



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GMR INSTITUTE OF TECHNOLOGY

GMR NAGAR SRIKAKULAM DISTRICT

532127

www.gmrit.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GMR Institute of Technology (GMRIT) was founded by GMR Varalakshmi Foundation (GMRVF) a Corporate Social Responsibility (CSR) arm of the GMR Group Company in the year 1997. GMRIT is a self-financing institute with a prime focus on providing a quality technical education and making it accessible to the community in the region with the philosophy of giving back to society. Keeping the Vision and Mission of the Institute as a pivotal point, GMRIT is continuously evolving new ideas, strategies, and best practices in producing future technocrats in line with the institutional theme “**Training Tomorrow’s Engineers Today**” contributing to Nation-building. GMRIT is affiliated to Jawaharlal Nehru Technological University (JNTUK) Kakinada and approved by the AICTE. Since its inception, the journey towards excellence is being continued by getting program-level accreditation in 2007 (NBA) and institution-level accreditation (NAAC) in 2010, and status of autonomy in 2012. GMRIT is currently offering seven U. G. programs and six P. G. programs with all the U. G. programs accredited by NBA under Tier-I during the third cycle and the institution being accredited by NAAC with an ‘A’ grade (Second cycle). With the autonomous status extended up to 2028 and having a student strength of 3608, the institution found a place in NIRF 2020 ranking in the band of 201-250.

The recommendations of the Expert Committee as listed in the report of the second cycle of NAAC are addressed with an appropriate action plan and are being continuously monitored. And significant improvements are being observed post accreditation (Second cycle). All the quality aspects of academics, research, and placements are continuously being monitored by QMS initiated by IQAC in addition to ISO in maintaining the quality of the academic eco-system. The members of the IQAC have a well-defined calendar of activities covering all the possible aspects of having Quality and Continuous improvement as a prime focus and are being monitored to ensure compliance. Accordingly, the Annual Quality Assurance Report (AQAR) is being submitted every year.

Vision

“To be among the most preferred

institutions for engineering and

technological education in the country...

An institution that will bring out the best

from its students, faculty and staff – to

learn, to achieve, to compete and to

grow – among the very best...

An institution where ethics, excellence

and excitement will be the work religion,

while research, innovation and impact,

the work culture".

Mission

- To turnout disciplined and competent engineers with sound work and life ethics.
- To implement outcome based education in an IT-enabled environment.
- To encourage all-round rigor and instill a spirit of enquiry and critical thinking among students, faculty and staff.
- To develop teaching, research and consulting environment in collaboration with industry and other institutions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Academic flexibility as the institute being autonomous
- Status of accreditation by NAAC ('A' grade) and NBA (TIER - I)
- Feedback mechanism for curriculum revision
- ICT enabled teaching-learning facilities and Faculty willingness to adopt innovative teaching-learning technologies
- Faculty with high average experience and Ph. D. qualification resulting in the pursuit of impactful research
- Financial support for professional development activities including research
- Significant improvement in the number of publications in peer-reviewed journals
- Residential campus enabling for utilization of resources beyond working hours
- Lush green/smart campus with environmental consciousness and focus towards sustainable practices for resource conservation
- Faculty annual performance appraisals and process-driven governance
- Merit scholarships for students based on the academic performance and encouragement for participation in sports & games and other outreach programs
- Involvement of students in all the governance and monitoring committees
- Credited courses for Curricular, co- and extracurricular activities
- Well established alumni network for holistic development
- State-of-the-art sports and games facilities and on-campus hostels
- Thought leadership and proactive management
- Transparent administrative & HR policies and procedures
- System driven with transparent HR policies and procedures

Institutional Weakness

- Students demographic distribution confined to the local region

- students' competitive indices not at par with global standard
- Preference to higher studies
- A limited number of placement opportunities for core engineering students
- The locational disadvantage in the context of the connectivity
- Industrial consultancy and collaborative research is the nascent stage
- Low aspiration level among students towards entrepreneurship
- Product and process research towards innovation underdeveloped.

Institutional Opportunity

- Online teaching learning process
- Offering trans- and inter disciplinary, Certificate courses
- Integration of new age skills in curriculum
- Enhancing the research profile for the faculty in terms of publications and projects

Institutional Challenge

- Sustainability of the tailor made UG programs
- Rapid change in the industry requirement
- Paucity of the passionate and qualified teaching faculty
- Unbalanced demand among the various branches of the engineering
- Low aspiration towards the PG programs
- Policy/Regulation limitations of the affiliating university and state council
- State regulated tuition fee and admissions
- Low reading habits and spirit of enquiry among the students
- Interest among students towards reading the printed learning resources
- Capacity building of members of faculty towards new age skills
- Sustainability of the tailor made UG programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an autonomous institution, the institution stays tuned at all times in involving various stakeholders across the globe for curriculum development and revision. To reflect the voice of the stakeholders in the curriculum design, feedback system on the curriculum from all the stakeholders is in place based on which the educational objectives, program outcomes and course outcomes are formulated. In compliance with the feedback from the stakeholders, the respective Boards of Studies (BoS) and Academic Council Meeting (ACM) introduced domain specific new courses and electives, curriculum revision and courses pertaining to the employability skills. The curriculum is being continuously enriched by leveraging the flexibility of autonomy addressing some of the essential graduate attributes as below:

1. Knowledge
2. Competencies and
3. Character qualities or behavioral aspects

While comparing the curriculum with those of other Universities and Institutions, some of highlights of the curriculum development and process are given below:

1. Choice Based Credit System (CBCS)
2. Institutionalized Full Semester Internship (FSI) and Summer internship
3. Industry driven 1- and 3- credit courses to augment domain specific knowledge
4. Layer learning in the form of Sandwich courses
5. Credited courses on employability skills
6. Specific course content focusing on self-directed learning
7. Augmented experiments in the laboratory courses as Mini projects
8. Facilitating MOOCs with credits
9. Audit Courses addressing the liberal arts and gender equity
10. Sequential electives to choose the Career path (new-age skills)
11. Semester away programme
12. Abroad internship
13. Language electives

Teaching-learning and Evaluation

As discussed in earlier section, though the GMRIT is affiliated to JNTUK Kakinada and autonomous with regard to academic flexibility, the students' enrollment is done by AP State Council for Higher Education through a common entrance examination viz. EAMCET (Engineering Agriculture and Medical Common Entrance Test). At present, the institute is having an annual intake of 930 and 108 for U. G. and P.G. programs respectively. Subsequent to the students' enrolment process i.e. admission, Induction program, remedial and makeup classes are also extended to sustain their academic performance as per the AICTE guidelines.

With regard to the Teaching – learning process, to break the monotony of regular lecture based teaching model, an innovative Student centric teaching – learning (T – L) model viz. Cohesive Teaching Learning Practices (CTLP) is introduced to align the classroom delivery in accordance with the Outcome Based Education (OBE). Before the commencement of the class work, academic calendar is prepared well in advance and the compliance is periodically reviewed and ensured by the members of IQAC with the help of various committees (Academic Monitoring Committee) to ensure the systems and process are intact.

While coming to the examination reforms, some of the best practices include uniform evaluation; hybrid grading and open book examinations are also introduced to align the evaluation process with OBE.

Some of the significant highlights of the Teaching-learning process leading to 80% placement and 12% Success rate in competitive exams for higher education are mentioned below:

1. Aligning curriculum design, delivery and evaluation in line with OBE
2. Customized assessment pattern for every course in assessing various cognitive levels of Revised Bloom's Taxonomy (RBT)
3. Mapping of representative courses that contributing to PO and Periodical review of COs and POs attainment
4. Introduction of open book examinations to assess higher-order thinking skills (HoTs)
5. An initiative towards flipped learning
6. Introduction of new age skills in curriculam

Recourse Related

1. Average teaching experience of the faculty is around 8 years
2. e-Learning resources

Research, Innovations and Extension

To foster and nurture the research culture among the members of faculty, several measures are being continuously evolved to inculcate the habit of research culture among fresh faculty and strengthen the same among those who are actively involved in research, innovation and extension activities. To facilitate this process, mentoring is being unceasingly carried out with research advisory committee to enable them to identify the thrust research areas, writing research proposals, writing high valued technical papers and other similar activities in a structured way. In addition, the members of faculty who are pursuing Ph. D. and post Ph.D. research activities are continuously monitored to enhance their quality of research. Further to promote fundamental research, seed grant policy is also introduced in the HR policy. In addition to the above, the members of faculty who are publishing technical papers in indexed journals are incentivized to motivate them to continue and sustain their research performance.

Significant improvements and highlights include:

1. More than 50% of the members of the faculty are with Ph.D. qualification
2. 1250+ papers were published by faculty in Scopus/SCI indexed journals having approximately 3500+ citations in addition to several papers presented in conference proceedings
3. Scopus h-index: 24
4. Financial support of Rs.8 Lakhs per year at an average is spent by the management towards the incentives for professional development activities
5. Received approximately Rs. 5.34 Cr. towards grants from various funding agencies viz. DST, AICTE, UGC, BRNS, ISRO and so on
6. Established AI research laboratory
7. 23 patents have been filed.
8. 03 copyright
9. 5 international MoU for collaborative research and other academic activities
10. Financial support to the faculty members to participate in the conference and Seminars by sponsoring in terms of payment of the registration fee and travel
11. Faculty members are encouraged with financial support to attend Faculty Development Programs viz. GIAN, STTP, FDPs and faculty internship programs
12. Extensive community engagement through various government schemes viz. Swatch Bharat Abhiyan, Unnat Bharat Abhiyan in addition to NSS, Youth Red Cross (YRC), Community Radio and GAMYAM, an initiative of GMRIT

Infrastructure and Learning Resources

Since its establishment, the institute is very much keen on providing the best of the infrastructure (Academic space, IT infrastructure and General amenities) for the internal stakeholders to make the academic eco-system more conducive for learning. Following are the infrastructure facilities, learning resources provided and the recognitions received:

Infrastructure facilities

- Individual academic blocks for all the programs with dedicated seminar hall with Video conferencing facility
- ICT enabled classrooms and Laboratories with adequate provisions for differently-abled students
- Wi-Fi connectivity across the campus with a bandwidth of 904 Mbps
- Dedicated IT Helpdesk for maintaining all automated IT solutions
- 1MW captive Solar power plant and 1000KVA DG support
- State-of-the-art facilities for sports and games
- On-campus ATM, Bank, Post office, Cafeteria, Dispensary and Cooperative credit stores
- 200 bedded Multispecialty hospital
- Staff quarters and student hostels enabling the township culture and utilization of the resources beyond the working hours
- Mechanized laundry services, on-campus sewage treatment plant and waste management system
- Digital communication of internal circulars encouraging a paperless environment

Learning resources

- Access to internally developed learning resources (static and video) on LAN to enable the concept of “learn any time anywhere”
- Dedicated data servers for accommodating online learning resources
- Availability of course content for 200+ courses in line with CTLP in the LAN portal in addition to 50+ video courses to promote flipped learning at a phased manner
- Access to knowledge resource center (Library) from 7 AM to 11:00 PM and availability of faculty in late hours for doubt clarification during tests and examinations

Recognitions received

- Ranked 1st in AICTE Clean and Smart Campus Awards in 2019 across the country where 6000+ colleges participated
- Ranked 2nd in AICTE Clean Campus Awards in 2017

Student Support and Progression

From the day of admission, the students are supported by motivating and encouraging them for continuous development and progress during their course of study.

- Financial support to the tune of Rs. 4.54 Cr is extended for meritorious students during the second cycle of accreditation apart from the Govt. scholarships worth Rs. 53 Cr
- Meritorious students were provided with free laptops at entry level
- For continuous motivation during the course of study, attendance toppers and the semester toppers are announced on annual day with cash prizes
- For the overall performance of the students, gold and silver medals are awarded for the best outgoing students
- Achievers day & Talent Appreciation days are organized to continuously motivate and honor the prize winning students in various Curricular, Co-curricular and extracurricular activities with a citation.
- STEPCONE, an annual signature event of the institution is organized to demonstrate the students

competency and leadership skills among peer group across the country

- Post dinner sessions i.e. SKILL GMRIT for nurturing computer coding practices and problem solving
- In-house training for competitive examinations for higher education
- Professional body chapters viz. ISTE, CSI, ACM, SAE, IETE, IICHE and IE
- Continuous motivation to promote entrepreneurship development skills through EDC
- Various hobby Clubs for all-round rigor and overall development
- Various governance committees as per the guidelines of UGC, NAAC and NBA has student representation promoting participative management at all levels
- Regular counseling sessions by professional Psychologist
- Group personal accident insurance policy for all students
- “Swami Vivekananda Center for Inner Excellence” for work-life balance
- A structured Alumni Association exists for networking and engagement for the development of the institution in possible areas of academics, internship and placement related activities

Governance, Leadership and Management

Since its inception, GMRIT has a process driven governance in promoting participative management, decentralization and delegation of powers at various levels and this is one of the unique practices being adopted. Further, as per the guidelines of UGC, NAAC and NBA, all governance committees are formulated for smooth functioning of the Institute. Here is the summary of all such committees where decentralization and delegation of powers are being deployed.

Highlights:

- Governing Body/Governing Council apex body of the institution regularly monitors the performance of the institution by conducting the review meetings thrice in a year and provides suggestions for continuous improvement wherever necessary. As per the UGC guidelines two senior faculty members are taken as board members encouraging participative management
- Similar to the above, the Academic Council the apex body in autonomy governance monitors and ensures the compliance of the academic procedures as per the regulations by having review meetings twice a year. All the senior professors are members of the council as per the UGC guidelines strengthening the participative management
- For all the programs offered the “Board of Studies” chaired by the respective HoDs continuously monitors the course delivery and assessment once the curriculum design is freeze. As per the composition, BoS has the members participating from industry, academia, research, alumni, and professional body who will collectively take the decision for curriculum revisions.
- Finance and library committee
- System driven with transparent HR policies and procedures
- Monthly HoDs meeting to review and deploy the action plan in line with the strategic objectives
- Townhall meeting once in a month with all internal stakeholders to reflect the out of the box thinking
- Leadership grooming sessions and training for effective administration whenever necessary
- Roadshows are organized for the stakeholders whenever new strategies are being deployed to make it transparent and dissemination
- Internal Quality Assurance Committee (IQAC) to ensure the quality with periodic audits

Performance Appraisal System is in place to ensure the quality of the teaching-learning process and continuous improvement of the quality of the faculty members

Institutional Values and Best Practices

The institution has its own value systems & beliefs and gives utmost importance and ensures that all the actions are in compliance with the philosophy. The core values and beliefs of GMRVF are internalized among all the stakeholders with the true spirit of acceptance. All the staff and students of the institution exhibit their concurrence with values in the way they execute their responsibilities. The signage(s) indicating the values and beliefs are prominently displayed across the campus to reinforce the thought process in the minds of the stakeholders.

As already discussed at the very beginning of this executive summary, the institution evolves and embraces the best practices in all possible dimensions of the regular functioning of the institute. The following are the domains where the best and distinct practices are being implemented towards realizing the Vision and Mission.

1. Academic planning, delivery and monitoring
2. Alignment of the curriculum design, delivery and assessment in accordance with OBE
3. Student support services
4. Faculty assessment and development
5. Environmental protection towards sustainability
6. Transparent HR policies and procedures
7. Process driven participative management

Having mentioned above, best practices are evolved in the above domains and the quest for excellence is being continuously maintained to evolve new ideas and strategies in line with the Vision and Mission of the institute. The popular inspirational quote of Swami Vivekananda is a continuous driving force behind all the stakeholders.

