



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

K.S.R.M. COLLEGE OF ENGINEERING

TADIGOTLA VILLAGE, CHINTAKOMMADINNE MANDAL, KADAPA

516005

www.ksrmce.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The KSRM College of Engineering owes its existence to the keen interest of Late Kandula Obul Reddy to develop technical education in Rayalaseema region of Andhra Pradesh. With a view to translating his noble ideal of imparting technical education into reality, K.S.R.M. College of Engineering was established in the year 1980 to perpetuate the memory of Late Sri. Kandula Srinivasa Reddy, youngest son of Late Sri Kandula Obul Reddy. Sri Kandula Srinivasa Reddy, a brilliant student of III year Mechanical Engineering at Delhi College of Engineering, New Delhi, met with his untimely death in a scooter accident on 18th Oct, 1979.

The college was formally inaugurated on 14 November 1980 by Sri T. Anjaiah, the Chief Minister of Andhra Pradesh and it started functioning from the academic year 1980-81.

The college had its modest beginnings in 1980 with an intake of 160 students with core branches Civil, Electrical & Electronics, Electronics & Communications and Mechanical Engineering. Keeping in view the latest trends, priorities and relevance in Engineering and Technology, the Board of Management decided to start Computer Science and Engineering in 1990 and Artificial Intelligence & Machine learning in 2020 commemorating the decennial year of the college. With the concerted efforts of the Management and the Successive Principals, the departments have been strengthened year after year and the intake has steadily increased to 720 by the year 2018.

Furthering its sphere of activity, the college started the post-graduate programme in Geotechnical Engineering (CE), Power Systems (EEE), Artificial Intelligence and Data Science (CSE), Embedded System and VLSI (ECE) and Renewable Energy (ME) respectively. The branches have constantly been strengthened by increasing the intake from time to time. This reflects one aspect of the progress and development of the college.

Vision

To evolve as center of repute for providing quality academic programs amalgamated with creative learning and research excellence to produce graduates with leadership qualities, ethical and human values to serve the nation.

Mission

Mission1:To provide high quality education with enriched curriculum blended with impactful teaching-learning practices.

Mission2:To promote research, entrepreneurship and innovation through industry collaborations.

Mission3:To produce highly competent professional leaders for contributing to Socio-economic development of region and the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has well defined organization structure with statutory Bodies, cells and committees for translation of the college strategy.
- Highly qualified and experienced faculty.
- The college owes good research climate with a Research Policy.
- The college ensures an inclusive workplace by fostering a community spirit at work
- Eco-friendly campus
- Effective teaching learning process by adopting ICT tools
- Constant encouragement of faculty for pursuing Ph.D., research, advancement of qualification etc.
- Continuous mentoring and monitoring of students.
- Training and Grooming of students to make them industry ready and enhancing their employability skills by imparting technical training, Soft skill and communication skills classes etc.
- Good faculty retention ratio.
- NPTEL Local Chapter to offer students MOOC courses.
- Strong Alumni base.

Institutional Weakness

1. The perception of the region as being remote persists and this has impeded attracting faculty and students from other states in the country.
2. Patent publications need to be improved.
3. International and National Collaboration activities to be done.
4. Quality publications need to be improved
5. Institute is lagging in Sponsored projects

Institutional Opportunity

1. The Alumni network of KSRM spread in various countries over 40 years and is a valuable resource enabling the college in its networking and brand inginitatives.
2. The college has the unique opportunity of contributing effectively to the development of the region through research, development and extension activities.
3. The college campus sustainability at the core of its operations, through ecofriendly research and development initiatives for piloting sustainability solutions and extension work in the neighboring villages.
4. The college provides the students experience in planning and executing participatory development projects.
5. The college also has a Memorandum of Understanding with various industries and reputed institutions.
6. The college encourages the participation of the students in national level workshops.

Institutional Challenge

1. As a private college there are challenges to acquire funding in comparison to Central and State Government

institutions. Though the college has 2f and 12B status the funding by the UGC is mostly restricted to government institutions.

2. The perception that one can avail of better quality education outside the State persists inspite of many such student sending up in substandard institutions paying exorbitant fees.

3. The current stagnation in the job market has depressed placement opportunities for students. However, the Entrepreneurship Development and Incubation Centre continue to network with potential employers for recruitment opportunities and schemes for incubation of business ideas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

KSRM College of Engineering (KSRMCE) provides high-quality education to the students with a well-defined curriculum that adheres to the guidelines set by AICTE, APSCHE, the affiliated University (JNTUA), and stakeholders' input in line with the institute's vision and mission. KSRMCE takes immense pride in offering a diverse array of academic programs, comprising six UG programs and five PG programs to provide students with a well-rounded education that equips them with the knowledge, skills, and abilities required to excel in their chosen fields of study.

KSRMCE is dedicated to the vision of creating, developing, and disseminating knowledge in the fields of engineering and management. We are firmly committed to realizing this vision by providing quality education and fostering an innovative educational environment. Our primary objective is to develop competent human resources who can excel in their chosen disciplines.

A periodic review of the curriculum is done to keep pace with developments in respective fields and to meet the requirements of local and global needs. All the programs offered by the institute are designed and revised regularly and a set of new courses are introduced to keep students in pace with technological changes around the globe. The course content of all programs is designed in view of enhanced knowledge, employability and entrepreneurial skills. 47% of new courses introduced out of the total number of courses across all programmes offered during the last five years.

KSRMCE is committed to addressing environmental concerns. We incorporate environmental education and sustainability principles into our curriculum. Additionally, we integrate SDG-related topics to educate students on the interconnectedness of social, economic, and environmental issues. KSRMCE offered 186 value-added courses in collaboration with partners like APSSDC, Dassault, and more. Additionally, over 1,100 students have received certifications in 133 NPTEL courses, ensuring their readiness for real-world challenges.

All the students carried out field projects, internships and other interactive programs in association with industries during the assessment period. All the stakeholders are involved in the design and improvement of the curriculum through the feedback process. The outcomes of feedback are taken as corrective measures to improve performance and productivity.

Teaching-learning and Evaluation

Students are admitted into various programmes based on the guidelines of Andhra Pradesh State Council of Higher Education (APSCHE). The college recognizes the diverse backgrounds and learning capabilities of its

students. It acknowledges the importance of using modern tools, especially given that today's students are technologically savvy. The college maintains an enrolment percentage of 90.15 and a reserved category percentage of 96.92.

Ethics are the sole of an education system. Every year, institute organizes Student Induction Program to the newly joined students with true spirit to mould the teen-student into a responsible citizen. Institute has a well-defined mechanism to assess the learning level of entry student and take necessary steps to pace the slow learner with advanced learners.

To make the teaching and learning more innovative and interactive, the college encourages the faculty to use ICT tools. MOOCs to enhance the higher-order learning skills. However, institute adopts advanced pedagogical methods to create interest to learners. The college also offers opportunities for learning through special programs, lectures from renowned experts, short courses by industry experts and approved e-learning resources, with the availability of large number of online courses through SWAYAM portal.

The college takes necessary actions to maintain appropriate student faculty ratio as per the directions of AICTE. It boasts a highly qualified and experienced faculty, maintaining a student-faculty ratio as per norms, at 16.73. All the academic activities are carried out strictly following the academic and activity calendar. 63% of full-time teachers are doctorates. Total teaching experience of full-time teachers for the latest academic year is 2009 years. 42% of full-time teachers working in the institution throughout during the last five years.

