number of internal faculty assigned the responsibility of setting the semester end question papers is being gradually increased. They are also encouraged to set question papers combining the

best of their paper and external paper set by senior faculty from reputed institutions.

- The examination results in all semesters are declared within 14 days from the last day of exam.
- The average pay package has increased from 3Lpa to 5.25Lpa.
- Percentage of placements has also increased from 70 to 85.
- Number of companies visiting the campus for placements has increased from 40 to 70.

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

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 54

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	11	13	9

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

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

##### a) Safety and Security

##### b) Counselling

##### c) Common Room

**Response:**

##### 1. Safety and Security

- The important places in the institutionsuch as Main entrance, Examination halls, Canteen and Controller of examinations office are under CCTV surveillance.
- Complaint and suggestion boxes are made available in every floor of all the academic blocks.
- The Institution has constituted women development cell and Anti Sexual Harassment Committee for the safety and security of women and girl students.

**(i) Women Development Cell:** An exclusive women development cell headed by Prof. Nagaratna P.Hegde has been constituted by the Institution.

The following are the functions and responsibilities

- To conduct awareness programs to emphasize on the rights of the women
- To develop the self confidence of women.
- To guide about Women Welfare Laws.
- To highlight the importance of health and hygiene

- To direct Women's role in the society.
- To develop multi disciplinary approach for the overall personality development.
- To formulate equity action plan in the development activities of the Institution.

**(ii) Anti Sexual Harassment Committee:** The Anti sexual harassment committee headed by Prof.T.Adi Lakshmi, is constituted in the institution and following are the functions and responsibilities:

- To build self-esteem and dignity among girl students and women faculty members
- To create and ensure a safe environment that is free of sexual harassment.
- To create an atmosphere promoting equality and gender justice.
- The mechanism for registering complaints should be safe, accessible and sensitive.
- To take cognizance of complaints about sexual harassment, conduct enquiries, provide assistance and redressal to the victims, recommend penalties and take action against the harasser.
- To recommend to the concerned authorities the follow-up action and monitor the same.
- To advise the disciplinary authority concerned to issue warnings and to take the help of the law to stop the harasser, if the complainant consents.
- To seek medical, police and legal intervention with the consent of the complainant.
- To make arrangements for appropriate psychological, emotional and physical support (in the form of counseling, security and other assistance)

### 1. Counseling

An exclusive professionally qualified student counselor , Ms.Rukmini Vedula has been appointed for personally counseling the students on a need basis on various issues like: stress management, self esteem issues, lack of motivation, time management, friendship issues, emotional issues, behavioral issues, adjustment issues etc.

The counselor conducts group sessions to motivate the students to set appropriate goals and to help them gain clarity on their priorities. Students with backlogs are counseled at regular intervals, for academic motivation and strategies for time management.

Lateral entry students are offered group counseling sessions in order to help them integrate with the main stream students.

### 1. Common Room

3 Common rooms (V -001, 96 Sqmts) are available in each Academic block of the Institution which are equipped with tables, chairs, beds with linen, drinking water coolers and wash rooms, exclusively for girl students and women employees. Sanitary towels are made available in the Health center.

**Sanitary Incinerators** are installed in the rest rooms to promote hygiene.

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

**7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 43.05

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

Response: 280724

7.1.3.2 Total annual power requirement (in KWH)

Response: 652093

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

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 8.51

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

Response: 5.65

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 66.39

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

**7.1.5 Waste Management steps including:**

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

**Response:**

- **SOLID WASTE MANAGEMENT**



Our Institution has taken many initiatives towards waste management. The Institute follows the principle of 3R (Reduce, Reuse and Recycle) to meet its objective of Sustainable Development by bringing ecological balance.

The vegetable waste from the canteen are arranged to be disposed regularly to keep the campus clean. Being an educational institution, the college does not generate any hazardous waste. The institution's key operations has very less impact on the environment as the college is very conscious of generating less waste. However, waste is generated by all sorts of routine activities carried out in the College that includes paper, plastics, glass, metals, foods, etc. The college believes its utmost responsibility to remove all waste not only for the safety of the students but also for the harm it causes to the environment.

Adequate number of trash cans and dust bins are placed all over the campus. The collected waste is disposed with the help of Greater Hyderabad Municipal Corporation (GHMC) on a daily basis.

The institute promotes minimal plastic usage; it also encourages staff and students to reduce the usage of paper.

Sanitary Incinerators are installed inside the campus to promote hygiene.