“Arise! Awake! And stop not till the Goal is reached”

--Swami Vivekananda

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GMR INSTITUTE OF TECHNOLOGY |
| Address | GMR NAGAR SRIKAKULAM DISTRICT |
| City | RAJAM |
| State | Andhra Pradesh |
| Pin | 532127 |
| Website | www.gmr.it.org |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|--------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | C L V R S V Prasad | 08941-251592 | 9441406014 | 08941-251591 | prasad.clvrsv@gmrgroup.in |
| IQAC / CIQA coordinator | Govinda Rao Locharla | 08941-251593 | 9440541768 | 08941-252935 | gmr-it@gmrgroup.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 28-08-1997 |

| | | | | |
|--|--|---|---------------------------|-------------------|
| Date of grant of 'Autonomy' to the College by UGC | | 17-08-2012 | | |
| University to which the college is affiliated | | | | |
| State | University name | Document | | |
| Andhra Pradesh | Jawaharlal Nehru Technological University, Kakinada | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 02-06-2011 | View Document | | |
| 12B of UGC | 08-08-2012 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 30-04-2020 | 12 | Extended Approval |

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

| | | | | |
|------------------------------------|-------------------------------|------------------|-----------------------------|---------------------------------|
| Location and Area of Campus | | | | |
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | GMR NAGAR SRIKAKULAM DISTRICT | Rural | 40 | 57948 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BTech,Civil Engineering | 48 | Intermediate | English | 120 | 106 |
| UG | BTech,Computer Science And Engineering | 48 | Intermediate | English | 180 | 180 |
| UG | BTech,Chemical Engineering | 48 | Intermediate | English | 30 | 18 |
| UG | BTech,Information Technology | 48 | Intermediate | English | 120 | 120 |
| UG | BTech,Mechanical Engineering | 48 | Intermediate | English | 180 | 166 |
| UG | BTech,Electrical And Electronics Engineering | 48 | Intermediate | English | 120 | 108 |
| UG | BTech,Electronics And Communication Engineering | 48 | Intermediate | English | 180 | 180 |
| PG | Mtech,Civil Engineering | 24 | B. Tech | English | 18 | 9 |
| PG | Mtech,Computer Science And Engineering | 24 | B. Tech | English | 18 | 0 |
| PG | Mtech,Chemical Engineering | 24 | B. Tech | English | 18 | 1 |
| PG | Mtech,Mechanical Engineering | 24 | B. Tech | English | 18 | 5 |

| | | | | | | |
|----|---|----|---------|---------|----|---|
| PG | Mtech,Electrical And Electronics Engineering | 24 | B. Tech | English | 18 | 2 |
| PG | Mtech,Electronics And Communication Engineering | 24 | B. Tech | English | 18 | 4 |

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 | 29 | | | | 54 | | | | 179 | | | |
| Recruited | 29 | 0 | 0 | 29 | 21 | 5 | 0 | 26 | 154 | 25 | 0 | 179 |
| Yet to Recruit | 0 | | | | 28 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 36 |
| Recruited | 32 | 4 | 0 | 36 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 69 |
| Recruited | 66 | 3 | 0 | 69 |
| 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. | 29 | 0 | 0 | 20 | 5 | 0 | 54 | 8 | 0 | 116 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 100 | 17 | 0 | 118 |

| 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 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 4 | 1 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| PG | Male | 43 | 0 | 0 | 0 | 43 |
| | Female | 10 | 0 | 0 | 0 | 10 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 2613 | 29 | 0 | 0 | 2642 |
| | Female | 906 | 7 | 0 | 0 | 913 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 83 | 73 | 81 | 78 |
| | Female | 23 | 29 | 21 | 31 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 20 | 19 | 11 | 22 |
| | Female | 0 | 2 | 6 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 440 | 377 | 373 | 360 |
| | Female | 149 | 115 | 145 | 164 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 147 | 120 | 165 | 153 |
| | Female | 52 | 35 | 51 | 57 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 16 | 5 | 6 | 8 |
| | Female | 3 | 1 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 933 | 776 | 860 | 876 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|-------------------------------|
| Chemical Engineering | View Document |
| Civil Engineering | View Document |
| Computer Science And Engineering | View Document |
| Electrical And Electronics Engineering | View Document |
| Electronics And Communication Engineering | View Document |
| Information Technology | View Document |
| Mechanical Engineering | View Document |

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 13 | 14 | 15 | 15 | 15 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of departments offering academic programmes

Response: 07

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 3608 | 3475 | 3545 | 3522 | 3497 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 867 | 831 | 846 | 819 | 836 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 2569 | 3340 | 3376 | 3351 | 3279 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.4

Number of revaluation applications year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 91 | 246 | 197 | 279 |

3 Teachers

3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 720 | 714 | 650 | 615 | 615 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 233 | 232 | 233 | 226 | 219 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 240 | 234 | 230 | 228 | 220 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1066 | 883 | 965 | 1012 | 943 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 368 | 356 | 344 | 356 | 332 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.3**Total number of classrooms and seminar halls****Response: 75****4.4****Total number of computers in the campus for academic purpose****Response: 1361**

4.5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 963.30 | 246.78 | 1137.97 | 923.44 | 774.74 |

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Yes.

Keeping in mind the short and long term goals of the institution, in a very scientific way the vision and mission statements have been evolved contributing to the local, national, regional and global developmental needs. As per the vision statement, “To be among the most preferred institutions” for engineering and technological institutions in the country, the institution aims at producing engineering graduates with professional ethics, work culture integrated with research and innovation contributing to the national and global development. For effective realization of the vision, mitigating the challenges related to society and industry, the following mission statements have been made for the short term goals.

- To turnout disciplined and competent engineers with sound work and life ethics
- To implement outcome based education in an IT-enabled environment
- To encourage all-round rigor and instill a spirit of enquiry and critical thinking among students, faculty and staff
- To develop teaching, research and consulting environment in collaboration with industry and other institutions

With the above spirit, the curriculum development and revision is being done with the structured feedback mechanism by taking necessary feedback from all the stakeholders (industry, employers, potential employers, professional bodies, academicians and alumni) addressing to the needs of the local, national, regional, and global developments to reflect in the Program Outcomes (POs). The feedback mechanism is deployed twice in a year to capture the voice of the stakeholders as discussed above to deliberate in the subsequent Boards of Studies and Academic Council. Accordingly the changes are being made in the curriculum time to time following the norms of UGC to make the graduates industry ready and adequate care has been taken to ensure the curriculum development and revision has been done complying with POs defined by the national accreditation body. Further, aligning with the OBE philosophy the POs, the Course Outcomes (COs) are written by giving due weightage to the collated feedback from the stakeholders leading to the development of course objectives and content. The Figure 1.1 shows the OBE framework for the curriculum development and revision. The curriculum structure for graduation requirements has been evolved in accordance with the model curriculum suggested by AICTE, Andhra Pradesh State Council for Higher Education (APSCHE) and the affiliating university curriculum framework focusing on experiential learning, self-study, collaborative learning and other similar student centric learning experience.

In order to skill the students and make them globally accepted, appropriate components are included in the curricula in line with the holistic development of the students. As per the requirement of national accreditation body, the program specific outcomes (PSOs) are formulated in line with the

recommendations of the respective professional lead societies viz. ASME, ASCE, IEEE, AIChE, ACM. The curriculum developed complies with the salient features of AICTE model curriculum facilitating the faculties and students towards community engagement addressing local/regional community issues pertaining to the agricultural and industrial needs.

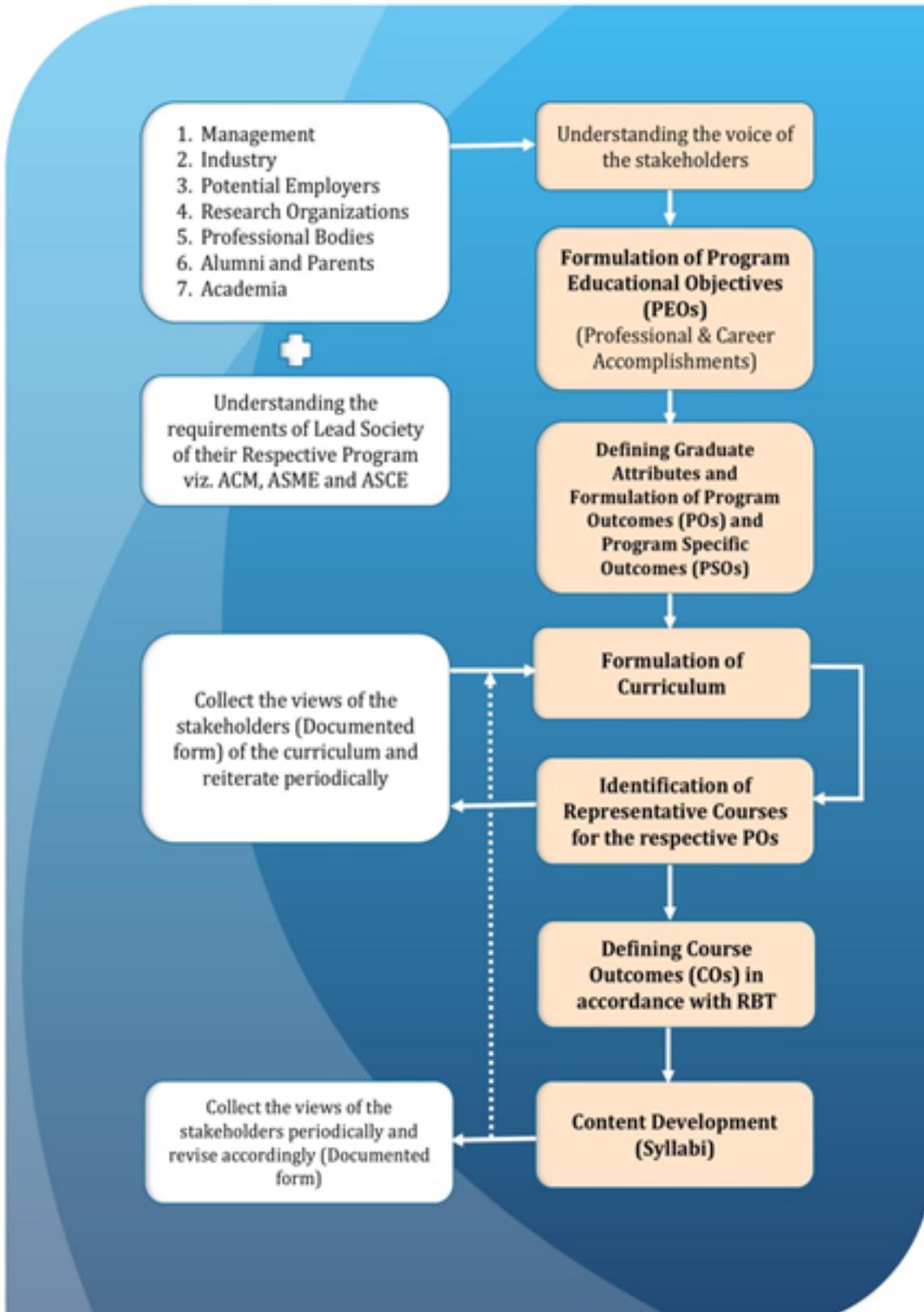


Figure 1.1 OBE Framework for Curriculum Development and Revision

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**Response:** 84.62**1.1.2.1 Number of all Programmes offered by the institution during the last five years.**

Response: 13

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

Response: 11

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

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 1.84**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 11 | 19 |

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

1.2 Academic Flexibility

| <p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 6.28</p> | |
|--|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 102</p> | |
| <p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1625</p> | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| <p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p> | |
| <p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 13</p> | |

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

Yes.

Aligning with the AICTE model curriculum and affiliating university curriculum framework, the curriculum is designed and deployed integrating the crosscutting issues relevant to Professional Ethics, Gender, Human Values and Environment & Sustainability. Accordingly the relevant courses are introduced as audit and regular credited courses. As per the POs the graduates are expected to exhibit the work etiquettes while working as an individual, as a team member with/without other genders safeguarding the values and beliefs of the organization. Eventually, the curriculum prepares the graduates by providing adequate exposure to understand the need and importance for providing sustainable engineering solutions considering the triple bottom line of environment and sustainability i.e. environment, society and economics. The course content developed and deployed will enable the integrity and value system to be instilled in the minds of the graduates to sustain as a way of life.

To ensure that the students are sensitized about the importance of the various aspects of ethics, gender diversity, human values, environment protection for sustainability, continuous activities are organized beyond the courses offered as part of the curriculum. The courses in the curriculum include Professional Ethics, Environmental Studies, Trans/Forming gender. Further, in the curriculum the deliverables pertaining to program specific professional ethics related topics are included in the courses wherever necessary. To supplement the curriculum the relevant activities organized that include motivational lectures, gender diversity sensitization, professional integrity, awareness rallies on the environmental impact and other similar activities.

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

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

five years.

Response: 16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 5 | 3 | 2 | 2 |

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

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

Response: 5.15

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 288 | 298 | 160 | 86 | 78 |

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

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

Response: 71.2

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

Response: 2569

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

1.4 Feedback System

| <p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: D. Any 1 of the above</p> | |
|--|-------------------------------|
| File Description | Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| <p>1.4.2 The feedback system of the Institution comprises of the following :</p> <p>Response: E. Feedback not obtained</p> | |
| File Description | Document |
| URL for stakeholder feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 84.07

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 933 | 749 | 860 | 876 | 828 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1038 | 1026 | 996 | 1026 | 966 |

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

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

Response: 98.38

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 343 | 337 | 338 | 354 | 353 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Yes.

At all the levels of the student's progression the students learning levels are assessed continuously to understand the technical competency of the students based on which, different special programs are designed and deployed for advanced learners and slow learners.

Programmes for slow learners:

Right from the beginning of the every semester students are continuously assessed for the learning levels through the internal/mid-term examinations. Based on the score secured by the students in the sessional examinations students securing less than 60% are identified as slow learners.

1. Make-up classes are exclusively conducted in parallel along with the regular classes for the identified slow learners to bring them to the main track
2. Additional assignments and assignment tests are conducted for slow learners
3. After every semester-end examinations, remedial classes are conducted for all the students who could not clear the examination to enable them to clear the course in the following supplementary examinations
4. Track sheets are maintained for all the students who are appearing for the supplementary examinations and the classes are conducted to ensure the students clear the course by having the mandate of 90% attendance
5. Beyond the remedial classes, the students are also counseled by the respective mentors to understand the personal reasons if any

Programmes for advanced learners

Based on the student's engagement in the class work, spirit of enquiry, involvement in tutorials, problems solving skills, active participation in the lab classes, enthusiastic participation in the various competitions, professional body activities and other co-curricular activities advanced learners are identified

1. Students are motivated with financial assistance to take part in Technical fests conducted on and off campus as well to enhance their technical skill set and to promote cross culture
2. Encouraged to take Massive Open Online Courses (MOOCs) offered from time to time based on the industry requirements and student's option
3. Institute provides the options of going for
 1. Full Semester Internship (FSI) in industries
 2. Research laboratories
 3. Universities abroad
4. Students are encouraged to give seminars on contemporary topics internally to nurture the report writing and presentation skills

5. Irrespective of the branch, students are encouraged to develop computer programming skills to meet the market demand
6. Institution facilitates the Special coaching classes for higher education and competitive examinations

| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

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

Response: 15:1

| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Yes.

As already discussed in Section 1.3.1, the curriculum has been designed meticulously to provide different types of student centric learning experience for the learners' right from the beginning of the first semester onwards. Different types of learning experience are introduced in such a way that the learners get experienced based on the students' progression. The learning experiences as furnished below in table 2.3.1.1. include experiential learning, Project based learning (PBL), Layered learning, self- learning, Interactive & Collaborative learning, Guided & Inclusive learning, Contemporary learning and Participative learning.

Table 2.3.1.1. The learning experiences

| S.no | Student centric methods | List of courses |
|------|-------------------------|--|
| 1 | Self-directed learning | <ol style="list-style-type: none"> 1. All units are built in self-study topics and are italicized to differentiate in the syllabus 2. Students also have the full flexibility of opting full courses on self-study |

| | | |
|---|-------------------------|--|
| | | mode from the list of courses incorporated in the curriculum as well as MOOCs |
| 2 | Layered learning | In all the semesters from 3rd to 6th an integrated course is kept as mandate across all the departments with a focus to make all the courses similar in nature possible extent in the long run |
| 3 | Experiential learning | 1. Summer internship 2. Full semester internship |
| 4 | Project -based learning | Augmented experiments in all Laboratory courses |
| 5 | Interactive learning | Tutorials in all courses where it is possible |
| 6 | Collaborative learning | 1. Laboratory courses 2. Augmented experiments in all Laboratory courses 3. Mini-project and term paper 4. Full semester internship |
| 7 | Participative learning | CTLTP |

In addition to the above curricular components, other student-centric learning activities are augmented for a better learning experience in the teaching-learning process.