Various reforms are consistently introduced in examination section which includes automation in generation of question paper, producing secured and fair evaluation process and results are processed by software and published within the stipulated time, an average of 15.8 days was taken to declare results. The student performance is measured through the attainment level of learning outcomes in every program and steps are taken to improve it. As a result, about 90.72% of final-year students passed for the latest academic year.

Research, Innovations and Extension

To inculcate and stimulate the students for new idea generation, faculty members are encouraged to participate in conferences, workshops and seminars with special privileges. KSRMCE has been striving hard to excel in the sphere of research steered by well-defined R&D and Consultancy Policies, and Code of Ethics. The institution has been executing multidimensional endeavors including providing seed money, incentives to faculty publications, and conducting workshops on IPR. Institute encourages the faculty members to register themselves for Ph.D. with special welfare measures. The faculty members with doctoral degree are also encouraged to acquire Research Supervisor status to guide faculty members either of the same department or other colleges for Ph.D.

All the faculty members are encouraged to apply for Minor/Major Research Projects, attend Symposiums etc., offered by AICTE, UGC and DST etc. Institute provides necessary infrastructure facilities and administrative support to augment research activities. KSRMCE faculty utilized nearly 29.75 lakhs of seed money in the assessment period. The Institute has a good infrastructure for research activity in the college. More than 50 Lakhs worth of funding from AICTE, UGC, and DST has been received. The college has been conducting international conferences to promote research.

Many teachers have authored a good number of textbooks, published patents, and more than 800 research papers, articles in indexed journals during the assessment period. More than 60 lakhs amount was generated by

consultancies in the department of civil engineering. More than 100 books/book chapters were published by our full-time teachers during the assessment period. The institution has dedicated NSS unit and organised 136 extension activities with the involvement of community during the assessment period. The institution has 50 collaborations with renowned industries and institutions during the assessment period.

Infrastructure and Learning Resources

KSRM College of Engineering is one of the oldest and most reputed private engineering college established in 1980 on the outskirts of Kadapa city of Andhra Pradesh State, over the area of 35.23 acres of land, affiliated to JNTUA, Anantapuramu. As per the AICTE norms, the institute has an adequate number of classrooms (60) and seminar halls (05) in separate blocks for each branch with ICT facilities. Some classrooms are reserved for conducting tutorial/remedial classes for slow learners and students with backlogs. Leased Line Internet with 500 Mbps bandwidth and Wi-Fi facilities are available on the campus as well in the hostel. Separate cubicles/cabins with computer and internet facilities are available for the faculty members. The college has a Central Library with state-of-art facilities having books of more than 68,000 volumes. Each department has an exclusive library, holding sufficient number of titles in their area of specialization/branch in addition to the Central Library. All the departments have well equipped laboratories with state-of-art facilities. There is a total of 1003 computers that are available in the college to carry out academic and administrative needs. Advanced equipment is available in laboratories of all departments to meet their requirements of academic work, minor/major projects, and research activities. The Institute promotes Sports culture to our students and staff by providing art-of-state Sports facilities. Playgrounds are provided to play Cricket, Basketball, Volleyball, football and handball. The cricket ground is a Center of Excellence to the college with a turf wicket to host BCCI, Andhra Cricket Association (ACA), Inter-Collegiate and Inter Universities Tournaments. College teams are formed to take part in inter-collegiate level, University level, and State levels. Every year some of our students appear in University level teams. Every year college-level sports meets are conducted and awards are given to winners on Sports day. Well equipped Gym facility provided to our students. Yoga classes are conducted at Yoga center frequently by yoga trainers. Auditorium with centralized air conditioned with a capacity of over 600 is available to host academic, technical and cultural programs.

Student Support and Progression

KSRMCE extends student support and progression in several aspects. 68% of the students avail Government scholarships and freeships provided by the institution. KSRMCE has several statutory bodies such as Anti ragging committee, women empowerment cell and career development cell for student support. Also Student Activity Council constituted and its representatives play an active role in the academic and administrative bodies of KSRM College of Engineering. The role of the student Activity council is planning, structuring and executing various academic, co-curricular and extra-curricular activities of the college. Around 80% of the students are placed in reputed companies. 77 students are joined for higher education in National and International Universities. 87 students qualified in several competitive examinations such as GATE, GRE, TOEFEL and others. 64 students are awarded in several competitions organized in National and International levels in sports and cultural activities. KSRMCE has a strong Alumnus over different parts of the world and alumni are involved in providing guest lectures, financial support for the development of the institute.

Functions of the Student Activity Council:

- The student Activity council meets to plan and organize activities and programs of the college with the

guidance of teachers and administrative team.

- The council plays a leadership role in planning, coordinating and executing major academic and co-curricular programs.
- It represents the student community in the academic and administrative bodies of the institution.
- Students are nominated to Curriculum Advisory Committee.
- Department Clubs and Associations are led by student leaders. All programs of clubs, associations and centers are led, planned and executed by the respective student coordinators.
- Student representatives of Women Empowerment Cell promote gender sensitization and women empowerment and conduct gender audit.
- Students are nominated to the Grievance Redressal Cell.
- Students are nominated to the Committee for Prevention of Sexual Harassment.
- The activities of the Literary, Cultural, Sports Club and all department clubs and associations are led by the student coordinators.
- The NSS Unit has student representative to coordinate various social outreach, sensitization and awareness programs in the campus and neighborhood villages.

Governance, Leadership and Management

K.S.R.M college of Engineering is guided by “Governing body” headed by the Chairman, and the Principal is the Member Secretary of the governing body. The Governing body is the highest decision-making body which formulates/ amends rules and regulations, delegates powers and responsibilities to various Committees, Principal, Heads of the Departments (HoDs), and Heads of the Sections. The college is implementing NEP-2020 through the development of suitable curriculum and pedagogy, as well as the execution of numerous additional initiatives.

The KSRMCE has decentralized and transparent mechanism in management, administration, financial and academic affairs. The Strategic plans and perspective plans are developed in consultation with various stakeholders of the institution, experts from industry and academics, Principal, Heads of the departments keeping in view the long term perspectives of the institution KSRMCE has well defined service rules and are notified in college website. Academic, finance, library and examination activities are automated to the extent possible for ease of administration.

The Institution has effective welfare measures for teaching and non-teaching staff like General Insurance, ESI, EPF, etc., and also around 52% of teachers were provided with financial support to attend various professional development activities. The Institute organized 33 professional development Programs for teaching and non-teaching staff during the assessment period. Around 546 teachers attended Faculty Development Programmes (FDP) during the assessment period.

Since the inception of KSRMCE a transparent mechanism of financial resources are been followed. In the beginning of the financial year a proper budget allocations are made and effective utilization of financial resources are been planned. During the Assessment period 30 lakhs of funds were received from philanthropists and these funds are utilized for college development. The institution conducts external and internal audits regularly.

Internal Quality Assurance Cell (IQAC) initiates to conduct seminars on quality, induction programmes for faculty and students. The Institution has colorations with other Institutions to share knowledge among faculty. The Institution undergoes Academic and administrative audits periodically and also participate in NIRF

Ranking. As a measure of the quality, KSRMCE has ISO certification and NAAC accreditation.