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

#### ◦ **LIQUID WASTE MANAGEMENT:**

In our Institution all the buildings are architect designed taking into account for maximum utilization of natural resources. Awareness among the students and staff on water conservation is created. Liquid waste generated by the Institution is treated by a Sewage Treatment Plant (STP) which was installed in the year May 2010with a capacity of 50,000 litres. This Sewage plant is in operation and is utilised every day. The campus is zero water discharge campus i.e. no water is discharged outside the campus as the treated water is used for gardening. This saves potable groundwater and supply of plant treated water by government agency.

Water conservation has become the need of the day. Rainwater harvesting is a way to capture the rainwater at the time of downpour, store that water above the ground or charge the underground water and use it later. Water harvesting The Institution has significant provisions for rainwater harvesting. A total of twenty four rain harvesting pits are placed in all blocks of the college. The rain water is channelized properly to recharge the ground water level. Adequate arrangements to collect the roof water during rain is in place.

As part of the Swachh Bharat initiative, an equipment has been developed by our students through IEDC (Innovation and Entrepreneurship Development Cell) project funded by DST–Government of India for cleaning the sewage pipelines. This equipment is named as “Clean it all”.

### **Student Innovative Project: Clean it All**

An innovative idea titled “An unmanned sewage blockade removal system (Clean it All)” was undertaken by a batch of 4/4 B.E. (Mech) Students: 1. Shashank sharma 2. Ch.Vijay sai 3. M.Teleshwar in the academic year 2014-15 as a part of Ideation contest under the mentoring of Mr. K.Veladri, Associate Professor. This was one of the theme selected for Ideation contest-2014-15.

Later the above students took up this as their final year project and successfully designed, fabricated and tested the prototype product.

The theme was selected and funded by DST for an amount of Rs. 4,50,000/- as a pilot project.

**Abstract of the project:** Cities in India are characterized by haphazard, unplanned development and face multiple challenges in waste disposal and environmental degradation. Noncompliance and absence of stipulated procedures for the disposal of industrial and domestic waste at source has resulted in further complications and damage to environment. The immediate casualties of this mismanagement are the disempowered people of the weaker sections of the society.

Manual Scavenging is widely prevalent in many parts of the country and continues to claim lives of people. Toxic gases, improper venting design of drains, and absence of customized apparatus are the responsible factors. Hence it is necessary to develop a mechanism which can eliminate the need to enter a manhole to clear drains.

Generally drains in cities are a few feet below the surface of the road. Usually evenly spaced manholes are provided over the drain to clear them in case of blockages. However blockages might be in between two manholes or nearer to a manhole. Typical obstructions are garbage, solid refuse and other settled particles. They are solid or mushy in nature.

A device is developed which rotates a flexible cable with cutter tip at the end and is fed into the drain lines. As the cable rotates, the cutter cuts through the deposited sludge and the drain line open again as the sludge gets washed away by the flowing drain water and hence clearing the clog without any direct human interaction with the drain contents.

#### **◦ E-WASTE MANAGEMENT:**

The e-waste includes a wide range of electronic and electrical items such as computers, printers, keyboards etc. Electronic machines and goods are put to optimum use. The institute takes efforts to minimize e-waste by repairing the computer peripheral and electronic components.

E-waste generated from various departments which cannot be reused or recycled is being disposed off centrally through certified eco-friendly vendors. Instead of buying a new machine buyback option is taken for technology up gradation. Any damages or reductions in capacity are set right by repairs. In addition, the college has emphasis on minimum paper usage to save carbon emission in printers.

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

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

#### Response:

Water conservation has become the need of the hour. To this end rainwater harvesting pits have been dug in strategic places to collect the rainwater. The Institution has 24 rain water harvesting pits. Sand filters are used in these rain water harvesting pits. The rain water is channelized properly to recharge the ground water level thereby reducing the dependence on water supplied by municipality. These pits are cleaned once in every six months.

The institution has also converted a previous water sump of capacity 5,000 Liters into a rain water harvesting pit which is in addition, to the existing 24 harvesting pits.

The following table shows the details of harvesting pits in the campus.

S.No	Location of harvesting pit in the Campus	Size (in Feet) L x B x H
1	Near TSRTC Bus Parking	16 x 7 x 6
2	Near TSRTC Bus Parking	16 x 7 x 6
3	Rear side of V-Block	6 x 6.9 x 6
4	Near TSRTC Bus Parking	6.6 x 6 x 6
5	Near TSRTC Bus Parking	5 x 5 x 6
6	PIM Block	6 x 6 x 6
7	PIM Block	6 x 4 x 6
8	PIM Block	6 x 6 x 6
9	PIM Block	5 x 5 x 6
10	R-Block	5.6 x 4.6 x 6
11	R-Block	7.8 x 5 x 6.6
12	Near Canteen	4.10 x 7 x 6