1. Field visits and Industrial tours
2. Subject Matter Expert's (SME) Talk – Seminars and workshops in recent technologies
3. Innovative Project exhibitions
4. Technical fests
5. Professional body activities

The percentage distribution of prominent learning strategies adopted across the curriculum is depicted in the info graph Fig. 2.3.1.1

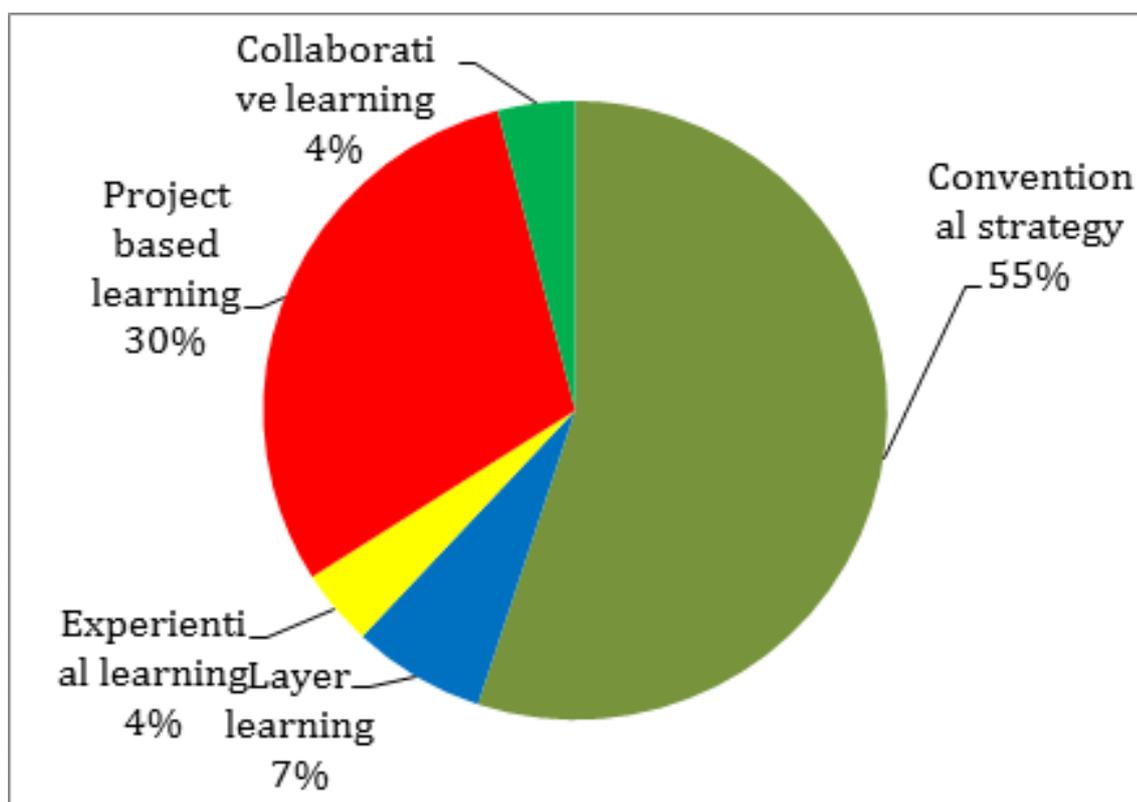


Fig. 2.3.1.1: Learning strategies

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

Yes.

In accordance with one of the mission statements of the institution “*To implement outcome based education in an IT-enabled environment*”, the class room ambience and the teaching learning process are technologically enabled with the use of ICT tools and services for effective teaching and learning process. Following are the ICT recourses and services that are being deployed.

1. In-house customized digital learning platform with static learning resources, and video courses to supplement the classroom delivery
2. NPTEL courses and access to Swayam portal with an intention of providing flipped classroom environment
3. Online classes, guest lectures and expert talks through various video conferencing applications
4. Online classroom assessment tools for formative assessment
5. Virtual laboratory class using cloud services viz. AWS, Lab VIEW, MS Azure

6. Usage of online coding platform for computer programming laboratories
7. Digital Library for 24x7 access to online books, journals, magazines and other learning resources through DELNET
8. Wi-Fi enabled campus with 1GB bandwidth
9. Roof mounted LCD projectors, Smart boards, interactive projectors and interactive class rooms

In addition to the above, other technology interventions are also deployed to create a digital academic resource planning system which includes the following:

1. Campus management system with Dynamic web reporting (Admissions, Classwork, Assessment)
2. Examination management system
3. Aadhar based biometric attendance system
4. Dedicated IT support systems for the maintenance of the teaching-learning resources
5. Hostel management system with gate pass issue with SMS tracking facility
6. SAP for Accounts, Finance, HR and Purchase departments

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

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

Response: 20:1

2.3.3.1 Number of mentors

Response: 182

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

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

Response:

Preparation of Academic Calendar:

The academic calendar is planned to ensure compliance with UGC regulations by having a minimum of 90 working days in each semester. However, in line with the affiliating university JNTUK Kakinada guidelines, a minimum of 20 weeks of course delivery is planned in a semester following the L-T-P structure. The academic calendar is maintained uniform for all the years of study other than the first year and compliance is ensured by the IQAC. Also, the calendar captures schedules of all the co- and extracurricular events and academic audits as per the requirements of IQAC.

Course Plan, Delivery, and Monitoring:

Based on the academic calendar the HoDs allocate the courses for the members of the faculty well before the commencement of the semester to enable the faculty members to plan and prepare their curriculum delivery. The institute has a standard operating procedure for allotting the courses to the members of faculty based on the subject proficiency, specialization, and previous track record of that particular faculty. Subsequent to the allotment of the course and preparation of the course plan, the same will be vetted by the senior members of the faculty who have already handled that particular course.

Further, the timetable coordinator prepares the timetable for the forthcoming semester as per the L-T-P pattern as prescribed in the curriculum. In line with the timetable, the concerned members of faculty prepare/update the lecture plan for their respective courses indicating the details of the mode of delivery. As per the OBE philosophy, faculty members follow a standard template for all the lecture plans and will be uploaded in the LAN portal well before the commencement of the classwork. For effective course delivery and continuous improvement Program Coordinator/HoDs also will share the feedback received from the course instructor of the previous batch of students.

In multi-section courses, the course coordinator will ensure the quality and uniformity in delivery on a weekly basis. To ensure the effectiveness of the curriculum implementation, the department conducts the Academic monitoring committee meetings comprising of all the course instructors, HoD and student representatives. The AMC addresses the issues like the syllabus coverage, the technician support during Lab/project, Special care of faculty towards slow learners, difficulty in leaning with any of the courses, the mentoring process, over or under emphasize on, ICT tools, clarification of the students' doubts, the courses opted over and above the graduation requirements, etc., Based on the minutes of the AMC, corrective measures are initiated, documented and ensured by the IQAC. Apart from AMC, twice in semester feedback is collected for all the teachers. Any observation made out of the feedback is communicated to the respective faculty members by the HoDs for corrective measures and compliance. To strengthen the curriculum delivery and to give practical insights of the courses taught, the guest lecturers from industry experts and academicians are organized. The entire process is shown in flow chart as apper in the Figure 2.3.4.1.

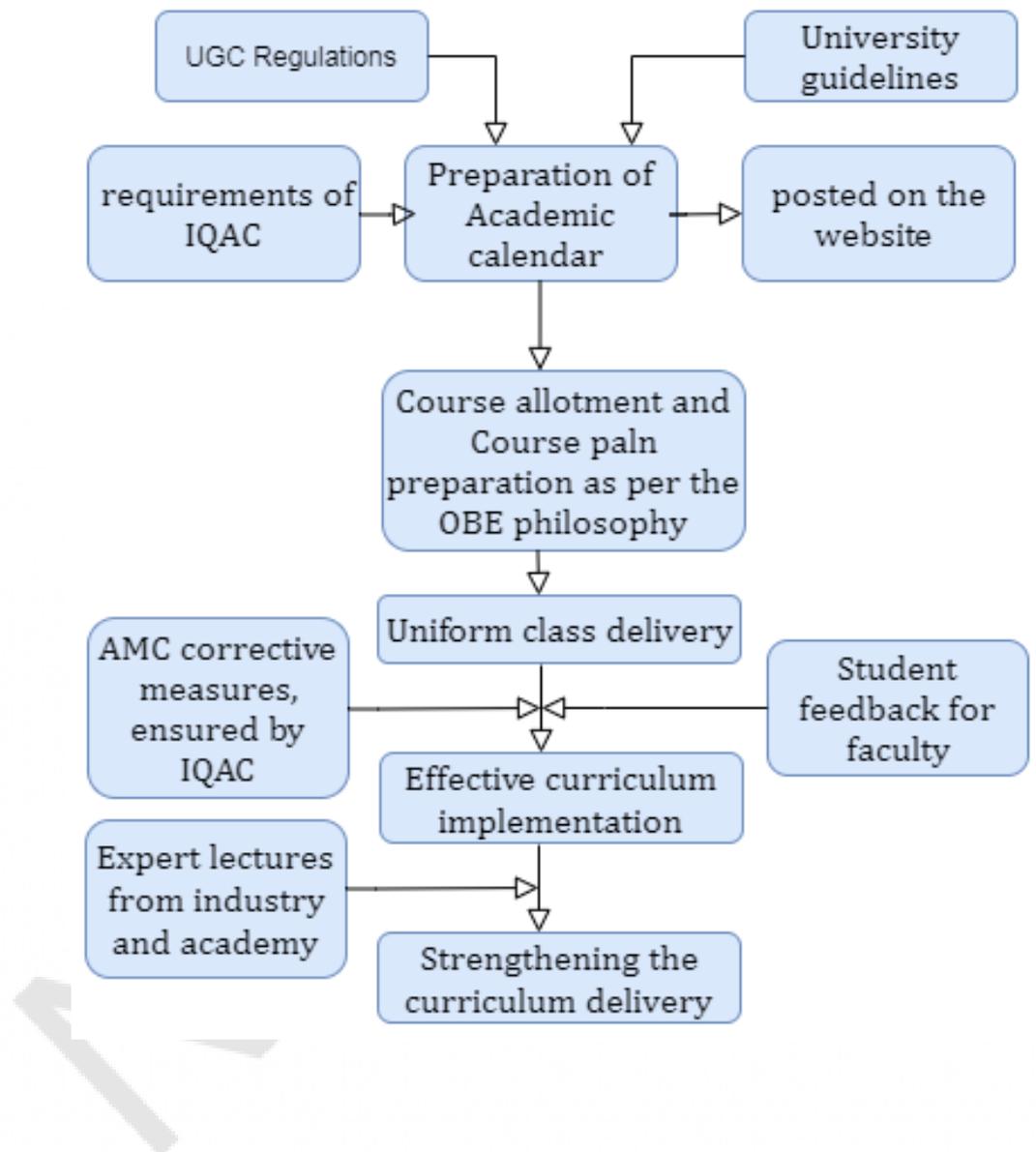


Figure: 2.3.4.1 course plan and delivery

| File Description | Document |
|--|-------------------------------|
| Upload Academic Calendar and Teaching plans for five years | View Document |
| Any additional information | View Document |

2.4 Teacher Profile and Quality

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

Response: 89.15

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

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

Response: 31.22

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 116 | 79 | 67 | 51 | 48 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Link for Additional Information | View Document |

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

Response: 7.4

2.4.3.1 Total experience of full-time teachers

Response: 1725

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.5 Evaluation Process and Reforms

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

Response: 11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7 | 13 | 12 | 9 | 14 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Link for 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: 3.58

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 91 | 249 | 197 | 38 |

| File Description | Document |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | View Document |
| Link for Additional Information | View Document |

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

Response:

All the pre and post semester end examination process viz. registration of the students and courses, generation of hall tickets and OMR sheets, scanning of marks, grading and grade memo generation are implemented through automated software. The performance of the students in continuous assessment and students' attendance is continuously monitored and updated to the parents periodically through the dynamic web reporting system.

Examination procedures:

Reforms during pre- examination processes:

- Standardized and foolproof question paper template is being used while inviting the question papers from the external/internal subject experts. The template ensures that all the learning levels as per the Bloom's taxonomy are assessed inline with the OBE philosophy.
- Multiple sets of question papers are invited well before the commencement of examinations and the question paper moderation committee randomly picks one question paper in the presence of the CoE ensuring the compliance.
- Question paper moderation committee comprising of the course coordinator and senior faculty members shall scrutinize the question paper to ensure the concurrence of the questions inline with the syllabus.

Reforms during the examination:

- To avoid proxy during examination and coding & decoding, barcode for the registration number is introduced in addition to the printed photograph of the student in the OMR sheet.

Reforms during post-examination:

- Question wise assessment is done to ensure the uniform and consistent evaluation of all the scripts.

- Subject chief evaluator shall pick-up randomly five scripts for second valuation to ensure the consistency of the assessment process.

Processes integrating IT

- Inclusion of seminar project, assignment, seminar presentation etc. as components of evaluation.
- Hybrid grading system is followed by having both earned grades (A+ and F) and awarded grades (A to E). Awarded grades are allocated based on the histogram and course average.
- For the easy access to the students and parents, all the semester end results are posted on the institute website within 10 days.

Continuous internal assessment system

- Continuous internal assessment is done through conducting various tests from time to time.
- Two descriptive mid semester exams , one assignment tests and a mid-practical exam are conducted for each paper of the subject in each semester
- In between, Review on the project and term paper is also conducted.
- The physical copies of the mid semester answer scripts along with the marks are given students in educate them in their presentation skills.
- The performance of the student in MID exams and final exam is analyzed and appropriate follow-up action is through makeup classes and remedial classes respectively.
- To assess the higher order thinking levels as well as the depth of understanding of a particular course in the continuous assessment process, open book examination is introduced.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

Yes.

The program outcomes (POs) and the course outcomes (COs) of the representative courses which contribute to the attainment of the POs are formulated. Based on the formulation of the COs, the course contents are developed. All the stated POs and COs are disseminated to the stake holders in the following ways:

- Academic regulations
- College website
- Displayed prominently at the different locations of the departments
- LAN portal

- All the feedback forms viz., Course end, Alumni, Employee, Course exit
- At the time of AMC and faculty meeting POs and COs are reviewed among the students and staff members.

Apart from this, Program outcomes are made reachable to all the stakeholders of the program through sensitization, faculty workshops, student workshops, and induction programs.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | View Document |
| Any additional information | View Document |

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

Response:

Yes.

The attainment of POs and COs is evaluated by deploying direct and indirect assessment tools. Following are the indicative tools used for calculating the attainment.

Direct Assessment Tools and Methods for CO attainment:

- 1.Question papers for theory and Laboratory course examinations
- 2.Rubrics for all the viva-voce examinations
- 3.Rubrics for summer and Full semester Internship

Indirect Assessment Tools and Methods:

- 1.Program exit survey for POs

Attainment of COs based on target performance level (TPL) of the courses

As discussed in earlier section the attainment of POs is normally measured with the help of CO attainment of the representative courses. Further, based on the level of contribution of each representative course for the PO attainment, the weightage is given judiciously at three levels i.e. from 3 to 1 (Strong to weak). Accordingly, the TPL for each PO is arrived based on the last three to four years performance.

CO attainment:

Above referred assessment tools are deployed to calculate COs. For the attainment of COs related to theory and lab courses the direct assessment tool based on the marks secured in the continuous and semester end assessment are considered. Further, for all the assessments done wherein viva-voce is a part of process, the CO attainment is done through rubrics. For the all the courses, at the end of the semester, course end

survey is

done for all the students' in-line with the COs. By giving appropriate weightage for the COs attainment from direct and indirect tools, overall CO attainment is calculated.

Appropriate rubrics are developed and are in place to measure the outcomes of all the viva-voce examinations viz, Laboratory courses, Term paper, Mini project, Main project and internships.

PO attainment:

The PO attainment is measured by the direct and indirect assessment tools with a weightage of 90% and 10% respectively. For the PO attainment, based on the level of contribution of the each course, a mapping matrix is developed. Based on the CO-PO mapping and weighted average contribution of each CO, overall PO attainment is calculated. As discussed earlier the indirect assessment tool is deployed through the program exit survey for 10%.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 98.08

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

Response: 818

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

Response: 834

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.27

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

Yes.

Institution research facilities are updated frequently on ongoing basis and well defined policy is in place to promote research among the faculty members.

Research Facilities:

More than 50% of the faculty members across all the departments are Ph.D. qualified actively pursuing the research and enhancing their research profile in terms of publications and research projects.

The Institution ensures that research and academia go hand-in-hand for the holistic development of the students and research capacity building of the faculty members by updating the research facilities need based. Promoting the interdisciplinary research across all the programs, with combination of faculty members with diversified research expertise, six research groups have been formed to take-up the research initiatives.

Institution has modern and state-of-the-art research equipment enabling and promoting research among the students and faculty members. However, based on the norms defined by the JNTUK Kakinada, the affiliating university, four departments viz. ME, EEE, ECE and CSE are recognized as research centers. To enable faculty members and UG/PG students to take up research projects beyond the curriculum all the laboratories are appended with the research equipment on regular basis. The details of research equipment worth Rs. 3 Crores (approx.) procured in the last five years and grants received for the research projects from various funding agencies are provided in the additional information.