Institutional Values and Best Practices

The following are the programmes and initiatives enumerating Institutional values and best practices:

- **Gender equity and sensitisation** are ensured in the creation of facilities, curricular and co-curricular activities. 58 programmes have been organised by Women Empowerment Cell.
- Facilities for alternative sources of energy- solar and biogas, wheeling to the grid, sensor-based technology, LED bulbs and power-efficient equipment are installed.
- MoUs signed with waste management agencies.
- Solid waste management has been implemented.
- E-waste is collected and recycled regularly.
- Several **rainwater harvesting tanks** are built.
- **Water conservation facilities** such as borewell recharge, water tanks, wastewater recycling, water bodies and distribution system are maintained.
- **Pedestrian-friendly pathway** in campus restricts the entry of vehicles.
- The institution is a **plastic-free campus** that bans single-use plastic items.
- **Green landscaping** is maintained within the campus.
- Quality audits such as Green audits, energy audits and environmental audits are undertaken.
- The institution has a **disabled-friendly, barrier-free environment** with ramps, washrooms, teaching aids, display boards and signposts, screen reading software and provision for enquiry and information.
- The institution ensures inclusivity, women empowerment and communal harmony in the campus.
- 41 programmes were organised to sensitise students and employees to **constitutional obligations, values, rights, and duties of citizens**.
- Students, teachers and staff adhere to the code of conduct, monitored by a Committee. Programs on professional ethics and orientation on the code of conduct have been organised.
- **252 national and international commemorative days, events and festivals** were organised to instill national integration and harmony.

Best Practices:

Ekalavya – Ekalavya is a self-learning program by offering MOOCs in the various departments of KSRMCE. The primary objective of Ekalavya is to empower individuals with the skills, mindset, and resources needed to take control of their own learning process. By implementing this we had achieved over 1200 student certifications and over 300 faculty certifications from various self directed learning platforms.

Samaja Seva – A devoted service to the needy - The purpose of Samaja Seva is to help those people in the society whose economic, social or educational conditions are weak. It symbolizes a humanitarian approach and cooperation that aims at promoting prosperity, equality and the core values of humanity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	K.S.R.M. COLLEGE OF ENGINEERING
Address	Tadigotla Village, Chintakommadinne Mandal, Kadapa
City	Kadapa
State	Andhra Pradesh
Pin	516005
Website	www.ksrmce.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Velidandla Sudhakara Srinivasa Murthy	08562-9885230680	9885230680	-	principal@ksrmce.ac.in
IQAC / CIQA coordinator	Syed Zahiruddin	-9985226064	9985226064	-	iqac@ksrmce.ac.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	
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Date of Establishment, Prior to the Grant of 'Autonomy'	08-06-1980
Date of grant of 'Autonomy' to the College by UGC	19-06-2014

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-05-2013	View Document
12B of UGC	30-05-2013	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	15-05-2023	12	Nil
AICTE	View Document	15-05-2023	12	Nil

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	Tadigotla Village, Chintakommadinne Mandal, Kadapa	Rural	35.23	37144

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 Diploma Degree	English	120	111
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate Diploma Degree	English	60	59
UG	BTech,Mechanical Engineering,	48	Intermediate Diploma Degree	English	120	107
UG	BTech,Electronics And Communications Engineering,	48	Intermediate Diploma Degree	English	180	175
UG	BTech,Computer Science Engineering,	48	Intermediate Diploma Degree	English	180	180
UG	BTech,Artificial Intelligence And Machine Learning,	48	Intermediate Diploma Degree	English	60	60
PG	Mtech,Civil Engineering, GTE	24	Engineering	English	18	7

PG	Mtech,Electrical And Electronics Engineering,PS	24	Engineering	English	18	3
PG	Mtech,Mechanical Engineering, Renewable Energy	24	Engineering	English	18	1
PG	Mtech,Electronics And Communications Engineering, Embedded Systems and VLSI	24	Engineering	English	18	6
PG	Mtech,Computer Science Engineering, Artificial Intelligence and Data Science	24	Engineering	English	18	7

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	3				2				21			
Recruited	3	0	0	3	1	1	0	2	12	9	0	21
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
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				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	1	0	0	1
Ph.D.	11	2	0	20	2	0	5	2	0	42
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	5	1	0	71	43	0	121
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	503	0	0	0	503
	Female	210	0	0	0	210
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	64	68	90	86
	Female	34	38	31	36
	Others	0	0	0	0
ST	Male	28	22	26	36
	Female	12	11	12	9
	Others	0	0	0	0
OBC	Male	161	153	205	153
	Female	87	96	61	54
	Others	0	0	0	0
General	Male	92	77	77	109
	Female	43	45	60	73
	Others	0	0	0	0
Others	Male	48	55	57	32
	Female	43	43	28	13
	Others	0	0	0	0
Total		612	608	647	601

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Machine Learning	View Document
Civil Engineering	View Document
Computer Science Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communications Engineering	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary learning is a unique educational approach that allows students to learn and explore different courses from different areas of study. Here learning does not confine to the boundaries of a particular discipline. A holistic and multidisciplinary approach to education is indispensable for developing well-rounded individuals that possess multifaceted functional capacities. In KSRMCE, academic programs are designed to adopt a multidisciplinary learning approach. The college is offering 6 UG programs in the streams of Civil Engineering, Mechanical Engineering, Electrical & Electronics Engineering, Electronics and Communication Engineering, Computer Science and Engineering, and Artificial Intelligence and Machine Learning. The students studying in one branch of engineering can acquire a minor degree in another branch of engineering by studying the courses for a total credits of 20. The minor degree is in addition to the Major degree awarded to the student. The open Elective subjects are being offered from the 5th semester to the 8th semester. The students can choose interdepartmental subjects based on their preferences. Campus is encouraging multidisciplinary projects through seed funding approach and R&D cell of the institute.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains information on the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be “multiple exits” & “multiple entries” points during the higher education tenure and credits will be transferred through the ABC seamlessly. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. The Academic Bank will be accountable for opening, closing, and validating the academic accounts of students. It will carry out tasks such as credit accumulation, credit verification, and credit transfer/redemption of students. The ABC accounts of students will be registered using National Academic Depository (NAD). The KSRMCE is in the process of implementing the Academic Bank of</p>

	<p>Credits for all the students for storing their credits in ABC. KSRMCE created awareness among all the students on NAD and the NAD process is already initiated and some students already utilized this opportunity. However, the institute is contemplating registering for ABC through NAD.</p>
<p>3. Skill development:</p>	<p>National Educational Policy (NEP-2020) redefines the employability skills of students. The students shall adhere to the standards of the National Skills Qualification Framework (NSQF) and industry 4.0. The World is changing fast and students should capture present industry needs and he/she should be self-reliant. To cope with technological advancements, KSRM Engineering college offers skill based programs to reduce the barriers between the industry and academic environment. From R20 UG regulations, skill courses are introduced in the curriculum. The skill courses are being offered from the 3rd semester to the 7th semester. The weightage of each skill course is 2 credits. The KSRMCE has an MOU with Andhra Pradesh State Skill Development Corporation (APSSDC), a Government organization. The APSSDC offers skill development courses in the latest technologies such as Android Application Development, AR and VR, Internet of Things, machine learning, cloud computing, etc., for all branches of engineering students. The APSSDC is conducting skill-oriented training programs in the college itself to make the students industry ready and it helps students to get fully trained as per National Skills Qualification Framework (NSQFs). In R18UG and R20UG regulations of the academic curriculum of all branches of engineering, a course namely Internship is offered to the students. The students are completing the internship program either in offline mode or in the virtual mode in the industries. The students are learning the required skills and implementing real-time projects. The KSRMCE has MOUs with many reputed organizations to train the students in the latest technologies and offer an internship to the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>India is a treasure of value of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expression, artifacts, heritage sites, and more. The people benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing</p>