13	Near JC Bose Block	5.6 x 5 x 6
14	Near JC Bose Block	6 x 6 x 6
15	Near JC Bose Block	5 x 6 x 6
16	Near JC Bose Block	5 x 5 x 6
17	Near JC Bose Block	4.6 x 4.6 x 6
18	Near JC Bose Block	6 x 6 x 6
19	Near JC Bose Block	6 x 5.6 x 6
20	Near JC Bose Block	15.6 x 27 x 6.6
21	Near JC Bose Block	8 x 27 x 6.6
22	Near Sewage Treatment Plant	6 x 6 x 6
23	Near Sewage Treatment Plant	6 x 6 x 6
24	Near Sewage Treatment Plant	6 x 6 x 6

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

### 7.1.7 Green Practices

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

#### Response:

- Students, Staff Using:

#### 1. Bicycles:

1. Students and staff are encouraged to use Bicycles.

#### 1. Public Transport:

1. The Institution provides good transportation facilities for the staff and students alike.
2. The staff members and senior students are provided with **22** exclusive private buses and **07** TSRTC exclusive buses operating from various locations of the city.
3. For official purposes of the Institution, **03** cars are available.
4. The Institution has an Ambulance on standby always.

c) **Pedestrian Friendly Roads:** The entire campus is well laid out with black-top roads and pavements for pedestrian use.

- **Plastic Free Campus:** Awareness is being created amongst the staff and the students to reduce the use of plastic. Plastic glasses have been replaced with paper cups in the canteen.

"Say No to Plastic" sign boards have been displayed at prominent places of the campus.

- **Paperless Office:**

1. To minimize the usage of paper, all circulars are placed in the intranet. All the faculty members are provided with computer systems having internet connectivity.
2. The institution has provided Wi-Fi hot-spots at identified locations such as Library, Seminar Halls and Placement Cell. Student assignments, academic schedules and course related information are sent through group emails.
3. Eco friendly initiative of using one side printed papers is encouraged.

- **Green landscaping with trees and plants:**

The campus is well laid out with greenery as can be seen in the link provided. The Institution has a sprawling 12.7 acre campus with lush green lawns beautifully landscaped. The green ambience of the Institution is largely due to tree plantation which maintains the ecosystem.

1. Every year tree plantation programs are taken up to increase the green cover on campus. Saplings are planted to encourage eco-concern among the students.
2. The Institution spends on an average Rs 5 Lakhs per annum, on green initiatives and waste management measures excluding the salary component.

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

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

**Response:** 5.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.21	6.01	5.15	4.87	124.82

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

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

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

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

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

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

**Response:** 249

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

2018-19	2017-18	2016-17	2015-16	2014-15
37	46	55	49	62

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

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

**Response:** 57

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

2018-19	2017-18	2016-17	2015-16	2014-15
07	09	07	19	15

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

### 7.1.12

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** Yes

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

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

**Response:** 80



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

2018-19	2017-18	2016-17	2015-16	2014-15
24	21	17	13	5

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

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

#### Response:

Independence Day and Republic Day are celebrated every year in the Institution. Management members of the Institution, staff members and students attend the flag hoisting ceremony. Cultural programs are also conducted after the Flag hoisting ceremony and academic prizes/awards are distributed.

Dr. Sarvepalli Radha Krishnan's Birthday is celebrated on September 5th every year as Teachers' Day. An eminent academician is identified and felicitated every year on this occasion

As a tribute to greatest Indian Engineer sir Mokshagundam Vishveshvaraya on his birth anniversary the institute celebrates Engineers Day every year on September 15th every year. Various technical programs are conducted to mark this occasion. Technical competitions are conducted and prizes are distributed. An eminent Engineer is identified and felicitated every year on this occasion

As a Tribute to the great Indian Scientist, Sir C.V. Raman, his birth anniversary, is celebrated as National Science Day on 28th February every year.

All the academic blocks and the Learning Resource Centre in the campus are named after the great Indian Scientists and academicians as a mark of respect to their contributions.

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

#### 1. Financial Functions:

The Institute has a well laid out process for allocation of budget for every financial year. Estimated budget proposals are prepared by the departments and other sections keeping in view the development and upgradation of infrastructure.

After obtaining the budget approvals from Board of Governors and Institution Management, the department receives the allocated budget towards development activities. All the financial transactions in the Institution are carried out through Cheque/Demand draft/online mode. The tuition fee is collected as per the State Government norms. The salary paid to the employees is as per the norms.

An Internal Auditor and External Auditors have been appointed and given terms of reference for verification of all vouchers, transactions and financial statements. The audited financial statements are available.