Research promotion:

- Research mentorship through senior scientist and academicians
- Well defined HR policy in place to promote research and motivate the faculty members in taking up the research assignments
- Research incentive schemes and monetary benefits are provided in the name of Faculty development and assessment scheme (FADS) promoting faculty members towards research publications and funded research projects.
- To create the research eco-system the institution is providing the seed grant for the minor research projects for the needy faculty.
- Faculty members are motivated to pursue PhD under QIP scheme with full salary.
- Faculty members publishes around 300 research publications every year in UGC recognized journals wherein 75% of the articles are Scopus and SCI indexed.
- For the last five years since 2015, 1284 No.of papers got published in UGC recognized journals wherein 744 No.of papers are Scopus indexed and 97 of papers are SCI indexed.

- Faculty members are encouraged with the matching international travel grant of maximum Rs. 50K apart from the sponsoring of the full registration fees and also financial support is provided to participate in the national, International conferences.
- Additional financial benefit for the faculty if they acquire PhD qualification

National and International collaborations:

To promote international collaborations, the institution has signed MoUs with the following reputed universities and Industries across the globe.

- Asia University, Taiwan
- Aachen University, Germany
- Juniper Networks (US), Inc.
- Luca Industries International, GmbH, Berlin, Germany
- National Formosa University, Taiwan
- University of Technology, Petronas, Malaysia

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

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

Response: 1.03

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).

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.582 | 0.53 | 2.99 | 0.547 | 0.522 |

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.2 Resource Mobilization for Research

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

Response: 195.53

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 156.48 | 39.05 | 0 |

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

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

Response: 3.06

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 16 | 11 | 0 |

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

3.2.3 Percentage of teachers recognised as research guides

Response: 2.15

3.2.3.1 Number of teachers recognized as research guides

Response: 5

| File Description | Document |
|--|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides | View Document |
| Any additional information | View Document |

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

Response: 80

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

government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 6 | 6 | 6 | 6 | 4 |

3.2.4.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 7 | 7 | 7 | 7 | 7 |

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

3.3 Innovation Ecosystem

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

Response:

Yes.

The institution has the system in place enabling to create a justified eco-system for innovation and transfer of knowledge through the respective Research centers, Entrepreneurship and incubation center, Community oriented initiatives.

Research centers:

All the departments have in place dedicated research facilities enabling both faculty and students to initiate and take up research projects related to Fundamental & Conceptual research, Process research, Material research and Product research. Based on the research profile of the faculty members, different research groups are formed to promote inter disciplinary research in the areas of IoT, Robotics & Mechatronics, Adaptive control systems and Additive manufacturing. Further eco-system infrastructure is strengthened by enabling UG and PG students to participate in various competitions to hone their Research & Analytical skills. To inculcate the culture of publishing technical articles, both UG & PG students are encouraged to publish their final year project work.

Entrepreneurship development cell (EDC) and Incubation:

The institute has EDC sponsored by AICTE since 2006 with an objective of promoting entrepreneurship skills among the students by organizing guest lectures. Every year the institution felicitates the successful alumni entrepreneurs on the world entrepreneurship day to inspire the budding engineers. Further to promote entrepreneurship, successful entrepreneurs, financing agencies and the department of industries are invited from National productivity Council (NPC) and MSME.

MSME, Ministry of industries identified the institution is as Business Incubation Center (BIC) in the year 2011 to motivate, support and mentor students for identification, development and commercialization of their innovative ideas. Later during the year 2019, MSME with a modified/revised regulations, identified the institution as Host Institute (HI) under the scheme "Support for Entrepreneur and Managerial Development of MSMEs through Incubators". Under this scheme the institution has recommended and forwarded the projects to MSME for further scrutiny.

To nurture and foster the integration of academics with industry and promotion of Entrepreneurship competencies among the students, institution is enabled to new startup companies by providing services like training, executive support for firm registration, Technology and infrastructural support. Along with final year students, BIC encourage also the start-ups coming from the Students/Staff/Alumni/ of GMRIT and from the community in and around GMRIT addressing the local and regional needs.

Community oriented initiatives:

To instill the value system of giving back to the society among the students, several initiatives have been taken up by involving the students to promote the social entrepreneurship. Apart from the formal bodies like NSS and UBA, the institution also promotes the engagement of the students in the community development through activities like Gamyam and Community Radio. Institute has taken the initiative for building awareness among the population within 15 km diameter on variety of issues ranging from child health care, to employment viz. personal hygiene, disadvantages of open defecation, Girl child education, implications of malnutrition and higher education & Employment opportunities of the youth through GMRIT Community radio broadcasting at 90.4MHz.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 100

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 32 | 23 | 10 | 16 |

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

3.4 Research Publications and Awards

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

Response: C. 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 2.4

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

Response: 12

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

Response: 5

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

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

Response: 3.75

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 327 | 170 | 125 | 113 | 122 |

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

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

Response: 1.08

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 56 | 45 | 54 | 43 | 48 |

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

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

Response: 3.41

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | View Document |

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

Response: 19

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

3.5 Consultancy

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.6 Extension Activities

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

Response:

Yes.

The institute encourages and promotes the students' participation in the neighborhood community for the holistic development through NSS, Swatch Bharath Abhiyan (SBA), Unnat Bharath Abhiyan (UBA), Community Radio, Social Volunteering Projects (SVP) and GAMYAM.

Institution promotes and motivates the students to participate actively in all the community related activities with a philosophy of giving back to the society. The NSS unit of GMRIT registered with JNTUK, Kakinada conducts various extension activities complying with the objectives of NSS by working with the neighborhood community. As per the schedule given by the university institution organizes special camping programs in the villages in and around by motivating the public addressing the problems related to self-hygiene, cleanliness, public health and communicable diseases etc. To sensitize the public living in those villages NSS volunteers conducts rallies, demonstrations and awareness programs on the issues of the local interest.

Apart from regular NSS activities, institution promotes and encourages the students and staff to participate in the support and relief activities in the case of natural disasters like cyclones and floods. Further, NSS wing the institution has another wing by name "GAMYAM-Engage for change" wherein students works with the community with six different themes viz. Avagahana, Lakshya, Suchana, Shiksha, Vikasa and Vitharana.

All the Government of India initiatives under Swatchata Mission and Unnat Bharat Abhiyan are initiated by NSS. Under Swatchatha Mission, 100 hrs programs of Swatch Bharat Abhayan with the themes "Clean Rajam-Green Rajam" and "Plastic free Rajam" are initiated and conducted successfully. Twice in an year in collaboration with Indian Red Cross Society, blood donation camps have been organized and received several medals and appreciation from the State Governor and district authorities for collecting around 1000

units of blood every year.

Under Unnat Bharat Abhiyan scheme institution has adopted five villages in the region and has initiated technology intervention for effective utilization of the fund available for the creating basic infrastructure in village. Apart from the community engagement the students also involve in the green echo club activities sensitizing the community about the environment protection.

The institution also runs community radio 90.4FM by broadcasting the programs having community relevance in the fields of Health, Agriculture, Education, Cultural arts and entertainment. Through community radio institution has executed a DST funded project for the project “**A programme to create awareness on Health & Nutrition for woman & child amongst weaker sections in rural area**”. All the programmes and activities (making to broadcasting) at the radio station working for six hours a day are managed by the students. The list of all the community engagement activities is attached.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload Any additional information | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 139

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 16 | 21 | 36 | 37 | 29 |

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 21.07**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 870 | 945 | 820 | 434 | 650 |

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

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 0**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 13

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2 | 4 | 1 | 4 | 2 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Yes.

The Institution has adequate infrastructure and physical facilities such as classrooms, laboratories, computing equipment, etc. in sufficient number in compliance with the AICTE norms facilitating teaching and learning process as narrated below.

- The institution is located in a lush green campus spread over 150 acres catering to the needs of both academic and residential requirements.
- All the academic facilities for all the UG & PG programs are accommodated in six standalone academic blocks with a staggered layout.
- All the classrooms across the campus have standard dimensions to accommodate 75 students and are provided with audio visual and projection facilities.
- All the faculty members are provided with desktops/ Laptops and other ICT facilities supporting the teaching learning process.

Following are the details of the infrastructure:

| Particulars | CE | EEE | MEC | ECE | CSE | CHE | IT | BS&H | Total |
|-------------------------------|----|-----|-----|-----|-----|-----|----|------|-------|
| UG Class rooms | 7 | 6 | 8 | 11 | 9 | 3 | 3 | 15 | 62 |
| PG Class rooms | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 6 |
| Drawing Halls | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 |
| Seminar Halls | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 5 |
| Multipurpose smart classrooms | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Auditorium | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Boys Common Halls | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Girls Common | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

| | | | | | | | | | |
|------------------|----|----|----|----|----|----|---|----|-----|
| Halls | | | | | | | | | |
| Faculty Rooms | 2 | 3 | 3 | 5 | 2 | 1 | 1 | 4 | 21 |
| Faculty cubicles | 21 | 28 | 28 | 47 | 36 | 11 | 7 | 36 | 214 |
| Laboratories | 6 | 6 | 11 | 8 | 6 | 6 | 3 | 3 | 51 |
| Workshops | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Language Lab | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Library | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Reading Rooms | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

The Knowledge Resource Centre (KRC-Central Library) caters to all the programs maintaining more than 20,211 titles and 68,586 volumes. KRC operations are supported by Library Management Systems (Libsys) and a digital library with 60 systems enabling the access to online content and journals. In addition to KRC, all the departments have dedicated library facilities in the respective locations catering to the basic and immediate requirements.

Computer equipment:

All the computer laboratories across the campus are equipped with adequate number of computers as better than the norms (1:3 ratio) with licensed software. Further to the existing computer labs, an advanced laboratory with laptop workstations is provided to train the students on latest application software.

All the systems across the campus are on LAN with domain servers. With an OFC backbone between the buildings, entire campus is Wi-Fi enabled catering to the needs of the students and faculty. The institution has 1GB bandwidth connectivity catering to both the academics, hostels and admin requirements. The computers are well maintained by a dedicated team of IT professionals periodically ensuring the security as required. To supplement the classroom teaching-learning process, digital learning platform is provided with video and text material with a dedicated server.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response:

Yes.

Apart from academics, the institution is also very much keen in building physical and mental health of the

students for holistic development. The physical fitness and health of the students is ensured through regular sports and games while the mental health is sustained by Cultural, Yoga and Meditation sessions. Regular Yoga and Meditation sessions are conducted for the interested students through trained internal faculty members and Guest speakers in collaboration with Swami Vivekananda Center for Human Excellence and Heart fullness meditation center.

To encourage and promote the students possessing the cultural skills, the institution provides a platform through various clubs viz. Music, Dance, Fine Arts and other similar clubs for a holistic development. The student clubs regularly organizes various activities for their diversified attributes. And the students were given opportunity to enhance their skills and are exhibited during various cultural shows organized in and out of the campus. The indoor and outdoor sports facilities include air-conditioned Aerobics Centre, courts for Shuttle Badminton, Basketball, Ball Badminton, Throw ball and Volleyball, grounds for Football, Kho–Kho, Cricket (2 with cricket nets), cricket ground and Bowling Machines with auto feeder (two), 6 Lane 400mts synthetic running track and a Long Jump pit. The following are infrastructure facilities available in the institution to promote various activates as follows.

| S. No. | Facilities | Area (Sq.M) |
|--------|-------------------------------|-------------|
| 1 | Auditorium | 152.11 |
| 2 | Yoga & Meditation Cente | 98 |
| 3 | Student Activity Center (SAC) | 220 |
| 4 | Gymnasium | 428 |
| 5 | Indoor Sports | 1040 |
| 6 | Outdoor Sports | 56273 |

Further, all the above said facilities are effectively used to cater the needs of various internal stake holders in a structured way and were ensured by the department of physical education. Accordingly, financial assistance wherever needed and incentives are also provided to the students who are participating in the inter university and intra campus competitions.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 75

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Paste link for additional information | View Document |

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

Response: 23.14

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 113.14 | 81.39 | 148.21 | 461.07 | 62.07 |

| File Description | Document |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | View Document |
| Upload audited utilization statements | View Document |
| Link for any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

Yes.

GMRIT has spacious Knowledge Resource Centre (Central Library) located at block-4, spread over three floors with seating capacity of 500 users. It is automated with Libsys-4 library management system since the academic year 2005. The Integrated Library Management System (ILMS) supports in house operations of Acquisition, Cataloguing, Circulation, Serials and OPAC through a dedicated server. The library has a rich collection of 68,586 volumes with 20,211 titles.

ILMS is upgraded to Libsys-7 version in the year 2016 to cater the Web centric LIBSYS & LMS on Linux (RHEL) platform for 60,000 unique titles, 5 Housekeeping Clients and 25 user licenses for Web OPAC. AMC is there in place to maintain the software periodically. It has the modules viz. Cataloguing, Web-OPAC, Circulation, Journals/Periodicals, Biometric, etc. facilitating Barcoded circulation, reservation of

documents, notifications of the transactions.

- Name of the ILMS software: LIBSYS
- Nature of automation (fully or partially): Full
- Version:7
- Year of automation:2005 with LIBSYS-4 and updated in 2016 with LIBSYS-7

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste Link for additional information | View Document |

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

Response: B. Any 3 of the above

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

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

Response: 6.74

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5.77 | 7.12 | 5.29 | 8.96 | 6.54 |

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

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**Response:** 5.36**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 206

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

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

The institute has a well-defined IT policy for providing the services to students and faculty members. A dedicated IT support team with the support from all the departments will plan, execute, maintain and monitor all the facilities pertaining to campus networking and IT infrastructure. As discussed in the earlier section, the institute has a structured campus network on LAN with OFC backbone supplemented by Wi-Fi environment across the campus and hostels.

To cater to the needs of the students and faculty 1GB internet bandwidth is provided 24x7 from three service providers with proper network and Information security deployed through hardware-based firewalls, manageable switches and domain login authentication.

Also, antivirus endpoint protection is installed in all computers to handle malware risks in addition to internet authentication by Content Keeper. The various IT services and application portals supported by the IT help desk are

- Support in Planning, Procurement and Installation of the IT infrastructure in the respective departments
- Network maintenance
- Troubleshooting Test and repair
- 24x7 monitoring of login authentications
- Maintenance of all the servers hosting the Campus Management System (CMS), Library management system, Online gate pass system, Campus & Class room surveillance system
- Manages Digital signage, Touch screen kiosks, Video conferencing and all the official websites.

For general IT infrastructure maintenance and specific preventive maintenance inventory is maintained in house to reduce the breakdown period of the IT support. Every year, the IT support team will have an annual operating plan and accordingly budget allocations are being done.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: 3:1

| File Description | Document |
|--------------------------|-------------------------------|
| Student - computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

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

Response: C. 2 of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic

support facilities excluding salary component during the last five years**Response:** 23.66**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)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 128.26 | 155.54 | 205.29 | 114.85 | 89.01 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts | View Document |

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

Well written systems and procedures are in place for maintaining and utilizing physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms etc. for the maximum benefit of the students and faculty.

Maintenance of Physical facilities:

A well-organized team is in place at Estate office to maintain all physical facilities. The Estate department having the expertise in all the trades shall carryout periodic and preventive maintenance of the respective infrastructural facilities across the campus. During the summer and semester break, all the major maintenance works that are notified by the respective departments will be taken up and executed by the estate department to ensure seamless academic operations.

All the department HoDs in line with the projected/anticipated maintenance works budget allocation is being done in their annual operating plan. The Estate office maintains an e-portal to report all the maintenance works indented by the departments as per the SOP.

The maintenance of all the general amenities like drinking water, uninterrupted power supply, Roads & Street lights, Washrooms, Food courts & Canteen is undertaken by the Estate office from time to time. The campus has power backup supported by 1MW solar power plant and 1000KVA DG sets with a changeover less than a minute. All the crucial equipment across the campus after completing the warranty period as an

initiative of the preventive maintenance are put under annual maintenance contract (AMC). Further, calibration of the equipment used for the consultancy works in the respective departments is done periodically to ensure the compliance with certification.

To ensure the protection for all the computing systems across the campus, all the laboratories are supported with uninterrupted power supplies with the capacity of 250KW spread out across all the laboratories. Maintenance of the housekeeping and horticulture across the campus is taken up through an outsourcing agency.

The day to day library operations are automated using Library Management System (Libsys). Yearly maintenance of the books is ensured by proper pest control operations done periodically. Library has a policy to issue and returns of the books for students and faculty. The sports complex, Gym, and all other play grounds are seasonally maintained facilitating uninterrupted facilities for the conduct of sports and games. IT- Help Desk & Support team takes care of service and maintenance of all the computers, LAN/Wi-Fi connectivity, Wi-Fi modules, Servers etc. on the campus. The firmware upgradation for network equipment like access points, switches are done on need basis.