	<p>Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, and participating in unique festivals, among many other aspects. The NEP 2020 stresses the importance of preservation and importance of India's cultural wealth must be considered with high priority. KSRMCE is actively involved in the promotion of integration of the Indian knowledge system in different forms. We believe that it is absolutely necessary to include subjects in their course curriculum regarding the essence of Indian traditional knowledge and the constitution of India. Every engineering student has to go through these subjects for their overall growth and development. In view of this, the subjects namely Universal Human Values, the Constitution of India, etc., were included in the curriculum of all branches of engineering. KSRMCE conducts Yoga training classes to stress relief, flexibility, and immunity boost up to the students as well as the faculty. In this regard, we celebrate International Yoga Day in a grand manner every year on the 21st of June. In addition to the celebration of Republic day and Independence day, the cultural club/ Festive committee regularly conducts festive days to remember our Indian traditions and culture. The events include Saraswathi Puja, Sankranthi Sambaralu, Vinayaka chavithi, Ramjan, Christmas, Varalakshmi vratham, Ramanujan Day, Rangoli Competition, Holi Milan, Engineers day, Teachers day, etc.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education (OBE) is a student-centered instruction model that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of knowledge, skills, abilities, and attitude. The KSRMCE strictly follows OBE. The KSRMCE conducts awareness programs on Outcome Based Education by eminent experts for the faculty members. The institute has well-designed outcome-based education that includes Course Outcomes (CO), Program Outcomes (PO), and Program Educational Outcomes (PEO). Program Outcomes and Program Educational Objectives for all the programs and Course Outcomes are defined in line with the vision and mission statements of the departments and the college. Course Outcomes for all the courses in the curriculum are prepared by the</p>

	<p>concerned faculty members as per Bloom's taxonomy. Course Outcomes are mapped with PO's and PSO's by concerned faculty members on a scale of 1 to 3 The KSRMCE follows various assessment tools for measuring Course Outcomes which include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback, etc,. The Course Outcome attainments for the courses will be calculated at the end of the semester and the PO's are mapped and evaluated.</p>
6. Distance education/online education:	<p>The present world is driven by digital technology and the whole globe come under the influence of the internet and the World Wide Web. The internet equipped both the education learner as well as the education provider and laid them together under the virtual roof. The NEP 2020 has a special focus on online education. NEP 2020 also emphasizes the creation of virtual labs wherein students can practice their theoretical knowledge and make course content available in different languages. The KSRMCE has a strategic plan to encourage stakeholders to participate in online education as per the National Education Policy. The institute has made MOOC courses mandatory and offered by NPTEL, under the SWAYAM, etc., from R18UG regulations. The institute is also encouraging the conduct of lab experiments through virtual labs in addition to regular labs. The faculty members are also using online platforms such as google classroom to deliver the lectures, for conducting the assignments/quizzes, and for providing E-resources to the students.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club is set up in KSRM College of Engineering with the primary objective of sensitizing the student community about democratic rights, including casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs that create awareness regarding electoral procedures.</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ELECTORAL LITERACY COMMITTEE (ELC) The staff members of KSRMCE noted below are assigned duties as Co-ordinator/ Convenor/ Member for the ELECTORAL LITERACY COMMITTEE (ELC). Members Designation & Dept. Contact No. Dr. V.S.S. Murthy Principal & Convener 9885230680 Sri J. Suresh Babu, Co-ordinator, Asst. Prof. in ME 9247181832 Sri B. Veera Sankar Asst. Prof. in H&S 9966072081 Sri. P. Pavan Kumar Asst. Prof. in CE 8500071486 Ms. Z. Shobha Rani Asst. Prof. in CSE 8309197987 Sri P. Subbarayudu Asst. Prof. in ECE 9032219493 Sri. T. Naresh Asst. Prof. in EEE 9441220374</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities done by the ELC of KSRM College of Engineering 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculty and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner 2. To develop a culture of electoral participation and maximize the information regarding ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programs which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2743	2781	2732	2635	2722
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
722	747	694	620	810
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
164	176	194	191	209
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 365

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
896.92	768.36	617.63	584.85	800.88

Other Upload Files	
1	View Document

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

Response:

KSRM College of Engineering (KSRMCE) provides high quality education to the students with a well defined curriculum that adheres to the guidelines set by AICTE, APSCHE, the Affiliated University (JNTUA), and stakeholders' input in line with the institute's vision and mission. The Institute is committed to give its students a high-quality education. The curriculum maintains a balanced mix of professional, humanities, and basic science courses and distributes them as core and elective courses.

In KSRMCE, each program has vision and mission that is developed based on the Programme Educational Objectives (PEOs), while the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are formulated to ensure domain-specific knowledge and skills are attained in line with the Course Outcomes (COs). The Board of Studies (BOS) for each programme develops the curriculum in accordance with the POs and PSOs and updates it on a regular basis. The COs are created for each course utilising the updated Bloom's Taxonomy, which encourages students to analyse, evaluate, and apply ideas, procedures, and principles. Various committees such as Course Review Committee (CRC) and Department Review Committee (DRC) are formed to attain the desired curriculum in order to obtain right mix of curriculum, pedagogy and assessment.

By balancing basic, practical, and technical knowledge, the curriculum improves students' ability to think critically and solve problems. Language laboratories also help students to develop essential abilities like communication and report writing. Projects and internships are promoted as a way to foster teamwork. Additionally, frequent industrial visits and technical workshops are planned through industry-institute exchanges to address industry requirements. Value added and elective courses are provided depending on the preferences and interests of the students.

A number of factors are taken into account when designing the curriculum, including the syllabi of reputable Indian and International Universities, the model curriculum recommended by AICTE, program-specific outcomes from professional bodies, and suggestions from industry experts, alumni, and syllabi from competitive exams like the GATE and IES.

Experts from business, academia, alumni, and senior faculty members participate in talks held by the Board of Studies (BOS) during the curriculum design process. Following that, the curriculum is presented for approval in Academic Council (AC). Because of the institutional autonomy, curriculum changes can be made often in response to input and demands from stakeholders. Regulations R20UG's Minor, and Honours programmes enable students to specialise in their chosen fields and pursue their

areas of special interest outside of their majors.

To enhance students' knowledge, MOOCs courses are offered through NPTEL and internships are made mandatory. Furthermore, various value-added courses are conducted to boost students' skills and make them industry-ready. The Community Service Project (CSP), is included in the curriculum, requiring students to identify local problems and develop sustainable and environmentally friendly solutions in various parts of society.

File Description	Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

KSRMCE makes sure that its curriculum is applicable in accordance with the shifting nature of industries. In order to keep up with new trends, technological developments, and shifting industry standards, the institution constantly examines and updates the syllabi of its courses. Due to its proactive strategy, KSRMCE is able to provide its students with the information and skills that are in great demand in the market.