### **1. Academic Functions:**

All Academic matters are discussed in the Academic Committee which includes Principal as Chairman and all the Heads of Departments. Changes proposed in the Curriculum by the Academic Committee are sent to the respective BoS (Board of Studies). The BoS discusses and forwards its recommendations to the Academic Council. The Academic Council after further discussions forwards its recommendations to the BoG (Board of Governors) for approval.

Programs offered, prospectus and curricula are uploaded on the website. Academic calendar, Academic plan, Timetables are mailed to the students prior to the starting of these semester.

Examination related notifications and circulars are widely displayed, circulated and kept on the website.

Defined assessment / examination scheme, weight-age of Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) are made available in the student hand book.

The evaluated class tests, answer sheets and assignments are shared with the students. Internal marks are made available on the Institution's website for the students and their parents through user-id and password provided to them.

There is a provision available to students to apply for revaluation / get a photo copy of their answer scripts.

### **1. Administrative Functions:**

Transparency in Admission process is ensured. The Admission policy is as per the State Government norms and the process is fully automated.

- 70% - admissions through TS-EAMCET (common entrance test) conducted by the State Government of Telangana.
- 30 % B-category (15% others (JEE mains) and 15% NRI/ NRI sponsored) admissions are purely on merit basis.

The Administrative Manual is made available, where the roles and responsibilities of the various administrative positions are well defined.

The Institution has a participative management model where the faculty and the students are members of various committees of the Institution and take part in decision making.

### **1. Auxiliary Functions:**

Information about the funding opportunities as and when released by funding agencies is circulated to provide equal opportunities to the entire faculty. Research and Consultancy information is also made available.

Training and Placement activities are mailed to all the students from time to time and the details are also uploaded on the website.

Funds received from the Government agencies are audited separately and submitted to the respective agencies.

Student attendance information is available to their parents on the website.

## **7.2 Best Practices**

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

#### **Response:**

The best practices identified are as follows:

- 1. Courses that enhance Employability Skills**
- 2. Attaining Academic Excellence by encouraging Faculty to pursue Advanced Learning Programmes**

#### **I. Employability Skills Development**

**Title of the Practice:** Training programs for students to enhance their skill sets for a holistic development

#### **Objectives of the Practice:**

- To train students on life skills so that they can excel in their academics and also in the careers of their choice.
- To train for Campus Recruitments

#### **The Context:**

- Students from vernacular backgrounds need additional training to acquire the skills expected by recruiting companies.
- Most of the students admitted through lateral-entry i.e., with a diploma qualification, need more grooming to perform on-par with the other students.
- To provide requisite training for students to improve their prospects of being recruited in Product Development and/or Consulting and service-based companies.

### **The Practice:**

The Institution provides well-structured skill training programs for students of all branches of B.E, M.E./M.Tech and MCA beginning from their initial semesters itself, which helps them learn progressively. The details of the training programs are mentioned below:

- English language and communication skill course is part of the curriculum, in I and II Semesters, which help in honing the communication skills of the students. A class of 60 students is divided into 3 batches of 20 each and they are given ear- training in the Phonetics lab, thus enabling them to get rid of their mother tongue influence when speaking in English. In the Interactive Communication skills lab students actively participate in group discussions, public speaking, debates and presentations, while in the Reading lab students are taught various comprehension strategies to enable them to read different text types.
- In addition to the above, the students also undergo 56 hours of training in III Semester and 56 hours of training in IV semester, to enhance the LSRW skills (Listening, Speaking, Reading and Writing). These training sessions are conducted with an objective to improve the comprehension skills of students. Also during the III and the IV semesters, a class of 72 students is divided into two batches, each consisting of 36 students. Two trainers are provided for each batch to ensure that every student gets the attention needed thus making sure that there is maximum participation. Students are given team tasks and activities thus encouraging participative learning.
- Furthermore, during the V and VI semesters, training is imparted on soft-skills such as Quantitative, Logical, Aptitude, Verbal, Reasoning to mention a few. This aids in preparing the students for the recruitment process, for entrance exams for higher studies and for other competitive examinations. The students are also provided with on-line resources (on-line videos) and on-line tests, every week, to enable them to prepare for all the above mentioned exams.
- The classes conducted during the III, IV, V and VI semesters are outsourced to third-party training partners. This is done because the trainers have industry experience and understand the need to bridge the gap between the curricula and the industry requirement and the demands the industry makes on fresh graduates. The students are given inputs based on the requirements of various companies.
- The third-party training partners also take care of providing on-line resources like on-line videos and on-line practice tests every week and they also monitor the performance of the students in the online tests. They share the reports of the performance of the students in the on-line tests with the respective departments.
- In the academic year 2017-2018, the Institution also started Technical Skills Training programs and embedded it into the curriculum, for the students graduating in the year 2019. This is owing to the fact that the model of recruitment process by various companies has changed. Most of the recruiting companies are now expecting the students to have basic programming skills irrespective of the branch of engineering they pursue. These Technical Skills Training programs include IT related skills namely Fundamental Programming Skills and Advanced Programming Skills. Students of engineering branches other than CSE and IT are offered training in these domains.