Utilization of Physical facilities:

All the academic facilities across the departments are made available for the effective utilization of students and staff. The campus being residential, laboratory and theory class schedules are done in an optimistic way to ensure the resources are used effectively 24x7. The different laboratory courses are provided to the students in a staggered manner for maximum utilization of the laboratory hours.

In all the laboratories to ensure safe utilization of the equipment, signages are placed prominently. For the utilization of the laboratories beyond working hours an SOP is available to ensure safety and security for both students and faculty. The common computing facilities in the departments are provided with a schedule for occupancy ensuring effective utilization by the students from all the years. For usage and blocking the time slots of general amenities such as seminar halls, gallery halls, conference halls, meeting rooms, auditorium etc. an SOP is available for better utilization.

Library operations are extended beyond the working hours i.e, from 7AM to 9AM and 5PM to 11PM for effective utilization and facilitating the students operating as day scholars. A separate logbook is maintained in each laboratory for ensuring the above systems. On holidays, the computer laboratory support is provided for the community training purpose as a part of the outreach program. For effective utilization of the Gym and sports facilities, different time slots are allocated for both boys and girls starting from 5AM to 8AM and 3PM to 8PM.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 51.43

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1836 | 1881 | 1845 | 1772 | 1741 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

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

Response: 11.66

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 396 | 452 | 447 | 337 | 424 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships besides government schemes in last 5 years | View Document |
| Institutional data in prescribed format | View Document |

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

Response: C. 2 of the above

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

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

Response: 0.71

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 50 | 75 |

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

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

4. Timely redressal of the grievances through appropriate committees**Response:** C. 2 of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 40.45**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 367 | 423 | 324 | 298 | 287 |

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

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 3.53**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 31

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

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

Response: 12.39

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 40 | 17 | 24 | 32 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 160 | 250 | 265 | 200 | 269 |

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

5.3 Student Participation and Activities

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

Response: 56

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 8 | 22 | 7 | 0 |

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

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

Response:

Yes.

The institute has well defined mechanism in-place to formulate student's group/council and to make them involve in various academic and administrative activities. The following committee are in place and it represents students across all years of study for the above said purpose:

- Academic Monitoring Committee (AMC)
- Placement Committee
- Professional Bodies (Students Chapters)
- Entrepreneur Development Cell (EDC)
- Anti-Ragging Committee
- Women Empowerment Cell
- Food Committee for Hostels

Academic Monitoring Committee (AMC)

The class committee meeting is organized at the department level with the head of the department seeking suggestions to improve the overall academic performance in the department. The suggestion includes the effectiveness of classroom delivery, effectiveness of the teaching methodology, availability of adequate learning resources and so on.

Placement Committee

Career Development Center (CDC) takes care of organizing Internships, Guest lectures, Placement training, and Campus recruitments. In all these activities, students are involved and actively participate in organizing successfully. This exposure to the students of 3rd and 4th year will enrich their professional skills.

Professional Bodies (Students Chapters)

GMRIT has institutional membership with various professional bodies like IE, IETE, CSI, ISTE etc. Apart from this all the respective departments have the students' chapters affiliated with the professional bodies' viz. ACM, IICHE, IGBC, and SAE to conduct various technical events and to bring exposure to the students the professional practices. All the departments have an annual calendar of the professional body events that are being organized regularly.

Entrepreneur Development Cell (EDC)

EDC is in operation conducting various activities since 2006 funded by AICTE. EDC regularly conducts activities related to entrepreneurship training and motivational classes by inviting the various successful entrepreneurs and GMRIT alumni. Further EDC celebrates world Entrepreneurs' Day and felicitate alumni and successful entrepreneurs.

Anti-Ragging Committee

To ensure any sort of unpleasant activity, anti-ragging committee is formulated as per the guidelines of UGC and AICTE. The composition includes student members across all the years in the campus in addition to the other members to monitor and maintain discipline among the students. Further, based on the need the review meetings are convened to discuss and resolve the issues if any. The committee ensures the display all the related signages across all the prominent locations on the campus

Women Empowerment Cell (WEC)

By the admission regulations, 30% of the students on campus are girl students. To promote and nurture the leadership qualities and to enable their growth as individuals and to exercise their rights the institution is having a well-established Women Empowerment Cell. The women empowerment cell conducts several motivational and inspirational talks by inviting the successful women in the society.

Food Committee for Hostels

The institution runs a well-maintained hostel for both girls and boys with a capacity of 1600. To encourage participative management and to ensure the supply of hygienic food as per the decided menu catering to the needs of the students, from various regions, students are involved in the food committees apart from the other members of the hostel administration.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 27

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 40 | 30 | 26 | 21 | 18 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural events / competitions organised per year | View Document |

5.4 Alumni Engagement

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

Response:

Yes.

GMRIT has a well-established alumni association and network (Beacon-Reach out, reconnect and Revive) with an objective of creating a strong alumni interaction for the development of the institution. An exclusive alumni portal linked through GMRIT website takes care about all the operations of the alumni association

To enable the Alumni Association of GMRIT work effectively across the country alumni chapters are formed in different locations viz. Visakhapatnam, Hyderabad, Bengaluru and New Delhi. Every year alumni meetings are conducted regularly at least once at every location creating an opportunity for the reunion of the alumni. The CDC department with regular coordination with alumni association enhances the industry connect thereby increasing the footprints of the recruiters. In all the departments at least twice in a semesters senior alumnus are invited to the campus for addressing the students. Since inception, the institute has an overall alumni strength of 9000 +. Each Board of studies (BoS) has a nominee from the respective alumni.

The alumni of GMRIT are actively engaged in the following activities:

- Curriculum development and revision
- Enabling the institute to connect to the concerned SMEs for getting summer and full semester internship program for the students.
- Deliver guest lectures on the recent advancements in the industries and career guidance to the students
- Support startups for the student projects
- Supporting for the placements

- **Alumni Portal Link:** <http://61.246.187.116/alumni/index.aspx>

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: E. <2 Lakhs

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Nature of Governance

To realize the vision and mission, the institution adopts a system-driven and participatory mode of governance with all stakeholders participating actively in its administration at different levels with accountability. The apex body “Governing Body” ensures effectiveness of the administrative leaders viz. Principal, Vice-Principal and HoDs.

Policy and Strategic Plan

The Local Management Committee periodically interacts with the stakeholders (Students, Faculty, Alumni, Parents and Recruiters) and revisits the policies and strategies in a short and long term perspective based on the performance of the institution in the previous years for continuous improvement. Based on the gap analysis, policies are revised and strategic plans are formulated in line with the institute mission. The changes in policies or introduction of new policies, if any, are disseminated to concerned stakeholders by appropriate authorities.

Change Management

To Promote out of the box thinking and to nurture the middle order leadership among all the competitive faculty members administrative positions are taken on rotation basis. This gives an opportunity for all the career minded faculty members to become the prospective academic administrators. To bring in best practices in academics and research, the faculty members are encouraged to participate in continuous leadership training and other networking programs.

Culture of Continuous Improvement

The institute believes that, excellence is a journey not a destiny which can be achieved with continuous improvement. All policies are made open for changes leading to the excellence. All policies are regularly visited and revised ensuring the continuous improvement in the performance of the institution leading to excellence. Regular town hall meetings are conducted among the internal stakeholders once a month, collecting the opinion and feedback regarding various SOPs. Similarly meetings are conducted with external stakeholders collecting the feedback on both curriculum and operations related parameters. Considering the suggestions from the stakeholders and in line with the modified process for the execution of academic, research and administrative operations, a specific action plan with proper timelines and accountability are being rolled out without compromising on the quality and in compliance with the mission of the institution.

Participative Governance

To inculcate the culture of participative governance, majority of the internal stakeholders are being involved as various governance committee members related to staff and student development activities for holistic growth of the institution. Table 6.1 illustrates mode of involvement promoting participative governance with various stakeholders.

Table 6.1 Participative Governance

| No. | Stake Holders | Mode of Involvement |
|-----|---------------|---|
| 1 | Students | <ul style="list-style-type: none"> • Academic monitoring committee • Placement committee • Feedback on teaching – learning process • Governance of Clubs and Societies • Food Committee • Anti-Ragging Committee |
| 2 | Parents | <ul style="list-style-type: none"> • Anti-Ragging Committee • Parents – Mentor – Mentee (Student Counseling) • Parents – teachers meeting • Parent’s Feedback system |
| 3 | Industry | <ul style="list-style-type: none"> • Board of Studies • Academic Council • Governing Council • Expert talk • Curriculum delivery with Industry experts • Internship (Summer and Full semester) • Feedback on Curriculum • Faculty internship |
| 4 | Teachers | <ul style="list-style-type: none"> • IQAC • BoS • Academic council • Governing council • Finance committee • Library committee • Town hall forum • HoDs Meeting • Research Board • Department Governance Committee • Mentor – Mentee (Counseling) • Academic monitoring committee • SWOC analysis and strategic planning |

File Description**Document**

Any additional information

[View Document](#)

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

Yes.

The effective leadership at the institution level is reflected by the combination of both the strategies i.e., top to bottom approach and bottom to top approach. There are good number of best practices at the institutional level which are implemented with true spirit and effective leadership. Decentralization and participative management are among the best practices which are implemented effectively as narrated below.

The decentralization enables and empowers the faculty members towards participative management. In order to promote decentralization and participative management at the institution level, the institution has an active delegating authority mechanism, which provides operational autonomy at various levels for effective functionality of the institution confining to the annual operating plan (AOP). The proceedings of the various committee meetings are periodically reviewed by the heads of the institution as well as department to ensure the compliance.

All the key governance issues at the institution level are classified and segregated as independent departments and in-charges are nominated to work independently avoiding the conflict of interest (protecting the quality norms of the respective departments). The various departments identified at the institution level to work independently are Academic administration, Examination center, Research and consultancy, Career Development Center, Faculty Development & Human Resource, Governance of hostels and Student development center. All the departments operate independently aligning with the strategic direction of the management and work for the realization of the institutional vision with the unity of purpose and concurrence.

It is strongly believed that Research and Academics has to go hand-in-hand for the development of the students and the institution. In a way to realize the vision apart from maintaining the academic quality and standards, faculty research capacity development is given utmost priority and is overseen by the Dean R&D/Research Coordinator. Leveraging the autonomy and freedom, the Research Coordinator periodically conducts reviews and training programs to establish research eco-system. In realizing the vision, the research coordinator ensures a self-set mandate for building the research profile in terms of paper publications, formulating & submitting research proposals and completion of Ph. D in a stipulated time. This entire procedure of ensuring the research activity is an autonomous process as cited above. Apart from academic accomplishments of the students, research mandates are also given equal importance in annual performance appraisal. This gives a clear scenario of academic governance and R&D department working parallel with decentralization in line with the institutional interest.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Yes.

The institution has a well-defined process to arrive at a strategic plan which is reviewed to enhance the key performance indicators of the institution in compliance with mission of the institute. Based on the strategic plans, action plans are formulated in the form of goal sheet of the key working personnel which predominantly focus on

1. Quality of students at entry level
2. Academic performance and success rate
3. Placements and higher studies
4. Research outcome
5. Industry-Institute-Institute interaction (MoUs)
6. Rankings

The entire flow of formulating the strategic plan is shown in Figure 6.1.

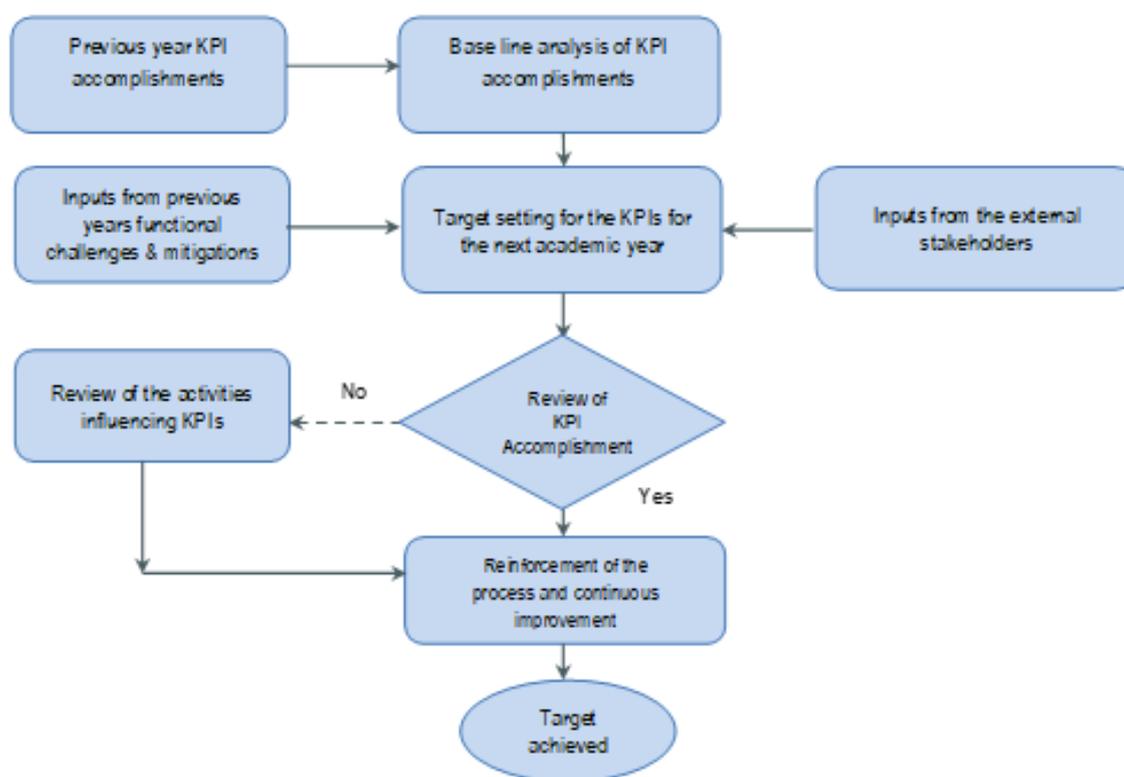


Figure 6.1 Strategic Plan

Example: Strategic Plan for enhancing the Quality of Admission at Entry Level

A. Locational challenges of the Institution in getting quality intake

- The institution being located in Srikaukalm district, poorest of the poor districts in the country and reasonably away from the cities and with limited public transport facility is unable to attract the students across all the districts of the state.
- Students with cosmopolitan culture may not prefer to come to a college located in the remote location.
- Attitude of the parents and students who are residents of the surrounding villages to get into city based colleges by not preferring GMRIT in spite of being the best
- New private universities coming up in the state of Andhra Prades

B. Strategic initiatives for mitigation

Table 6.2 provides various strategic initiatives and respective objectives. Table 6.3 gives the outcomes with respect to quality improvement of intake (provided in additional information).

Table 6.2 Strategic Initiatives & Objectives

| No. | Starategic Initiatives | Objective(s) |
|-----|--|---|
| 1 | Merit Scholarships based on AP-EAMCET Rank | <ul style="list-style-type: none"> • To retain the meritorious students in the |

| | | |
|---|--|--|
| | & Intermediate score at the time of admissions and annual academic performance | region and to continue their higher education <ul style="list-style-type: none"> To motivate and sustain their academic performance throughout the course of study |
| 2 | Supporting meritorious students by providing Laptops at free of cost | <ul style="list-style-type: none"> To enable and enhance IT enabled learning environment |
| 3 | Global immersion program (International awareness program on higher education) | <ul style="list-style-type: none"> To provide international exposure and awareness and to establish network with international students |
| 4 | Conducting coaching classes for competitive examinations | <ul style="list-style-type: none"> To provide training facility to the students at par with the students of city-based colleges |
| 5 | Motivational and inspirational talks by the industry experts | <ul style="list-style-type: none"> To influence the students having entrepreneurial mindsets and fulfill their aspirations |
| 6 | Digital campaign through social media channels | <ul style="list-style-type: none"> To establish visibility and disseminate the credentials of the Institute at National level and to make them to understand the quality of education at par with and better than the city based colleges |
| 7 | Publicity through print and electronic media | |
| 8 | Organizing and sponsoring of crowd pulling events like mini-marathons and flash mob etc. | |

C. Outcomes

The above narrated strategic initiatives were deployed during the last five years and the quality of the students at the entry level is found to be retained.

Table 6.3 Outcomes

| Academic Year | Less than 25K rank |
|---------------|--------------------|
| 2015-2016 | 398 |
| 2016-2017 | 322 |
| 2017-2018 | 352 |
| 2018-2019 | 299 |
| 2019-2020 | 296 |

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

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

Response:

Yes.