Employability extends beyond technical competence, as KSRMCE is aware. As a result, the college places an emphasis on helping its students acquire a wide range of skills. Courses in the curriculum are created to develop students' capacity for critical thought, problem-solving, communication, teamwork, and leadership. KSRMCE equips students with these abilities so they can succeed in managerial and leadership roles in addition to technical responsibilities.

Another important component of KSRMCE's educational strategy is entrepreneurship. The college understands how crucial it is to encourage an entrepreneurial attitude. KSRMCE promotes students' pursuit of entrepreneurial opportunities, the creation of business strategies, and the development of a risk-taking, adaptable, and resilient mind-set. KSRMCE is conducting Entrepreneurship Awareness Camps with the help of EDI, India, Gujarat to the students to give awareness on Entrepreneurship.

KSRMCE also acknowledges the value of industry collaboration and participation in curriculum development. To make sure that the curricula match the current needs and expectations of employers, the institution regularly solicits input and comments from professionals, industry experts, and alumni. To expose students to the most recent market trends, technology breakthroughs, and industry practises, workshops, seminars, industry-institute engagements, and guest lectures are regularly offered. These interactions provide students an understanding of the needs of the industry and help them to match their knowledge and abilities to those needs.

The KSRMCE College's "Innovation Cell and Incubation Cell" offers a wealth of tools, including awareness campaigns on entrepreneurship, intellectual property rights, and start-ups, among other topics, to help and mentor aspirant students. KSRMCE includes real-world learning experiences in the curriculum to further improve students' employability and entrepreneurship skills. The college provide chances for industry internships and projects that let students put their academic knowledge to use in real-world situations. These chances for experiential learning give students the chance to network professionally, receive important industry exposure, and develop real-world skills that are crucial for entrepreneurship and are highly appreciated by employers. Through workshops and training sessions with industry professionals, co-curricular activities, and extracurricular activities, the institution focuses on skill development of students.

The curriculum of the college has been updated to include modern standards and business demands. KSRMCE makes sure that its curriculum is in line with the changing demands of the job market by active industry collaboration and involvement.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 41.8

1.2.1.1 Number of new courses introduced during the last five years:

Response: 186

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 445

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The KSRM College of Engineering understands the value of tackling cross-cutting issues in education and implementing them into the curriculum. The college is dedicated to incorporating the principles and frameworks outlined in the Sustainable Development Goals (also known as the SDGs) and the National Education Policy - 2020 (NEP-2020) regarding professional ethics, gender equality, human values, the environment, sustainability, and other topics.

Future engineers' personalities and behaviours are significantly influenced by their professional ethics. Students at KSRMCE are encouraged to act ethically, with integrity, and responsibly. The college includes classes and extracurricular pursuits that concentrate on moral decision-making, appropriate conduct, and the social effects of engineering practices. All engineering branches must have to take the "Professional Ethics and Human Values" course.

In order to achieve sustainable development, KSRMCE emphasises on reducing gender gaps and biases in accordance with one of the essential rights, the right to equality, as stated in our constitution. To create a more inclusive and equitable society and to increase understanding of gender issues, KSRMCE organises case studies, conversations, and themes connected to gender.

The basis for moral behaviour and personal growth is found in human values. The importance of imparting human values in pupils is acknowledged by KSRMCE in order to foster a feeling of empathy, compassion, and social responsibility. A new subject called "Universal Human Values" has been introduced in the curriculum.

KSRMCE incorporates environmental education and sustainability practises into its curriculum because it recognises the urgent need to address environmental concerns. The Institution places a strong emphasis

on the value of environmentally responsible development, resource preservation, and environmental stewardship.

Students learn about issues like waste management, renewable energy, and sustainable engineering practices. Students acquire the knowledge and abilities required to contribute to a future that is greener and more sustainable. Through the addition of courses to the curriculum including "Environmental Science," "Renewable Energy Engineering," "Disaster Management," "Sustainable Energy Technologies," and "Water Resource Engineering".

The KSRMCE integrates topics related to the SDGs into the curriculum, enabling students to understand the interconnectedness of social, economic, and environmental issues. KSRMCE incorporates the principles of the NEP-2020 by adopting learner-centric approaches, interdisciplinary learning, and promoting a broad-based education that goes beyond technical skills. By aligning with the NEP-2020, KSRMCE aims to produce graduates who possess a well-rounded education, a sense of social responsibility, and the ability to adapt to a rapidly changing world.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 207

File Description	Document
Institutional data in the prescribed format (data template)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 10

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 10

File Description	Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.15

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
716	706	728	717	738

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
810	786	801	801	801

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 77.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
265	288	320	242	255

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

2022-23	2021-22	2020-21	2019-20	2018-19
379	367	375	320	320

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Here's how our institution assesses students' learning levels and designs special programs to address their diverse learning needs:

Diagnostic Testing: Diagnostic tests are conducted for freshers to gauge students' knowledge in fundamental subjects like mathematics, physics, and chemistry. This helps identify gaps in their understanding.

Continuous Assessment: Various assessment methods throughout the academic year, including quizzes, assignments, projects, mid-term exams, and final exams, are used to notice/identify a set of academically poor-performing (slow learners), academically stable (average), and academically motivated (advanced

learners) students. These assessments provide ongoing feedback on students' learning levels and help identify struggling students.

Student Feedback: Our institution often collects feedback on their learning experiences. This feedback can include comments on teaching methods, course materials, and areas needing additional support.

Faculty Observation: Faculty members regularly assess students' performance through class participation, interactions, and the quality of assignments. They can identify students who may need extra help based on their observations.

Special programs to cater to differential learning needs:

Remedial Classes: Remedial classes are held every semester for academically poor students (slow learners) struggling with fundamental concepts to improve their learning levels. Self-study of laboratory experiments using virtual labs is encouraged to improve the academic performance of slow learners.

Advanced Courses: Recognizing that some students may be ahead of the curve, our institution offers advanced courses or research opportunities to challenge and engage these students. Academically motivated students (advanced learners) are encouraged to undergo internships or register for NPTEL, MOOCs, Coursera, Virtual Labs, and various other virtual certification programs and value-added courses to enhance their knowledge. Also, students are motivated to undergo industrial training, and field visits are organized to improve their visual literacy and interpersonal skills and habituate them to the working environment. They are encouraged to work with the Centre for Research and Innovation (CRI) for in-house research activities. They are encouraged to participate in multiple extra-curricular and co-curricular activities on and off campus. Every year cash prizes are awarded to the students who top the academics by "Friends Society" and the college also gives merit prizes to branch toppers.

Flexible Learning Options: We offer a variety of learning modes, such as online courses, blended learning, or flipped classrooms, that can accommodate different learning preferences and needs.

Mentorship Programs: We pair twenty students with one mentor or advisor who can provide personalized guidance and support tailored to individual needs.

Peer Learning Groups: Our institution encourages students to form peer learning groups of advanced, average, and slow learners to encourage the students to get accustomed to a team environment for knowledge sharing, transfer, and peer motivation.

Counseling Services: Our institution offers counseling and mental health services to address non-academic factors that may impact a student's learning.