- Based on the feedback of the students graduating in the year 2019 and on their success in the recruitment process, the Institution decided to continue with the Technical Skills training programs making significant modifications as and when required based on the industry needs so that the students are better prepared for the recruitment process.
- The CRT (Campus Recruitment Training) program is conducted for the students during the summer vacation between VI and VII semesters. This program includes 140 hours of training in communication and aptitude skills. This is done to reinforce the skills students acquire as part of the training conducted in III, IV, V and VI semesters. Besides these skills, the students are also trained in Group Discussions, Resume Preparation and Interview Skills. They are also given company-specific online practice tests every alternate day, during this training period. Based on the performance in these tests, the training sessions are customized to cater to the needs of the students and the industry, constantly monitoring their performance and making them adept at these skills.
- Pre, mid and post assessment tests are administered to the students by M/s. Cocubes, which provides a proficient on-line assessment tool. M/s. Cocubes is also a hiring agency. The pre-assessment test helps in identifying the training needs of the students and assists in customizing the training imparted based on their student competencies. Based on the scores obtained by the students in the pre-assessment test, the students are divided into batches. After the pre-assessment test the student's performance is re-evaluated in the mid-assessment and the training sessions are then oriented to fix the gaps. A post-assessment test helps the students to :-
  - understand their areas of improvement, if any, so that they can enhance their proficiency levels during the training. The post-test also helps the institution to identify the effectiveness of the training programs and make changes, if needed, accordingly.
  - the pre-assessment test is conducted before the commencement of the CRT. The mid-assessment test is conducted after two weeks of training. The post-assessment test is conducted on completion of the CRT sessions.
  - the scores that the students secure in the M/s. Cocubes assessment exams are helpful in terms of them getting recruitment opportunities. Cocubes shares the scores of the assessment tests with the students and also with the recruiting companies on a need basis.
  - company-specific online practice tests are also provided to the students just before a particular company visits the campus for the recruitment process. This helps the students in preparing for their recruitment.
  - every year many students across all the branches of B.E., M.E/M.Tech and MCA secure internships in industries of their respective discipline.

### **Evidence of Success:**

With the combined effort and commitment of the institution and students, the institution has achieved very good results during on-campus recruitment processes. This has led to the increase in the quality, as well as, number of recruitments. Placement Summaries for the last 5 years indicate that the students have been performing consistently well and are recruited by reputed companies and the average pay package has been increasing year after year.

2014-2015 – 524 (75%) students secured jobs with an average pay package of Rs. 3.25 LPA

2015-2016 – 568 (78%) students secured jobs with an average pay package of Rs. 3.5 LPA

2016-2017 – 549 (79%) students secured jobs with an average pay package of Rs. 4.00 LPA

2017-2018 – 476 (67.42%) students secured jobs with an average pay package of Rs. 4.25 LPA

2018-2019 - 517 (74.93) students secured jobs with an average pay package of Rs. 4.5 LPA

2019-2020 – 552 (79.77%) students secured jobs with an average pay package of Rs.5.25 LPA

A summary of internships for five years given below:

S.No.	Academic Year	Number of Students going for internships
1	2014-2015	252
2	2015-2016	267
3	2016-2017	342
4	2017-2018	313
5	2018-2019	522

### Problems Encountered:

- Some of the students, though academically capable, could not afford the cost for the training due to their poor economic background. The college supports these students by extending financial assistance.

### Resources Required:

- Professional trainers for imparting training.
- Resources to conduct training i.e., video lectures on topics in communication and aptitude, online exams for practice purpose, company-specific mock tests, etc.

## II. Attaining Academic Excellence through Faculty Advanced Learning Programmes

**Title of the Practice:** Encouraging faculty members to enhance their knowledge and upgrade their skills in their respective fields.

### Objectives of the Practice:

- Help the faculty members to enhance and update their domain knowledge
- Students benefit from their teachers who have enhanced their knowledge levels through the additional courses they undertake.

**The Context:** Improving the quality of the Teaching-Learning Process in the Institution.

### The Practice:

- Faculty members are encouraged to carry out research work and pursue Ph.D degree in their areas of specialization. Towards this initiative, the faculty members are given paid leave from 90 days to 180 days and/or reduction of workload. They are also provided with financial support of up to Rs.15,000/- towards tuition fee, contingency, Thesis preparation, etc.