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup appointment and service rules, procedures. The institute has a very well-defined organization structure in place. In line with the approved strategic plan, the institute administration including academic heads has full autonomy in executing the duties as per the SOPs. Further, various administrative positions are appointed without gap to function effectively at various levels and the visionary leadership teams viz. CEO, Principal and Vice Principal are continuously involved in promoting best practices for continuous improvement in accordance with the vision and mission of the institute. HR policies are meticulously formulated involving various internal stakeholders that facilitates the members of faculty to voluntarily involve them in all aspects of professional development activities and ultimately leading to institutional development.

| File Description | Document |
|---|-------------------------------|
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Yes, the Institute has well defined welfare measures and wide spectrum of avenues for their career development and progression.

Welfare Measures

The institution has several welfare measures for teaching and non-teaching staff that are incorporated in the HR-policy document. The details of all the schemes furnished below as shown in Figure 6.2 , are also available in the website. Table 6.4 gives the total number of beneficiaries under various welfare schemes.

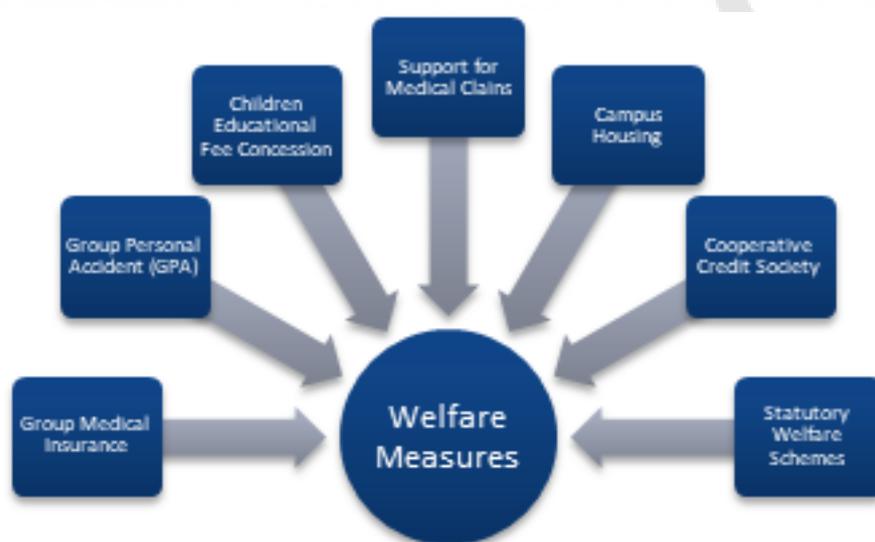


Figure 6.2 Welfare Measures

Table 6.4 Welfare Schemes

| No. | Welfare Measures | No. of Beneficiaries | | | | |
|-----|---|----------------------|---------|---------|---------|---------|
| | | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1 | Group Medical Insurance (Annual entitlement of Group Medical Insurance is Rs.1,50,000/- (Rupees One Lakh Fifty Thousand only)) | 340 | 365 | 351 | 345 | 340 |
| 2 | Group Personal Accident (The insurance provides relief for Disablements of Temporary Total, Permanent Partial, Permanent Total and Death Benefits due to any accident anywhere in India) | 340 | 365 | 351 | 345 | 340 |

| | | | | | | |
|---|---|-----|-----|-----|-----|-----|
| 3 | Group Term Insurance (To extend employee welfare through financial aid to the surviving family in case of natural death of an employee through Insurance Cover, ranges from 5 Lakhs to 50 Lakhs based on category) | 340 | 365 | 351 | 345 | 340 |
| 4 | Statutory Welfare Schemes (As per the Acts) | 340 | 365 | 351 | 345 | 340 |
| 5 | Children Education Fee Concession (Schools, Inter and Degree College: 50% to 100% Engineering: 25% to 35%) | 71 | 59 | 60 | 73 | 72 |
| 6 | Concessions for Medical Treatments (20% concession at GMRV CARE Hospital) | 340 | 365 | 351 | 345 | 340 |
| 7 | Campus Housing (The management provides the semi furnished staff quarters on the campus) | 111 | 108 | 113 | 104 | 90 |
| 8 | Cooperative Credit Society | 340 | 365 | 351 | 345 | 340 |

The institution provides adequate scope for the members of staff for quality improvement and career development. Accordingly HR policies were formulated for the members facilitating them to enhance their academic qualification (Ph.D.), professional development and career progression. The members were encouraged to enrol for full time Ph.D. under QIP program by paying full salary. The staff members are sponsored for participation in all the external professional activities with financial support for knowledge up-gradation and networking. Further, as the part of career progression internal promotions are regularly facilitated to elevate them to higher cadre with well-defined promotional policies. For the non-teaching staff, regular internal training programs are organized for professional development. With this initiative, significant improvements have been observed in terms of faculty retention, enhanced average experience, timely completion of Ph. D. qualification and active engagement in professional development activities. The management is significantly great to extend financial support for all the above activities.

The following are the details of the beneficiaries with the above initiatives related to Career Development and Progression:

| SL. No. | Scheme | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|-----------------------------|---------|---------|---------|---------|---------|
| 1 | Quality Improvement Program | Nil | 01 | 01 | 01 | Nil |
| 2 | Ph. D. Completion | 20 | 16 | 14 | 11 | 09 |
| 3 | Professional | 151 | 48 | 44 | 60 | 33 |

| | | | | | | |
|---|--|-----|----|----|----|-----|
| | Development Activities (Workshops+ Seminars+Conferences+ FDPs+STTP+ Internships+ GIAN) | | | | | |
| 4 | Promotions (Teaching) | Nil | 19 | 17 | 17 | Nil |

| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

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

Response: 4

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 12 | 6 | 14 | 9 | 5 |

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

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

Response: 11.2

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 27 | 6 | 12 | 8 | 3 |

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

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

Response: 14.25

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 65 | 27 | 25 | 35 | 12 |

| File Description | Document |
|---|-------------------------------|
| IQAC report summary | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Yes.

The Institution has internal financial and governance audit in the name of Management Assurance and Governance (MAG) audit every quarter. As a part of the MAG audit, all the finance related transaction and governance SOPs are audited by an independent audit team.

- 1.Circular to all departments for raising AOP

2. AOP requirements sent by all departments to Accounts section including Lab renovation, furniture, Lab consumables, any other expenses
3. Accounts department, considering actuals of current Financial year up to December, last quarter's estimation and next year AOP projections – statement will be prepared
4. Meeting with Principal, Vice-Principal, CFO – finalization of AOP at internal level
5. Group Chairman Review
6. GMRVF Board of directors review – Final Approval
7. Material Receipt Note (MRN) raised by departments and sent to Accounts
8. Entry at Stores in SAP software
9. Purchase process

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response:

The institution being a self-financing private institute, sustaining on the revenue obtained from the tuition fee only. The institution runs depending on the annual operating plan (AOP) made based on the tuition fee revenue. The tuition fee is fixed by the government of AP for every three years based on the expenditure statement submitted by the institution. The management supports both the revenue and capital expenditure with the additional funds in case of any deficiency. GMR Varalakshmi Foundation (GMRVF) being a

corporate social responsibility arm of the GMR Group, receives financial grants from its various business verticals. Most of the times the institution surplus fund available after the revenue expenditure will be utilized for the capital expenditure.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

Yes.

The Institution has a structured composition for the IQAC with the following objectives.

Objectives

1. To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the College
2. To promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices

The institution was accredited by NAAC with A grade for the second cycle for the duration 2015-2020. Following are the post accreditation strategies initiated for the quality assurance.

- Alignment of curriculum with industry requirements
- Faculty Development and Assessment Schemes (FADS) for Professional Development
- Organizing Capacity Building Programme

Institutionalized Best Practice#1: Alignment of curriculum with industry requirements

(Please refer Additional Information document for details)

Institutionalized Practice#2: Faculty Development and Assessment for capacity building

(Please refer Additional Information document for details)

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

Yes.

IQAC has a structured review mechanism in place for periodic reviewing of Teaching - Learning Process, structures and methodologies of operations and learning outcomes through three major audit provision apart from ISO viz. Academic Monitoring Committee, Internal Audit Committee and External Audit Committee. IQAC trains the list of members identified for auditing as and

when required enabling them for an effective auditing. IQAC through various sub-committees conducts regular audits with the help of both internal and external members from other national reputed institutions to make sure that teaching learning process has continuous improvements leading to the attainment of learning outcomes. The audits are carried out in a structured way with an opening and closing meeting with auditors briefing the SOP.

Table 6.7 AMC, Internal and External audit committee composition and functions etc.

| Name of the Committee | Composition of the committee | Functions and frequency | Improvements, changes, best practices observed during 2015-20 |
|--------------------------------------|---|---|---|
| Academic Monitoring Committee | <ol style="list-style-type: none"> 1. HoD 2. AMC Member Secretary 3. Observer from IQAC 4. Students | <ul style="list-style-type: none"> • Shall review the ATR (action taken report) of the earlier meeting • Shall ensure the conduct of classes as per the schedule and compliance with the course plan and it is audited twice in a semester by Academic Monitoring Committee (AMC). • Shall analyze the student feedback collected with regard to | <ul style="list-style-type: none"> • Enhanced student academic performance • Compliance with the academic calendar, course delivery and outcomes • Enhanced students involvement and active participation in the class • Reduction in the students grievances • Strengthened faculty-student relationships • Enhanced attainment of |

| | | | |
|--|--|--|---------|
| | | <p>the class room delivery.</p> <ul style="list-style-type: none"> • Shall ensure conduct of the remedial and make up classes • Shall ensure the availability of the learning resources as per the syllabus in the library • Shall ensure that there is a continuous improvement in the course outcomes (COs) • Shall interact with the students based on the feedback from the respective course instructors • Shall advise HoDs to counsel the concerned faculty members in case of any discrepancy found in the course planning and delivery and ensure the corrective actions are initiated • Shall ensure the timely counseling of the students by the respective mentors (mentor-mentee) • Shall document the entire proceedings of the meeting | the COs |
| <p>Internal and external Audit Committee (IQAC)</p> | <ol style="list-style-type: none"> 1. HoD 2. Two members from IQAC 3. Two senior faculty members from | <ul style="list-style-type: none"> • Shall convene a opening and closing meeting with all internal auditors for every audit to brief the agenda, conducted once in a semester • Shall organize an external audit once in a year | |

| | | |
|--|--|--|
| | respective department External: 1. Internal & External Members | <ul style="list-style-type: none"> • Shall review the ATR of earlier audit • Shall ensure the proceedings of the AMC are recorded and actions are taken and initiated appropriately. • Shall ensure the document verification as per the SOP • Shall suggest a fresh date for re-audit in case of non-compliance |
|--|--|--|

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

To promote the gender equity by virtue of the admission regulations stipulated by AP state government, 33.33% of the seats across all the programs are exclusively earmarked for the girl students. However, girl students will also have opportunity to compete in the open competition and the total percentage of the girl students across the campus is more than 25.5%. Further, the management promotes gender equity in giving equal opportunities for the recruitment of teaching and non-teaching staff at all levels. As on date 15% of the employees of the institution are women and contribute for the institution development. To promote the gender equity with a challenge of the institution being located in the remote area, preferences are given for wife and husband in a family to work with the institution subject to the fulfillment of the recruitment norms. As on date, nine number of couples are working with the institution. The institution ensures that several measures are taken to promote the gender equity by providing the following services and facilities on the campus apart from the audit courses introduced in the curriculum.

Safety and Security:

- Women empowerment cell is established to sensitize all the women faculty and girls students about various safety and security issue and address the grievances through grievance redressal cell
- HR policy document of the institution has well defined sexual harassment policy safeguarding the women at the workplace
- Institution organizes sensitization programs regularly to reinforce gender equity among all the stakeholders
- To avoid undue attention and protect the dignity of the women and girl students, formal dress code is place
- The entire campus including classrooms is on surveillance to reinforce the confidence levels in the minds of the girl students and women with regard to safety and security
- Not taking any chance all the girl students residing in the hostels have limited movement hours for the sake of security

Counselling and Mentoring:

- To resolve both academic and personal issues, an exclusive committee takes care of the girl students and women staff
- One to one personnel counseling sessions are facilitated by a practicing psychologist
- Regular motivational sessions are conducted for both women faculty and girl students by inviting the successful and popular women in the society.

Common Rooms and Sports facilities:

- To create adequate privacy separate common rooms are provided for the girl students in the academic blocks and library

- To promote and encourage the girl students in sports and games, a women physical director is provided to train them
- Separate timings for women and girl students are provided in the gym and sports arena to give equal opportunity

Support for working women and empowerment:

- To support working women, the institution provides day care center (Crutch) taking care of the women employee kids for women working faculty children
- Leadership capacity building programs are regularly conducted to norther the leadership qualities among the women
- International Women's Day celebrated on March 8th in every year

Additional Information:

<https://tinyurl.com/y6hjk2j5>

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

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

Response: A. 4 or All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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

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

Response:

Sustainability is the biggest challenge of the 21st century and every human being, organization, and all efforts should be focused on protecting, sustaining, and promoting our environment and ecology to reverse the tide of destruction, checkmate the menacing lethal elements, and substitute the depletion of natural resources with more creation in a focused manner, involving all human beings as the stakeholders on the Earth.

With this dynamic vision in mind, GMRIT started its tryst with sustainability drive ever since its inception, in 1997. Today, with a *numerouno* green campus in the region, this sustainable institute has provided green leadership in a mission mode, and has made rapid strides in the direction of achieving global sustainability goals by involving all. A team of students, faculty, experts from the community, Industries in the region and NGOs with the support of National Service Scheme (NSS), GMRIT– GAMYAM and GMRIT Community Radio are continuously putting on the efforts to

- Minimize and conserve the usage of water, power and other natural resources
- As a way forward towards sustainable development, GMRIT started new initiatives to bring a change in the attitude of internal stakeholders as well as the residents of GMRIT campus. The first initiative was to bring awareness among the students and staff for maintaining a “**Zero Waste Campus**”. Further, proper care was taken from segregation of waste to the disposal.
- GMRIT established a sewage treatment plant (STP) for the reuse of wastewater for gardening purposes and sewage sludge as fertilizer. A “**Biogas Plant**” was put to use the food and kitchen waste from hostels to produce gas, which in turn is used for cooking in the hostel. “**Sanitary Napkin Incinerators**” in ladies hostel were setup for proper disposal. The most appreciated best practice is the “**Pollution Free Thursdays**” where no vehicle is allowed to move in the campus. The **housewives and maids** in quarters are given necessary education in maintaining a plastic free residential area. Another form of dynamic interaction to accelerate campus sustainability involves the external stakeholders. This has resulted in a co-creative approach in various forms of stakeholder engagement. At the end, the existing Green office and residential practices with waste minimization dimensions such as Save Environment and adopt sustainability techniques, Use Less Paper and Practice Recycling, Plastic free campus represent the multiple pronged approaches in promoting and strengthening the campus sustainability initiatives on waste minimization and management. Further, “**Fume Chambers**” also installed to manage chemicals and acids in the laboratories. In addition to the above, GMRIT is also focused towards conserving surface rainwater through “**Rainwater Harvesting Pits**” and maintaining watershed.
- To encourage the usage of pre-regulated water taps, faucets and auto flushing systems in the bathrooms, to conserve the water usage
- Encourage the usage of recycled water for all the toilet flushing and horticulture purpose
- Generation of biogas and organic fertilizers from kitchen waste & horticulture waste
- To sensitize the community by involving the students and faculty in “**Green Campus Initiatives**” through **SWACHH BHARAT initiative**
- To monitor and minimize carbon emission in the campus

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

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

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

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certificates of the awards received | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |

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

Response:

The institution being a private self-financing affiliated autonomous college has limited scope for having the students PAN India. However, to promote diversity among the students and faculty, the institution provides an eco-system and enabling environment for the co-existence of the people coming from different culture, region, linguistic and other socio economic diversities.

The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance and harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development.

To promote cultural and regional heritage with diversity, different festivals and cultural events are organized on the campus to reflect the integrity and unity. To create awareness among the students about the various cultural and regional importance local tours are arranged giving cross culture interactions. Some of the popular regional festivals are celebrated which are identified based on the demographic distribution of the students and faculties. In the similar fashion, various competitions are also conducted on the campus enabling the students to understand the traditional cultural arts of the region.

Institute encourages the community outreach of the faculty and students by involving them in various community related activities carried out with financial support. The institute also conducts outbound get together programs giving opportunity for the faculty members promoting the cross cultural interactions.