By combining these assessment and support strategies, our institution created a more inclusive and effective learning environment that caters to the diverse learning needs of our students. This approach ensured that students received the support they needed to succeed in their engineering education.

File Description	Document
Upload Any additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 16.73

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:**Experiential Learning:**

a. Laboratory Work: K.S.R.M College of Engineering has well-equipped laboratories where students conduct experiments and apply theoretical knowledge practically. Every semester, at least two laboratories are included in the curriculum, and these hands-on experiences help reinforce concepts and develop practical skills. Virtual labs are introduced to provide remote access to simulation-based labs in various science and engineering disciplines and permit them to learn at their own pace.

b. Internships and Co-op Programs: Our institution facilitates/encourages students to undergo internships and cooperative education programs with industry partners to allow students to gain real-world experience.

c. Field trips/Industry Visits: Our institution organizes visits to relevant industries, manufacturing plants, construction sites, research facilities, and engineering companies to expose students to actual engineering practices and processes and provide students with first-hand exposure to the practical aspects of engineering. Also, to enhance classroom learning with the interaction of experts in the industry and reinforce experiential and contextual learning. Students undergo as interns in the core and non-core sectors and research organizations.

d. Project-Based Learning: Social Relevant Projects and Community Service Projects are incorporated into the 5th-semester (R18UG) and 4th-semester (R20UG) curriculum to habituate students to provide a

solution for societal problems with their engineering skills. Industry-relevant, research-oriented significant projects are taken up in their 8th Semester as a part of initiation in catering to the needs of society.

Participative Learning:

a. Active Classroom Engagement: Course instructors encourage students to actively participate in class discussions, ask questions, and solve problems during lectures. Quizzes/Seminars/Presentations/Role Plays/Group discussions/Case studies/Flipped classrooms, workshops, etc., are organized in the classroom, which creates an interactive and engaging learning environment.

b. Group Projects: Collaborative group projects and assignments promote teamwork, communication, and problem-solving skills. Students work together to address complex engineering challenges during their final year project and while participating in competitions like hackathons, webathons, techathons, etc., or challenges.

c. Case Studies: Through community service projects or smart India Hackathons, students are encouraged/assisted to analyze real-world case studies and scenarios, applying theoretical concepts to practical situations. It encourages critical thinking and decision-making.

d. Debates and Presentations: Students Chapters of KSRMCE organize debates, presentations, and technical seminars to encourage students to research and present engineering topics, fostering communication and research skills.

Problem-Solving Methodologies:

Various activities organized to improve students' problem-solving ability are Simulations and Modeling, Competitions, Challenges, Research Projects, insight methods/Content beyond the classroom/Trial and error methods/Think-pair-share/ Jigsaw Files/ Hackathons, etc.

Ultimately, using student-centric methods, we aim to foster a deeper understanding of engineering principles, critical thinking skills, problem-solving abilities, and readiness for real-world engineering challenges.

The college has five e-class rooms, five seminar halls, several LCD Projectors, speaker's laptops, LAN, and Wi-Fi facilities in all classrooms and seminar halls. KSRMCE employs ICT-enabled tools and online resources to enhance the teaching and learning process in several ways:

- Online Learning Management Systems (LMS)
- Video Lectures and Webinars
- Online Textbooks and Open Educational Resources (OERs)
- Simulations and Virtual Labs
- Collaboration Tools
- Online Quizzes and Assessments
- Computer-Aided Design (CAD) Software

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Mentor-Mentee system plays a pivotal role in fostering holistic student development. An effective mentor-mentee scheme in our institution has improved academic performance, enhanced student well-being, and a more supportive and connected campus community. Implementing an effective Mentor-Mentee scheme in our institution significantly benefited academic and student-psychological issues. It served as a cornerstone of support, guidance, and personal growth within the academic environment of our institution.

The Mentor-Mentee system is a structured framework in which experienced individuals (mentors) offer guidance, advice, and support to mentees.

Academic Guidance: One of the primary objectives of the Mentor-Mentee system is to provide academic support. Mentors help mentees navigate challenging coursework, study techniques, time management, and understanding complex engineering concepts, select appropriate electives, and develop effective study strategies. They share their experiences, study tips, and insights into acing examinations. Mentors assist mentees in setting academic goals and track their progress throughout the semester. Mentees often perform better academically due to mentors' personalized guidance and study strategies.

Career Counselling: Mentoring is not confined to academic excellence; it's also about preparing the mentees for a rewarding career. Mentors assist mentees in setting career goals, exploring potential career paths, and gaining exposure to the professional world. They may guide internships, job applications, and networking opportunities. Mentees are better prepared to enter the workforce, gaining insights into their chosen field and developing crucial employability skills.

Personal and Professional Development: The Mentor-Mentee system fosters personal and professional growth beyond academics. Mentors serve as role models, imparting soft skills, leadership qualities, and professionalism to mentees. They help mentees build confidence and develop a strong work ethic. The system promoted personal development, self-confidence, and a growth mindset, invaluable assets throughout life.

Psychological Support: Mentors actively listen to mentees' concerns and provide emotional support in our institution. Engineering students often face rigorous demands, leading to stress and psychological challenges. This can include stress management, time management, and addressing personal challenges. Mentors offer a listening ear, a shoulder to lean on, and resources for managing stress and maintaining mental well-being. They can identify signs of distress and refer mentees to appropriate counseling services when needed. Mentees have a trusted resource for addressing psychological challenges, reducing stress, and seeking assistance when needed.

Building a Supportive Community: The Mentor-Mentee system created a tight-knit community within our institution. It encourages camaraderie, fosters a sense of belonging, and reduces feelings of isolation. Students feel more connected to their peers, faculty, and the institution. Many mentor-mentee relationships extend beyond the college years, creating enduring professional networks and friendships.

The Mentor-Mentee system is not just a program; it's a commitment to nurturing the next generation of engineers. It embodies the spirit of learning, growth, and community, creating a supportive environment where students can thrive academically, professionally, and personally. It is a vital component of our institution's holistic education, fostering success and well-being among the engineers of tomorrow.

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Preparation of Academic Calendar:

Long-term Planning: Dean Academics will prepare the academic calendar one month before the start of the academic year in consultation with the Controller of Examinations, Deans, HoDs, and the various clubs/committees/cells coordinators.

Curriculum Mapping: The college administration reviews the curriculum for each program and identifies the courses to be offered in each semester or term. This includes core courses, electives, labs, and special courses (certification courses, value-added courses, workshops, guest lectures, etc.) or projects.

Holiday and Break Scheduling: The academic calendar includes holidays, breaks, and vacations. These typically align with national or regional holidays, including mid-term and semester breaks.

Examination Schedule: The dates for mid-term exams, final exams, and other assessments are set in advance. This ensures that students and faculty are aware of the assessment timeline.

Events Schedule: College/department functions/events/activities/inter and intra institute sports events fit in the calendar for smooth functioning of the academics.

Adherence to Academic Calendar:

Communication: The academic calendar is communicated to all stakeholders, including students, faculty, and staff, well in advance. This ensures that everyone is aware of important dates and schedules.

Monitoring: College administrators and academic coordinators regularly monitor the academic calendar's adherence. Course instructors prepare a session plan, a set of Assignment questions, question bank and share them with the students before the start of the semester. Session plans are also designed for lab subjects and projects. Faculty members are ensured to follow the session plans strictly and are provided with extra classes in case of additional requirements. Adherence to syllabus completion per the session plan is also monitored through attendance registers, where faculty members write the topics covered in each lecture.