- The Institution encourages faculty to attend Faculty Development Programs (FDPs) on Pedagogy, Outcome-Based Education (OBE), Research Methodologies, and recent developments in the domain specific areas etc. They are also encouraged to attend Orientation courses, Refresher courses, Workshops, Training Programmes on recent and emerging technologies to update their knowledge and skills.
- The Institution enables faculty members to present/publish research papers in national and international conferences and also in journals with high impact factor. Faculty members who wish to attend conferences for presenting their research work either within the country or in other countries are encouraged by providing them with financial support to meet the expenditure towards registration, accommodation, etc.
- Faculty members are deputed to various programmes conducted by industries so that they acquire training in latest technologies, as part of the Train-the-Trainer programmes.
- Faculty members are provided with registration fee, Travel Allowance (TA), Daily Allowance (DA) and On-duty/Academic leave for attending all the above programmes.
- Faculty members are encouraged to register for on-line courses offered by NPTEL/Coursera and other reputed service providers for strengthening and updating their subject knowledge. They need to complete at least one on-line certification course in each semester. Management has also announced incentives to be given to faculty members who complete NPTEL course(s) with Elite and Gold certification, Elite, Gold and top 2% certification and Elite, Gold and top 1% certification.

#### **Evidence of Success:**

- 52 faculty members of the Institution were awarded their PhD, of which 42 of them awarded while in service. 51 faculty members are currently pursuing their Ph.D.
- There are 24 recognized research Supervisors in the Institution among the teaching faculty across 7 departments. These Supervisors are guiding 112 research scholars. The research scholars include faculty members of our institution and also members from other institutions.
- Faculty members have 172 research publications in UGC Approved Journals.
- Faculty members also have 269 publications in National and International Conference journals.
- Faculty members have obtained certification in courses conducted by Swayam/NPTEL Coursera, Edx etc.
- In the academic year 2017-2018 faculty members successfully completed 181 NPTEL courses of which faculty members obtained Elite certification in 96 courses, Elite and Silver certification in 02 courses and Elite and Gold certification in 09 courses.
- In the academic year 2018-2019 faculty members successfully completed 189 NPTEL courses of which faculty members obtained Elite certification in 100 courses, Elite and Silver certification in 31 courses and Elite and Gold certification in 09 courses.
- In the academic year 2019-2020 faculty members have successfully completed 67 NPTEL courses of which faculty members obtained Elite certification in 24 courses, Elite and Silver certification in 16 courses and Elite and Gold certification in 05 courses.

#### **Problems Encountered:**

1. It is difficult to depute faculty for long-term FDPs, Refresher Courses, Orientation Programmes, etc., during the semesters when academic sessions are in progress.

#### **1. Resources Required: -**

All faculty members are provided with Computers with internet connectivity.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

The Vision, Mission and Quality Policy of the Institution are all oriented towards the holistic development of the student, which is evident during admissions. Vasavi College of Engineering (A) is the most preferred college and almost 70 % of the seats are filled from the top 10% of Engineering Agricultural and Medical Common Entrance Test (EAMCET) qualified students. The Institution's focus has been to impart quality education coupled with overall development of the students. To achieve this, the Institution encourages students to participate in various activities:

##### 1. Street Cause: The motto of street cause is "A life without a Cause is a life without effect"

Street Cause is the largest Non-Government Organization (NGO) run by students in the state of Telangana in which 'Street Cause Vasavi Unit' is a division. This unit started in 2012 undertaking the causes of the underprivileged sections of the society such as orphans, street children and elderly people. This unit also undertakes awareness activities like health & hygiene and educating children in the slums, teaching of life skills so as to help them to lead a better life. 'Street Cause Vasavi Unit' also provides career guidance to students in government schools and colleges by conducting classes based on their area of interest.

The objective of the 'Street Cause Vasavi Unit' is to render services to the needy through activities undertaken by the five departments as follows:

- Education Department
- Old age homes and Orphanages Department
- Environment Department
- Women Empowerment Department
- Social Impact Department

Our Institution actively participated in Street Cause activities of Hyderabad and won the Best Division award consecutively for three years from 2015-16, 2016-17 and 2018-19.

..S. No.	Year	Number of Events Conducted



1	2014-15	15
2	2015-16	18
3	2016-17	06
4	2017-18	10
5	2018-19	12

**2. CISCO Networking Academy:** To be in sync with the exponential demand for skilled engineers, CISCO globally started collaborating with the finest of the fine Engineering colleges and Vasavi CISCO Academy is an offshoot of CISCO's pursuit of knowledge-seeking partners. Vasavi College of Engineering associated with Cisco in the year 2001, to empower students with problem-solving skills and transformative technologies.