Similarly, to promote cross cultural interactions, national level programs are organized for both students and staff enabling the peer learning. In the similar lines, national level sports competitions are hosted by the institution giving opportunities to learn the best practices that exists across. In order to ensure holistic development of students and staff, the institution encourages them to involve in community service to develop good citizenship. The institution is increasingly involved in conducting the outreach programs for the welfare of the society and to create awareness among students towards social issues. The proof for various events conducted is given in the below link.

<https://tinyurl.com/y2un87jv>

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

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

Response:

GMR Institute of Technology, is the flagship institute of GMR Varalakshmi Foundation. In addition to the motto of creating the best technocrats, the institute is also committed in creating the best citizens for the country. The Institution firmly preaches and practices its Values and beliefs. The Values are also inculcated amongst the Student and Staff community to ensure that they come up as role models for the society.

The Institution has the following Values and Beliefs

1. Humility
2. Entrepreneurship
3. Teamwork and Relationship
4. Deliver the Promise
5. Learning and Inner Excellence
6. Social Responsibility
7. Respect for Individual

The Institution has organized many sensitization and awareness programs for both Students and Staff to inculcate the Organization Values which are in line with our Constitutional Obligations, Rights, Duties and responsibilities as citizens.

The Institution in the last one year has organized around 10 training programs on Values and Beliefs with 500 staff as participants. These programs are both in classroom and online mode. Similar department level programs have been conducted for all the students.

Students are being actively engaged in various outdoor Social Activities through NSS as well as an Institutional initiative called GMYAM. Under GMYAM, the young students are engaged with many outdoor social activities which are based on Lakshya – Career Guidance, Motivation, Goal Setting, Scholarship, Vikasa – Personality Development, Soft Skill Development and Sharing Inspirational Stories, Suchana – Awareness about RTI, Govt. Schemes, Awareness on Government Identification cards and their benefits, Awareness on various Govt. Organizations and their works, Avagahana- Health and Hygiene, Campaigns, Street Plays on Moral and Social Values, Field Visits, Camps, Siksha- Support in preparing for Competitive Examinations, Tutorial and Talent test.

The College also has an NSS branch which organizes many activities through our students on various social concerns. Awareness rallies, camps and drives have been drawn on various important concepts like World AIDs Day, Swatch Bharath, International Women’s Day, etc. The College has conducted more than 100 hours of Swatch Bharath Campaign in the nearby areas with its Students and Staff. Plastic Free drive was also carried out intensively in the local area series of awareness programs for all the shops and also cloth bags were distributed by replacing their plastic bags.

The Institution with its continuous Student and Staff engagement in the above-mentioned Training programs, Awareness Sessions and Outdoor engagement activities ensure that they are molded an ideal citizen.

| File Description | Document |
|--|-------------------------------|
| <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |

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

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

Response: B. 3 of the above

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

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

Response:

Our college is dedicated to cultivate ethic and values among students and faculty. To promote the same, the college organizes national festivals as well as anniversaries for the great Indian personalities. Our students are on a mission to a better India by breaching the barriers of faith and caste. Thoughts of great Indian personalities have sown in young minds through the exhibitions and programmes of these days

The institute celebrates Days of national festivals, commemorative days various events and festivals.

- 24th Jan National Girl child day (India)
- 25th Jan Voter Day
- 26th Jan Republic Day (India)
- 3rd Feb World Cancer Awareness Day
- 4th Feb World Cancer Day
- 23th Feb World Peace and Understanding Day
- 28th Feb National Science Day
- 8th March International Women's Day
- 22 March World Water Day
- 7th April World Health Day
- 22nd April Earth Day
- 8th May World Red Cross
- 11th May National Technology Day
- 21st August World Entrepreneurship Day
- 5th June World Environment Day
- 14th June World Blood Donor Day
- 2st June International Yoga Day
- 15th Aug India's Independence Day
- 5th Sep Teachers Day
- 15th Sep Engineers Day

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

In line with the Mission and Vision of the Institute, several initiatives are continuously being evolved to move towards excellence and establish milestones year on year related to quality of students at entry level, adopting innovative student centric teaching-learning pedagogies, industry 4.0 focused employment generating innovative curriculum design, capacity building of faculty and so on. However few of the practices are prioritized based on the need through various brainstorming exercises over a period of time to make it best and distinct. Here are the two best practices, which continuously refined over a period of time since introduction by practicing reaching to near distinct practices.

Practice 1**1. Title of the Practice**

Institutionalized Full Semester Internship

2. Objectives of the Practice

- Develop network with various industries to strengthen the existing industry-academia engagement
- Provide a platform to the students to demonstrate or articulate their learning outcomes to solve a real world problem through experiential learning
- Develop the culture of teamwork in a multidisciplinary settings in a workplace environment
- Make students more employable and readiness for industries

3. The Context

While the college has a clearly laid down vision and mission, a specific focus is utmost needed to navigate the strategic plan to become one of the most preferred institution in the country and also to develop teaching, research and consulting environment in collaboration with industry and other institutions. In this context, to develop a strong network with industries and to make students more employable, this institutionalized full semester internship is introduced in the curriculum during the academic year 2014 – 2015

4. The Practice

As discussed in earlier section, the full semester internship was introduced in the curriculum during the academic year 2014 – 2015 under academic regulation 2012. The uniqueness of this initiative is that the entire process is institutionalized unlike other institutions. During the budding stage of this initiative, a separate internship cell is established with a dedicated team of faculty assigning specific roles and responsibilities by facilitating decentralization and delegation of powers. Few of the roles and responsibilities include

- Develop Standard Operating Procedure (SOP)
- Visit and identify companies to create a diversified network
- Background verification of the companies
- Allotment of students based on their request as per SOP and intimation to students/companies
- Enabling interns boarding exercise with the companies
- Periodical review

- Industry based assessment (i.e. a separate rubrics is developed for assessment for industry expert focusing on Motivation, Reading/Writing/Computation Skills, Creative Thinking and Problem Solving Skills, Listening and Oral Communication Skills, Interpersonal and Teamwork Skills and Basic Work Etiquettes
- Involvement of industries in the final assessment too

5. Evidence of Success

A. Quantitative outcomes

Table 7.2.1 Quantitative outcomes

| No. | Key Performance | 2016 – 17 | 2017– 2018 | 2018 – 2019 | 2019 – 20 |
|-----|---------------------------------|-----------|------------|-------------|-----------|
| 1 | Networking with Companies | 43 | 31 | 35 | 42 |
| 2 | No. of interns | 285 | 213 | 245 | 250 |
| 3 | No. of interns with stipend (%) | 34 | 51 | 64 | 65 |
| 4 | No. of Pre-placement offer (%) | 13 | 35 | 36 | 14 |

B. Positive Feedback from Internal and External Stakeholders

C. Companies are volunteering to take interns with pre-placement offers

6. Problems Encountered and Resources Required

A. In initial stage, networking with companies posed serious challenges as the Institute is located in a very remote place from the city

B. Initial travel was too hectic to establish the industry connect

C. Paradigm change in the mindset of stakeholders posed serious challenges to adopt to this new initiative at the very beginning

D. Identifying the companies who are seriously looking for industry-academia relationship through internship programme on free of charge had several challenges. Note: With meticulous planning and implementation all the above challenges are overcome and manageable with voice calls now for all the activities as cited above. However, networking with MNCs is still a challenge

The entire process is shown in Figure 7.2.1.

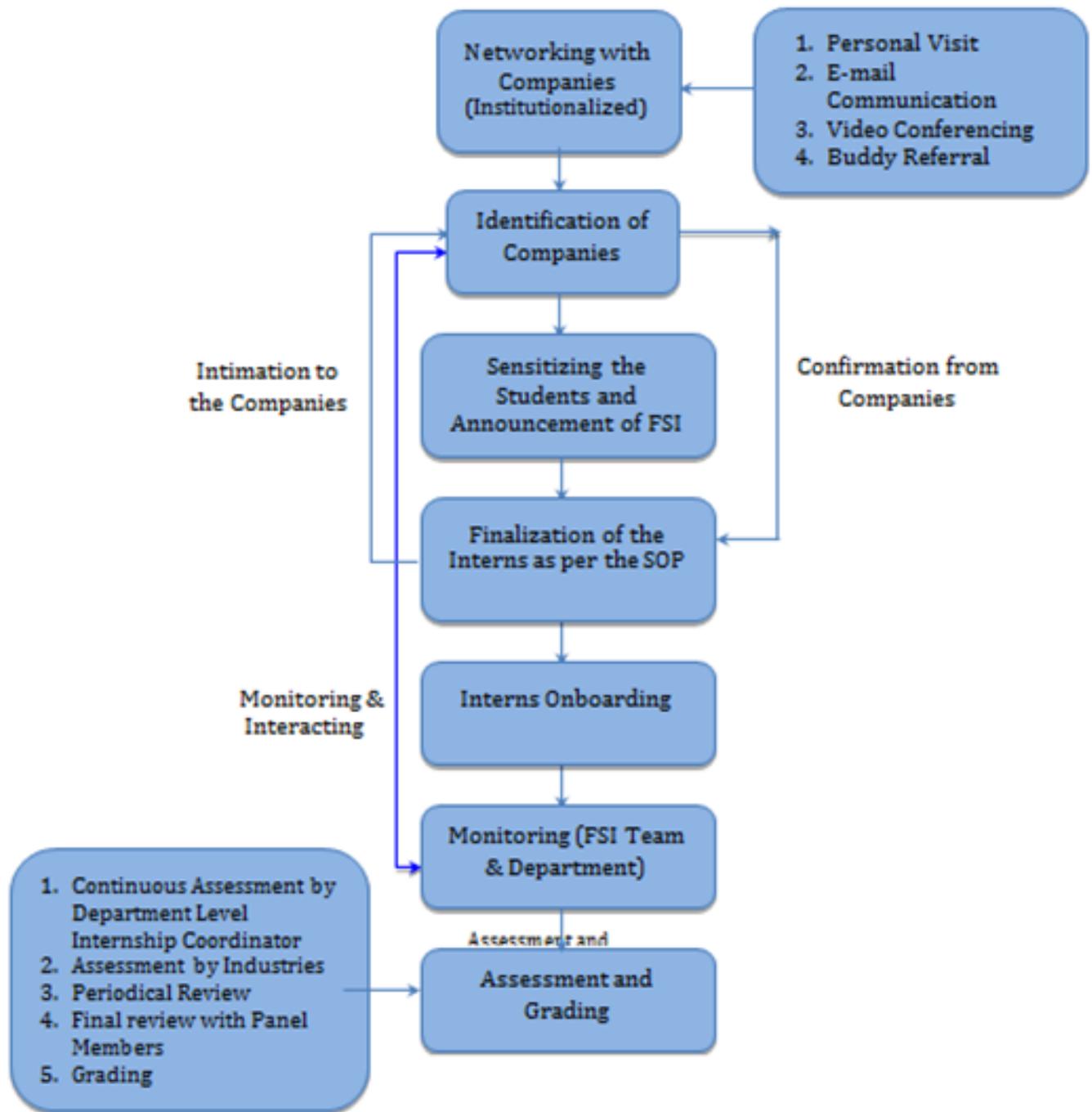


Figure 7.2.1 Process of full semester internship

Practice 2

1. Title of the Practice

Industry driven electives for enhancing the employability

2. Objectives of the Practice

A. Develop a holistic curriculum aligning design, delivery and assessment in accordance with outcome based education and changing needs of the industries

- B. Create a learner centric academic eco-system to break the monotony of regular lecture
- C. To provide student centric learning experience with different learning strategies to cater the needs of 21st century skills
- D. Adopt innovative teaching – learning pedagogies using ICT tools
- E. Creating e-learning environment and ease access to in-house learning resources in line with the class delivery, anywhere any time

2. The Context

While the college has a clearly laid down vision and mission, a specific focus is utmost needed to navigate the strategic plan to implement outcome based education (OBE) in an IT enabled environment as well as to encourage all-round rigor and instill a spirit of enquiry and critical thinking among the students, faculty and staff. In this context, an attempt is made to develop a sound and loud curriculum in line with objectives as cited above. Accordingly an innovative teaching – learning pedagogy is developed, tested and being implemented in a phased manner with the use of appropriate ICT tools. To support this initiative, an e-learning portal is also developed to enable the students to have an easy access to all learning resources, which are being developed in-house continuously.

4. The Practice

Curricular Aspects

The curriculum design is always an art and it's a never-ending challenge to develop a holistic curriculum that caters the needs of the changing needs of the industries as well as to make the students more competent. As the needs of industries are changing very rapidly and also GMRIT being an autonomous institution since 2012, continuous efforts are put on year on year to enrich the curriculum design, development and revision. The curriculum design is formulated on a well-established educational objectives and outcomes and in this continuous journey, all the stakeholders viz. Management, Employers, Potential Employers, Representatives from Professional Bodies, Alumni, Teachers, Parents and Students are actively involved to develop and revise the same by constituting Board of Studies and Academic Council in accordance with the requirement of UGC. Further, the following best practices are in-place for continuous improvement in the curriculum

- A. Feedback mechanism on Curriculum is also in place in addition to the above mandatory requirement to capture the voice of different stakeholders on a regular basis
- B. Different learning strategies viz. Layer Learning, Experiential Learning, Participative Learning, Collaborative Learning, Interactive Learning and Project Based Learning
- C. Adequate scope is also provided in the curriculum to enable the learners to initiate self-directed learning
- D. Industry driven 3- and 1- credit courses
- E. Very recently, a new concept, Career Path is introduced to address contemporary technologies in association with one industry partner for all courses

The comparison of various learning strategies is shown in Figure 7.2.2.

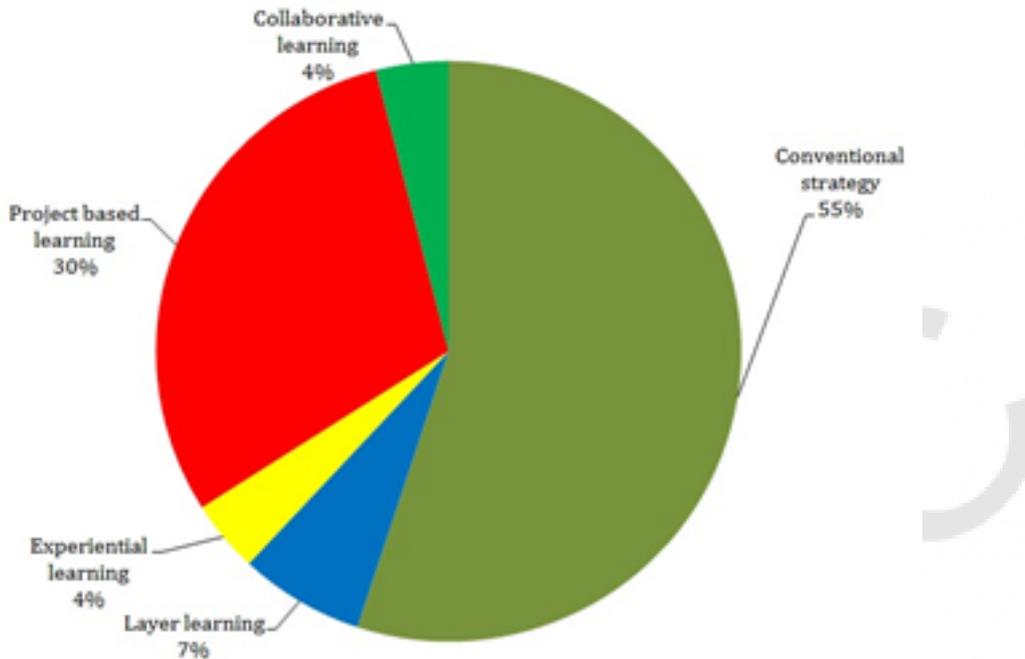


Figure 7.2.2 Composition of various learning strategies

Teaching – Learning Process

In addition to the curriculum design in the context of outcome based education, an effort has been made align the teaching-learning process in line with the philosophy of OBE by deploying innovative teaching learning pedagogy namely, “Cohesive Teaching Learning Practices (CTLP)” which includes the following class room delivery elements, as shown in Figure 7.2.3.