Flexibility: While adhering to the academic calendar is important, our institution also understands the need for flexibility. Unexpected events, such as natural disasters or public health crises, may require adjustments to the calendar. In such cases, our college administration works to make necessary changes while minimizing disruptions to the educational process. Covid19 is such an example.

Course Scheduling: Faculty members adhere to the teaching schedule outlined in the academic calendar. They follow the course syllabi, which specify the topics to be covered each week, assignments, and assessment dates.

Student Support: Our institute supports students to help them adhere to the academic calendar. This includes academic advising, tutoring, and study resources to ensure students stay on track with their coursework.

Quality Assurance: Our institution maintains a commitment to the quality of education. They regularly assess the effectiveness of their academic programs and teaching plans, making adjustments as needed to improve student outcomes.

Record-Keeping: Detailed records of course schedules, attendance, and assessments are maintained in respective departments and the academic section to ensure transparency and accountability.

Feedback Mechanisms: Students and faculty are encouraged to provide feedback on the academic calendar and teaching plans. This feedback is used to make continuous improvements.

Preparing and adhering to our institution's academic calendar and teaching plans ensured that the educational process was organized, transparent, and conducive to student learning.

File Description	Document
Upload any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
164	176	194	191	209

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 14.79**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 54

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 7.76**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1272

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years**

Response: 42.11

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 88

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	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 last date of declaration of results during the last five years

Response: 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	11	15	24

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.2

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

Response: 0.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	18	09	23

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5432	5382	5383	5125	5384

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- Examination procedures
- Processes integrating IT
- Continuous internal assessment system

Response:

Modifications are continuously made to the KSRMCE Examination system to strengthen its forms occasionally, on par with the reforms in AICTE/UGC/JNTUA college that modify its examination system as required. The drivers for reforms in the examination system have been incorporated. They include the OBE framework for the assessment process, evaluation of higher-order abilities and professional skills in different forms like MOOCs, internship experience and project work, Bloom's taxonomy for assessment design, etc.

The following significant reforms are affected in EMS:

- 1.Quizzes/Surprise tests/Assignments/ Social Relevant Projects/Community Service Projects/ Internships/seminars are part of the evaluation.
- 2.Software used for activities related to evaluation, conducting of exams, and result declarations.

3.To keep the students meaningfully engaged with their subject content, CIA includes assignments/quizzes /tests/seminars, and internal examinations twice in the semester.

Five more marks are earmarked for quizzes/online examinations/surprise class tests by the concerned teacher in the respective theory subjects so that the students regularly update themselves with the subject content. Implementation of these measures created a positive impact on student's attendance and the results.

The College has initiated the following significant reforms in the examination process.

- All the Internal examinations are made compulsory.
- The final year results are declared within 10 days from the last day of examination.
- Special examinations for final-year second-semester students are conducted immediately after the declaration of the results.
- The Tatkal scheme has been introduced to issue degree certificates within 24 hours.
- Computerization of examination system.
- A continuous internal assessment system is conducted through class tests, presentations, assignments, quizzes, tutorials, and two internal and one-end examinations.
- For each theory subject, the internal assessment shall be done in two midterm tests for 25 marks and assignments for 5 marks in R18UG regulations and 30 marks in midterm exams, with 10 marks shared between quizzes and assignments in R20UG regulations.
- In R18UG regulations, the end examination for 70 marks has five units, each with two questions. Students will have to answer one question from each unit, and each question carries 14 marks.
- In R20UG regulations, the end examination for 60 marks has five units, each with two questions. Students will have to answer one question from each unit, and each question carries 12 marks.
- R18UG and R20UG regulations offer minor degrees and Honors degrees.
- Mark sheets and PCs are provided with security features.
- A grading System is being implemented in evaluating and assessing students in place of the percentage of marks.
- Online publication of results.
- Inclusion of photograph, Aadhaar number, Mode of study, and Medium of Instruction was introduced to include them in certificates as per the UGC directions.

Student registration, data validation, registration amount, hall ticket generation, result processing, moderation, result analysis, and marks memos can be generated through examination management software.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate

attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

POs, PSOs, and COs are framed after rigorous consultation with stakeholders by concerned departments, and after the attainment of consensus, these are widely publicized. POs and PSOs are displayed in all laboratories, corridors, Head's rooms, and staff rooms of the concerned department.

College website: The POs and PSOs are published on the department home page, in student handbooks, heads handbooks, and the lab manual every semester.

Disseminating POs & PSOs:

Students: As part of the Induction Program, the POs and PSOs are explained to all first-year students, and periodic workshops are organized to create student awareness.

Parents: During the Parent-Teacher meeting, the POs and PSOs are explained by faculty and in the orientation program by the Heads and staff.

Staff: At periodic intervals, orientation programs for newly joined faculties wherein POs and PSOs are explained, and periodic workshops are organized to present the POs and PSOs.

Alumni Members: POs and PSOs are emailed to alumni and explained during annual alumni meetings.

Governing & Academic Council: Department Magazines are emailed.

Employers: POs and PSOs are supplied to them during the campus drives.

Attainment of Cos:

The assessment tools utilized for the evaluation of the Course Outcomes (COs) are

1. Direct Method

1. Continuous Internal Examinations (CIE)
2. Semester End Examination (SEE)

1. Indirect method

Course Exit Survey

The overall attainment for a particular CO is calculated by considering 80% weightage of direct assessment and 20% weightage of indirect assessment. The flowcharts of CO attainment processes for theory and laboratory courses are given in Tables 1 and 2, respectively.

Attainment of Pos and PSOs:

Program Outcomes (POs) are broader statements than COs that describe what students are expected to know and be able to do upon graduation. These relate to the technical capabilities, problem-solving skills, design, and analysis of systems using modern tools that students acquire on their enrolment through the program. The attainment of POs and PSOs is calculated using direct and indirect assessment tools.

In the overall attainment of POs and PSOs, 80% weightage is contributed by attainment calculated from direct assessment and 20% weightage from attainment calculated from indirect assessment.

Table 1 Program Outcome assessment and evaluation pattern through direct assessment tool

Direct Assessment (80% Weightage)	Assessment Tools		To whom	Frequency/Course	Evaluation of COs	Contributing to POs/PSOs
	Continuous Internal Assessment	Internal assessment tests	Students	Twice	CO1 –CO5	PO1 to PO12 &
		Assignment		Four times	CO1 –CO5	
	End Semester Exam	Examination		End of the Course	CO1 –CO5	PSO1 to PSO3

Table 2 Program Outcome assessment and evaluation pattern through indirect assessment tool

Indirect Assessment (20% Weightage)	Assessment Tools	To whom	Frequency/Course	Contributing to POs/PSOs
	Student Exit Survey	Graduating Students	Once at end of the program	PO1 – PO12 &
	Alumni Survey	Alumni	Once	
	Employer Survey	Employer	Once	PSO1 - PSO3

If POs and PSOs do not meet the target values, an action plan is designed and implemented in the subsequent academic year.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 90.58

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 654

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The objective of the Research promotion policy in KSRM College of Engineering, Kadapa (Shortly KSRMCE) is to establish procedures for the conduct of research and scholarly activity to promote applied research and innovation. This research promotion policy fosters a culture of research, innovation, and knowledge dissemination among faculty and students to achieve research excellence. This policy applies to all faculty participating and conducting research and innovation activities under the auspices of the college.