Vasavi's CISCO academy with the constant support of Management has flourished progressively in terms of aggressive training and crusading to upskill the student on par with International standards. Vasavi CISCO Academy is committed to continue the legacy of quality, inspiration and widen the horizons of thinking.

Vasavi CISCO academy has the **highest number of students registered in CISCO, among all the institutes of Telangana State.**

The CISCO Networking Academy – India, awards best performing academies every year during CISCO Networking Academy Conference and the awards received by Cisco Academy – Vasavi College of Engineering (A) is given in. [https://www.vce.ac.in/Academics/Cisco/Awards\\_Cisco](https://www.vce.ac.in/Academics/Cisco/Awards_Cisco)

The details of courses offered are available at [https://www.vce.ac.in/Academics/Cisco/Courses\\_Offered\\_Cisco](https://www.vce.ac.in/Academics/Cisco/Courses_Offered_Cisco).

### **AY 2014-15 to 2018-19**

Number of courses offered	Number of students registered	Number of students completed successfully
1.	8094	5600

### **3. NPTEL/MOOCs Courses:**

To develop self-learning skills, **students** are encouraged to obtain a certification in online courses before completion of the programme from reputed agencies such as NPTEL, Coursera and to enhance academic knowledge on latest topics, **faculty** are encouraged to complete one MOOC for each semester. During the last three years, **437** Faculty members and **1584** Students have completed NPTEL certification courses. The institution secured **195 Silver** and **35 Gold** certifications

**Our Institution has bagged “The Best Local Chapter Award” for the academic year 2019-20.**

**Incentive on completion of NPTEL/MOOCs certification course:**

1. 100% examination fee reimbursement for those who have passed and secured elite plus gold and second top 2% position in registered candidates in that course and one time incentive of Rs. 2,000/-.
2. 75% examination fee reimbursement for those who have passed and secured elite plus Gold of the registered candidates in that course and one time incentive of Rs. 1,000/-.

**4. University Ranks**

Before becoming autonomous, our students consistently performed well in semester end examinations and secured the following University ranks, declared by Osmania University in each branch from 1 to 10 ranks. Refer [https://www.vce.ac.in/Academics/University\\_Ranks.cshtml](https://www.vce.ac.in/Academics/University_Ranks.cshtml)

**5. Ideation Contest :**

Student chapter of Entrepreneurship Development cell named SWAYAM was established to help them to become entrepreneurs. The Entrepreneurship Cell is a manifestation of the efforts, ideas, dreams and aspirations of not one but of many people who are associated with it. It was established to develop and nourish the latent entrepreneurial spirit which is inherent in every student so as to help them gain a broader and more importantly entrepreneurial perspective of looking at life in every situation thus empowering them to become Entrepreneurs. A course in Entrepreneurship is offered as a mandatory course for all the students, while advanced courses are offered as open electives in collaboration with National Entrepreneurship Network (NEN).

**6. Sahaay:**

**To inculcate the qualities of empathy, generosity, kindness and charity,** Sahaay was initiated in our Institution. It is a student initiative to support their needy peers. The students voluntarily contribute and a matching amount is added by the Management and is distributed to the students in need.

**7. Equity Action Plan (EAP) Financial Assistance:**

With a view to provide assistance to the needy students studying in UG and PG courses in the institution and belonging to disadvantaged and socio-economically weaker sections of the society, guidelines have been formulated in consonance with the Equity Action Plan. During the year 2019-20, applications were invited from needy students. Financial assistance amounting to Rs. 17,40,000/- was extended to 125 students. This feature happens to be the distinctive aspect adopted by the institution.

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

## 5. CONCLUSION

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### Additional Information :

- The institution has been ranked at 170th position in NIRF 2019 announced by Ministry of Human Resource Development.
- The institution has also been ranked at 34 th position out of 100 top private institutions at national level and at 3rd position at state level by The Education World.
- The institution has also been ranked at 32nd position out of 140 top private institution at national level and at 2nd position out of 25 Private Institutions at State level by The Times of India.
- The credit weightage for Open Elective courses has been revised as 2 and 3 to encourage interdisciplinary participation

### Concluding Remarks :

#### Concluding Remarks :

With dedicated efforts of over three decades, Vasavi College of Engineering has emerged into a centre of excellence in engineering education. Building purposive partnerships with the industry, bolstering its wherewithal continually and evolving innovative programmes consistent with changing times, Vasavi College of Engineering strives to maintain its pre-eminent position