Figure 7.2.3 Revised CTLP Process

5. Evidence of Success

- A. Continuous improvement in the curriculum as it is being observed in the feedback on curriculum from all stakeholders
- B. Improvement in teaching – learning process and shift from teacher centric to learner centric environment is being observed in the classroom environment
- C. Prepares the course instructor for effective classroom delivery with a focused intended learning outcomes
- D. Students started using the internal learning portal beyond working hours and showing interest in collaborative learning outside classrooms
- E. Availability of e-courseware in both static and video format
- F. Improved academic performance
- G. Think-Pair-Share model of CTLP helps a lot for peer-to-peer learning
- H. More industry exposure
- I. Students and teachers used to online test practices
- J. Incremental holistic growth is being observed

6. Problems Encountered and Resources Required

- A. To formulate a complete design pattern of curriculum which is completely in tune with OBE, it was a great challenge to arrive the proportion of courses addressing different learning strategies
- B. Paradigm change in the mindset of internal stakeholders posed serious challenges to adapt to this new teaching-learning pedagogy. As this was initiated by the members of IQAC, several programmes in this line was organized to train the members of faculty after necessary vetting of the proposed pedagogy by a team from IIT Mumbai and thus the challenge was slowly turned to a success story
- C. In initial stage, members were very much hesitated to volunteer for developing e-content in the video format. Subsequently, in one of initiatives of IQAC, i.e. FADS, it was incentivized and being regularly monitored and now, the members are volunteering seeing this impact of this video courses among the students during the COVID-19 season where the education system realized the importance of digital learning
- D. In the very beginning, there was a serous resistance from few members of faculty to prepare the lecture plan as per the format of CTLP as this takes much time in the first attempt. After having several training and sensitizing programmes, now all the courses are developed in the CTLP format

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

7.3 Institutional Distinctiveness

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

Response:

The Institute strongly believes that the “Quality of Education can never be Better than the Quality of Teachers” in an academic eco-system. With this spirit of ensuring the quality of the faculty, the institution has a robust selection process for identifying the best of the teaching faculty with real passion towards teaching. This creates and enables the system to realize the vision of the institution i.e., to be among the most preferred institutions offering quality technical education. In line with this the mission statements are conceived keeping in complete concurrence with the core values of NAAC upon which the entire accreditation process is built-in for quality assurance.

Table 7.3.1 NAAC core values vs Mission statements

| NAAC Core Values | Mission Statements |
|--|--|
| Contributing to National Development | To turnout disciplined and competent engineers with sound work and life ethics. |
| Inculcating Value System among Students | |
| Fostering Global Competencies among Students | To develop teaching, research and consulting environment in collaboration with industry and other institutions |
| Promoting use of Technology | To implement outcome based education in an IT-enabled environment |
| Quest for Excellence | To encourage all-round rigor and instill a spirit of enquiry and critical thinking among students, faculty and staff |

To keep up in pace with the technology development and various innovative teaching and learning pedagogies, continuous faculty capacity building programs play a vital role to maintain the reputation of the institution. Having said that the Institute has started introducing several best practices to enhance the quality of education offered and creating an enabling environment for both teachers and students for their holistic growth. Having all these challenges in mind in the last decade, several initiatives were introduced to motivate faculty members and promote philosophy of continuous professional development. A policy document with the well-defined SOP has been brought into existence enabling all the faculty members to get aligned with the system. This process driven approach for ensuring the quality of the faculty and faculty continuous development has shown the impact in terms of

- Attracting senior faculty members PAN India with good academic credentials, research and professional competencies leading to a heterogeneous group

- Increased motivational levels of existing faculty for continuous development of professional competencies through participation in conferences, seminars and workshops
- Building and enhancing the research profile leading to success in getting research grants from various funding agencies, quality publications in Scopus and SCI indexed journals and acquiring Ph.D. qualification for career enhancement

Over the last few years, the system which was in place got modified year on year and finally in line with the Academic Performance Indicator (API) evolved into a very comprehensive policy by name “**Faculty Assessment and Development Scheme(FADS)**” during year 2017-18.

FADS came out as very high enabling policy covering all the aspects of the development of the faculty with a proper balance between academics, research, and professional development.

Apart from the above, the policy also has scope to incentivize the faculty members with monetary benefits based on the score that the faculty acquired under various attributes of the policy which has flexibility to tradeoff. Compared among the equals, this initiative has turned into a distinct practice contributing to the realization of the vision of the institution.

The following statistics illustrates the evidence of success since 2015 – 2016 (Post Accreditation of Second Cycle)

Table 7.3.2 Success Evidence

| No. | Success Evidence | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-----|---|---------|---------|---------|---------|---------|
| 1 | Total strength of faculty | 234 | 223 | 234 | 228 | 222 |
| 2 | No. of members of faculty with Ph.D. qualification | 116 | 79 | 67 | 51 | 48 |
| 3 | No. of faculty from outside AP | 23 | 14 | 11 | 08 | 01 |
| 4 | No. of professional development activities | 403 | 357 | 314 | 167 | 141 |
| 5 | Total no. of publications in peer reviewed journals | 268 | 251 | 222 | 238 | 153 |
| 6 | Total no. of publications in | 234 | 166 | 121 | 89 | 48 |

| | | | | | | |
|--|--|-------------------------------|----|----|----|----|
| | Scopus/SCI indexed journals | | | | | |
| 7 | Total no. of papers presented in conferences | 46 | 57 | 79 | 98 | 98 |
| File Description | | Document | | | | |
| Appropriate web in the Institutional website | | View Document | | | | |

5. CONCLUSION

Additional Information :

Post second cycle NAAC accreditation based on the expert committee report and suggestions for further improvement, the institution has initiated and brought in various best practices into force giving value addition to all the seven key performance indicators over the last five years. During the coming third cycle, the following future plans are envisaged:

Future Plans

- To Implement the National Education Policy (NEP) 2020 by 2024 to acquire degree-awarding autonomy
- To offer collaborative and integrated programs on twinning mode with universities abroad
- To establish a research facility to promote process and product research apart from the fundamental research
- To establish the Business Incubation Center to promote start-ups
- To strengthen industry-institute engagement at national and international level
- To become a multi-disciplinary private university

Concluding Remarks :

Being entering into Cycle III of NAAC, GMRIT is very much keen and focused to strengthen inherently the academic eco-system by adopting 21st-century learning objectives and outcomes. To realize the following core values of NAAC, a meticulous SWOC analysis was carried out as furnished in the executive summary for the proposed future plans as presented in the conclusion.

1. Contributing to National Development
2. Fostering Global Competencies among Students
3. Inculcating the Value System among Students
4. Promoting the use of Technology
5. Quest for Excellence

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.3 | <p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>78</td> <td>62</td> <td>55</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>11</td> <td>19</td> </tr> </tbody> </table> <p>Remark : DVV has excluded basic course from this metric.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 74 | 78 | 62 | 55 | 59 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 10 | 10 | 10 | 11 | 19 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 74 | 78 | 62 | 55 | 59 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 10 | 10 | 10 | 11 | 19 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>15</td> <td>7</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has not considered short term program - 3D Experience Product Life Cycle Assessment (PLA) Advanced Robotic Control 2.0 Solid Edge Fusion 360 CNC Production Lathe Machine PRIMAVERA P6 PRO/ENGINEER , Introduction to programming in C, introduction to internet of things etc on this metric.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 10 | 15 | 7 | 5 | 5 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 4 | 5 | 3 | 2 | 2 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 10 | 15 | 7 | 5 | 5 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 4 | 5 | 3 | 2 | 2 | | | | | | | | | | | | | | | | | |
| 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 subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 717 | 604 | 235 | 219 | 218 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 288 | 298 | 160 | 86 | 78 |

Remark : DVV has not considered short term program - 3D Experience Product Life Cycle Assessment (PLA) Advanced Robotic Control 2.0 Solid Edge Fusion 360 CNC Production Lathe Machine PRIMAVERA P6 PRO/ENGINEER , Introduction to programming in C, introduction to internet of things etc on this metric.

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

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

Answer before DVV Verification : 2382

Answer after DVV Verification: 2569

Remark : DVV has made the changes as per final year student's strength.

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

**1) Students, 2) Teachers, 3) Employers,
4) Alumni**

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

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per alumni feedback by HEI.

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

Answer before DVV Verification : B. Feedback collected, analysed and action taken

Answer After DVV Verification: E. Feedback not obtained

Remark : Feedback form not shared in 1.4.1 and 1.4.2 by HEI.

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 933 | 776 | 860 | 876 | 828 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 933 | 749 | 860 | 876 | 828 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 368 | 356 | 344 | 356 | 332 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 343 | 337 | 338 | 354 | 353 |

Remark : DVV has made the changes as per shared data template by HEI.

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 1806

Answer after DVV Verification: 1725

Remark : DVV has made the changes as per experience of full time permanent teacher by HEI.

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 78 | 129 | 47 | 32 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|

| | | | | |
|----|----|-----|-----|----|
| 19 | 91 | 249 | 197 | 38 |
|----|----|-----|-----|----|

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 174.54 | 13.4 | 156.48 | 39.04 | 15.88 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 156.48 | 39.05 | 0 |

Remark : DVV has excluded grant amount received from DST for improving the quality of life of ST and AICTED MODROBS projects.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 15 | 17 | 18 | 12 | 8 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|----|----|---|
| 4 | 4 | 16 | 11 | 0 |
|---|---|----|----|---|

Remark : DVV has excluded teachers as per metric 3.2.1

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 33

Answer after DVV Verification: 5

Remark : Letters not provide List attached for the year 2020-21 has not considered. DVV has made the changes as per letter of research guide in 3.4.4

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 33 | 45 | 25 | 12 | 18 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 32 | 23 | 10 | 16 |

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software

4. Research Advisory Committee

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select any two of the above as per supporting documents for Si. no. 1 and 4 by HEI.

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

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

Answer before DVV Verification : 72

Answer after DVV Verification: 12

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

Answer before DVV Verification : 33

Answer after DVV Verification: 5

Remark : DVV has made the changes as per ph. d scholar certificate who have completed the Ph.D.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 268 | 251 | 222 | 238 | 153 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 327 | 170 | 125 | 113 | 122 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 64 | 58 | 63 | 63 | 65 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 56 | 45 | 54 | 43 | 48 |

Remark : DVV has counted one book once for a year. DVV has not considered those page which has not reflect ISBN number. DVV has excluded ISSN number.

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

3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during**

the last five years (INR in lakhs).

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5.71 | 10.47 | 12.4 | 33.83 | 6.54 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : The income generated through consultancy and corporate training not reflected in Audited Income and Expenditure statement. Hence claims cannot be considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 107.08 | 20 | 10.86 | 5.87 | 8.25 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : The amount spent on developing facilities, training teachers and staff for undertaking consultancy not reflected in Audited Income and Expenditure statement. Hence claims cannot be considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 17 | 2 | 2 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 55 | 46 | 48 | 46 | 56 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16 | 21 | 36 | 37 | 29 |

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1107 | 1086 | 1172 | 934 | 1298 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 870 | 945 | 820 | 434 | 650 |

Remark : DVV has update the input as per report shared in 3.6.3 by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 441 | 285 | 208 | 238 | 69 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Supporting documents for collaborations, just joint publications internship training certificate etc., cannot be treated as collaboration document.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 1 | 6 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 1 | 4 | 2 |

Remark : DVV has excluded MOUs only for placement training. Duration of MOU with M/s Infolabs (for 2016-17) and Amazon web services (for 2019-20) are not mentioned.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 393.96 | 81.94 | 163.71 | 466.43 | 62.07 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 113.14 | 81.39 | 148.21 | 461.07 | 62.07 |

Remark : DVV has made the changes as per Lab Equipment, Computer Equipment, Electrical Equipment, Furniture and Fixtures, Building on Freehold, Building on Lease hold in schedule of fixed assets duly signed by CA.

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|----------|----------|----------|---------|---------|---------|---------|----------|----------|----------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 4.2.3 | <p>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>31.2778</td> <td>31.7177</td> <td>28.01679</td> <td>27.04727</td> <td>27.11334</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>5.77</td> <td>7.12</td> <td>5.29</td> <td>8.96</td> <td>6.54</td> </tr> </table> <p>Remark : DVV has made the changes as per addition of library books in schedule of fixed assets duly signed by CA.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 31.2778 | 31.7177 | 28.01679 | 27.04727 | 27.11334 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 5.77 | 7.12 | 5.29 | 8.96 | 6.54 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 31.2778 | 31.7177 | 28.01679 | 27.04727 | 27.11334 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 5.77 | 7.12 | 5.29 | 8.96 | 6.54 | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 236 Answer after DVV Verification: 206</p> <p>Remark : DVV has made the changes as per average of logbooks and online access provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.3.4 | <p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has select 2 of the above as per shared document of SI. No. 1 and 2 by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>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:</p> | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 200.28 | 209.21 | 253.43 | 163.69 | 134.97 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 128.26 | 155.54 | 205.29 | 114.85 | 89.01 |

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report of Sl. No. 3 and 4 by HEI. Provided time table has not reflect anything.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1823 | 3475 | 3545 | 1912 | 1568 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 50 | 75 |

Remark : DVV has made the changes as per excluding activities such as Program on Superb + 37.5%, Program on Self-Discipline, Manufacturing of Urea –Challenges and technical aspects, Fuel Cell Technology etc., Majority of the activities conducted do not come under carrier guidance.

5.1.5 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared documents for 3 and 4 by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 709 | 646 | 481 | 413 | 398 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 367 | 423 | 324 | 298 | 287 |

Remark : Some offer letters has not provided. Dvv has made the changes as per provided offer letter of students by HEI. DVV has excluded offer letters which has unsigned.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 26 | 40 | 18 | 24 | 32 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 25 | 40 | 17 | 24 | 32 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 160 | 250 | 265 | 200 | 269 |
|-----|-----|-----|-----|-----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 160 | 250 | 265 | 200 | 269 |

Remark : Qualifying certificate of Y.Hemantha Swamy and BAGADI BHARAT KUMAR for the year 2017-18 and 2019-20 not provide by HEI.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 31 | 19 | 31 | 12 | 12 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 19 | 8 | 22 | 7 | 0 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 51 | 43 | 37 | 26 | 28 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 40 | 30 | 26 | 21 | 18 |

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

Answer before DVV Verification : D. 2 Lakhs - 5 Lakhs
 Answer After DVV Verification: E. <2 Lakhs
 Remark : Supporting document not provide by HEI.

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22 | 39 | 70 | 84 | 57 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 6 | 14 | 9 | 5 |

Remark : DVV has considered only those statement details which given for attending conferences/workshops . Overtime amount not considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 34 | 16 | 25 | 12 | 18 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 27 | 6 | 12 | 8 | 3 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 151 | 48 | 44 | 60 | 33 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 65 | 27 | 25 | 35 | 12 |

Remark : FDP less than one week not to be considered. DVV has excluded duplicates teachers.

| | |
|--------|--|
| 6.5.3 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. Any other quality audit recognized by state, national or international agencies (ISO Certification) <p>Answer before DVV Verification : All of the above Answer After DVV Verification: 3 of the above Remark : DVV has select 3 of the above as per supporting documents of SI. No. 1,3 and 4 shared by HEI.</p> |
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : Provided unsigned report has not considered.</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff |

4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Circulars for professional ethics programmed not provide by HEI.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.2 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>878</td> <td>834</td> <td>850</td> <td>821</td> <td>837</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>867</td> <td>831</td> <td>846</td> <td>819</td> <td>836</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 878 | 834 | 850 | 821 | 837 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 867 | 831 | 846 | 819 | 836 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 878 | 834 | 850 | 821 | 837 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 867 | 831 | 846 | 819 | 836 | | | | | | | | | | | | | | | | | |
| 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"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3511</td> <td>3348</td> <td>3403</td> <td>3367</td> <td>3308</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2569</td> <td>3340</td> <td>3376</td> <td>3351</td> <td>3279</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 3511 | 3348 | 3403 | 3367 | 3308 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2569 | 3340 | 3376 | 3351 | 3279 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 3511 | 3348 | 3403 | 3367 | 3308 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2569 | 3340 | 3376 | 3351 | 3279 | | | | | | | | | | | | | | | | | |
| 1.4 | <p>Number of revaluation applications year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>78</td> <td>129</td> <td>47</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>91</td> <td>246</td> <td>197</td> <td>279</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 19 | 78 | 129 | 47 | 32 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 19 | 91 | 246 | 197 | 279 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 19 | 78 | 129 | 47 | 32 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 19 | 91 | 246 | 197 | 279 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of courses in all programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 343 | 345 | 331 | 289 | 317 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 720 | 714 | 650 | 615 | 615 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 234 | 234 | 233 | 228 | 222 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 233 | 232 | 233 | 226 | 219 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 262 | 262 | 261 | 256 | 250 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 240 | 234 | 230 | 228 | 220 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1440.90 | 1294.28 | 1342.57 | 1145.69 | 1028.95 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 963.30 | 246.78 | 1137.97 | 923.44 | 774.74 |