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years            Answer before DVV Verification : 110            Answer after DVV Verification: 68</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2861</td> <td>2998</td> <td>2233</td> <td>1700</td> <td>1974</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1096</td> <td>1566</td> <td>1947</td> <td>1331</td> <td>1420</td> </tr> </tbody> </table> <p>Remark : As per HEI clarification.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	2861	2998	2233	1700	1974	2018-19	2017-18	2016-17	2015-16	2014-15	1096	1566	1947	1331	1420
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2861	2998	2233	1700	1974																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1096	1566	1947	1331	1420																	
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>143</td> <td>122</td> <td>96</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>47</td> <td>44</td> <td>26</td> <td>27</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	146	143	122	96	68	2018-19	2017-18	2016-17	2015-16	2014-15	30	47	44	26	27
2018-19	2017-18	2016-17	2015-16	2014-15																	
146	143	122	96	68																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
30	47	44	26	27																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15															
2018-19	2017-18	2016-17	2015-16	2014-15																	

28	84	4	5	10
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Answer After DVV Verification :

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

Remark : Metric opted out.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
783	874	795	461	250

Answer After DVV Verification :

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

Remark : Opted out metric.

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

Answer before DVV Verification : A. Any four facilities exist

Answer After DVV Verification: B. Three of the facilities exist

Remark : As per submitted documents. Enough documents not provided for ' Research / Statistical Databases'.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	6.22	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	6.84	0	0	0

Remark : As per proofs provided Dvv has changed HEI input

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. **Number of teachers recognised as research guides**

Answer before DVV Verification : 25

Answer after DVV Verification: 11

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

Answer before DVV Verification : 164

Answer after DVV Verification: 43

Remark : As per the provided proof , HEI Input has been changed by DVV

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	0	11	42	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	0	10	32	0

Remark : DVV changed hei input as per provided proof

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research

scholars/students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	12	06	12	13

Answer After DVV Verification :

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

Remark : Opted out metric.

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

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

Answer before DVV Verification : 25

Answer after DVV Verification: 1

3.4.4.2. Total number of teachers recognised as guides during the last 5 years

Answer before DVV Verification : 25

Answer after DVV Verification: 16

Remark : as per provided proof , HEI Input has been changed by DVV

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	44	28	20	37

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	37	24	15	32

Remark : Entries without web links removed. Provided web links do not direct to UGC Care list.

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

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:

2018-19	2017-18	2016-17	2015-16	2014-15
999.36	990.11	574.7	764.73	781.16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
158.07	159.67	191.60	123.47	128.71

Remark : As per income & expenditure statement.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1483	1462	1471	1578	1592

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1101	0	0	0	0

Remark : 2018-19 input modified as per provided E-pass data. Authenticated supporting documents not uploaded for 2014-2017. Supporting documents not uploaded for GATE Scholarships.

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: Any 4 of the above

Remark : There are no captions or dates for the photographs for verification. Yoga and Meditation Bridge courses Career Counselling and Soft skill development are accepted.

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



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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2971	2998	2974	2989	2971

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2819	2986	2863	2649	2540

Remark : As per the proof provided by the HEI . Dvv has updated the, students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
751	744	660	352	163

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
751	744	660	163	163

Remark : As per proof provided 2015-2016 - shows 163 students only benefited by Vocational Education and Training (VET)

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
69	61	80	82	51

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
74	31	51	39	15

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
85	79	98	100	78

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
74	31	51	39	15

Remark : Number of students appearing has not been provided with proof. Input edited as per provided certificates.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
113	111	107	106	106

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	1	2

Remark : Only sports and cultural activities / competitions organised at the institution level are considered. supporting documents are not as per SOP. Reports are not supplemented with photographs for verification. Detailed reports are not provided for events. Freshers' Day cannot be accepted under the metric.

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:

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

72	100	82	100	116
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Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	5	0	2

Remark : Vouchers and Audited statements uploaded are illegible. Mere list of teachers without supporting documents cannot be accepted.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
159	170	182	115	186

Answer After DVV Verification :

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

Remark : Supporting documents as per SOP not provided.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>5877</td> <td>5927</td> <td>4485</td> <td>3035</td> <td>1424</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>2928</td> <td>2947</td> <td>2219</td> <td>1510</td> <td>709</td> </tr> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5877	5927	4485	3035	1424	2018-19	2017-18	2016-17	2015-16	2014-15	2928	2947	2219	1510	709
2018-19	2017-18	2016-17	2015-16	2014-15																	
5877	5927	4485	3035	1424																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2928	2947	2219	1510	709																	
2.5	Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1167.24	1131.3	726.25	890.64	887.25

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
969.41	1019.47	561.24	583.43	524.70

NAAC