Policy Statements

- The college assigns responsibility for oversight and coordinating the applied research and innovation to the Dean, Research & Development (R&D) Cell, which provides the support services to carry out this responsibility.
- The college seeks and accepts **research proposals** where these undertakings have strong potential for practical learning experiences for students, to enhance instructor knowledge, or to contribute to society's social, cultural, or economic well-being.
- The college recognizes the need to groom young faculty and students into research. The college promotes research schemes targeting privileged groups like young faculty, women, and students.
- Research policy facilitates the dissemination of **research findings** through publications, conferences, patents, and knowledge transfer
- The college encourages **interdisciplinary collaboration** among departments and institutions and facilitates partnerships with industry for collaborative research projects and exchange programs.
- This policy encourages to invest in technology and equipment upgrades to do their research projects with **adherence to academic integrity**.

Policy Procedures

- All research proposals shall be reviewed and approved by the Dean, R&D Cell, before their submission to outside funding agencies, private companies, or for funding under the College's research promotion schemes.
- It is the responsibility of the principal investigator and the Dean, R&D Cell, acting on behalf of the College, to ensure that all expenditures authorized against College accounts conform with the approved budget, with all terms and conditions of the agreement.
- The research results are to be publishable with full regard to the needs of the client. A sponsor may be given the right to publish research results under the terms of the formal contractual agreement.
- The Principal Investigator is responsible for the preparation, content, style, number, delivery, and timeliness of all research reports as per the provisions of the agreement.

- Research projects will be regularly reviewed (at least quarterly) by the R&D Cell to ensure ongoing compliance with requirements. Access to funds may be curtailed if the review finds deficiencies.
- All equipment and material purchases for funded research will be conducted using the standard procurement practices of the College and will remain the property of the College unless otherwise specified in a research funding agreement.
- The Principal Investigator is responsible for ensuring that line items are adhered to and for obtaining, in advance and in writing, the necessary approvals for budget changes.
- This research promotion policy will be **periodically reviewed and updated** to reflect changing research priorities, research ethics, and best practices.
- Dean, R&D Cell, will propose modifications and improvements to this policy document based on experiences, and feedback from stakeholders and others.

File Description	Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 28.5

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	14.03	9.9	2.35	2.22

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 00

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 50.1

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.05

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

Response: 19

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 7.93

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 13

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

In KSRM College of Engineering, the **Institution Innovation Council (IIC)** was established in the year 2018, and initiated by the Ministry of Education (MoE) through MoE's Innovation Cell (MIC) to systematically foster the culture of innovation and start-up ecosystem. The primary role is to engage a large number of faculty, students, and staff in various innovation and entrepreneurship-related activities such as ideation, Problem-solving, Proof of Concept development, Design Thinking, IPR, project handling, and management at the Pre-incubation/Incubation stage. The innovation and entrepreneurship ecosystem gets established and stabilized on this campus. The IIC is designed to address the existing challenges/issues such as fewer numbers, occasional and unplanned Innovation & Entrepreneurship (I&E) activities organized in the Institute with low involvement of top leadership, lack of coherence, and absence of synergy in resource mobilization, deployment and underutilization of creative potential of youths as the major barrier for vibrant I&E ecosystem to emerge.

IPR Cell: KSRMCE started IPR Cell to foster innovation, protect creativity, and promote a culture of intellectual property awareness among students, faculty, and researchers. To educate and sensitize the college community about intellectual property rights concepts like patents, copyrights, trademarks, and trade secrets, IPR Cell regularly conducts workshops and seminars.

In addition, KAPILA scheme to fund patent publication and examination, and NISP (National Innovation and Startup Policy) to promote innovation and startups on this campus. NIR (National Innovation Repository) is to collect and store all innovative activities

Entrepreneurship Development Cell (EDC): EDC of KSRMCE for nurturing the spirit of entrepreneurship among students. This dedicated unit acts as an incubator for innovative ideas and provides a supportive ecosystem to transform the ideas into viable businesses. EDC provides a wide range of resources, like workshops, and funding guidance, enabling aspiring entrepreneurs to navigate the complexities of starting and managing their ventures. By fostering a culture of entrepreneurship, ED Cell empowers students to develop critical skills such as problem-solving, risk-taking, and strategic thinking, while also contributing to economic growth by promoting innovation and job creation

KSRMCE is associated with many MoUs to collaborative partnerships between the college and various

stakeholders, such as industries, research organizations, and other educational institutions. Through MoUs, the creation and transfer of knowledge/technology mechanisms are formalized, enabling the exchange of expertise, resources, and cutting-edge technologies. This collaborative synergy leads to joint research projects, internships, and faculty exchange programs, all of which enrich the learning environment and expose students to real-world challenges and solutions.

Research and Development (R&D) Cell: Research laboratories were established under the

supervision of the R&D cell to conduct the research by faculty and students. Three departments namely Civil Engineering, ECE and CSE are recognized as research centers by the JNTUA Anantapuramu Research Committee is constituted of senior faculty members to frame policy guidelines and provide directions for the growth and development of research.

Overall, this institution has created a holistic framework for knowledge and technology creation, protection, and transfer to get tangible outcomes and meaningful application of the knowledge for the betterment of society.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.08

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 27

File Description	Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.52

3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 189

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response: 0.19****3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 69

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response: 3.98**

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: 9.5****3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years**

Response: 4.19**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.3817	1.0447	0.7077	0.3707	0.68074

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

KSRM College of Engineering (KSRMCE) is committed to foster holistic development among its students by actively engaging them in extension activities within the neighbourhood community. The college has NSS Unit, Scouts & Guides and student clubs which conducts activities catering to the needs of local villages and conduct various awareness campaigns. These activities have not only made a positive impact on the community, but also sensitize the students to various social issues. Over the past five years, the college's extension activities have achieved remarkable outcomes and received notable awards, showcasing their dedication to creating a positive change in society.

KSRMCE organizes the following community extension activities on a regular basis.

- Blood donation camps.
- Tree plantation program in the college, surrounding villages and nearby areas.
- Assistance to orphanages and old age homes, such as the distribution of groceries, clothing, and household items.
- Assistance to Government Schools by distributing furniture, computers, etc.
- Distribution of Blankets for needy people at locations across Kadapa.

- Clean and green initiative and spreading awareness on environment by distribution of ecofriendly Ganesh idols.
- Fit India Run, Health run, Heart, Eye, Cancer, and other awareness rallies and marathons have been organized by addressing community issues

Impact of Extension Activities:

The extension activities conducted by KSRMCE has a significant impact on the neighbourhood

community. Through initiatives like community service and awareness campaigns the college has actively contributed to the overall development of the community. The college has initiated several health and sanitation drives, reaching out to underprivileged communities and providing them with access to clean drinking water, sanitation facilities, and healthcare services.

Sensitization to Social Issues:

KSRMCE recognizes the importance of sensitizing students to social issues prevailing in the society. Through its extension activities, college has successfully raised awareness about various issues such as gender inequality, environmental conservation and sustainable development. Students actively participate in awareness campaigns, rallies, and workshops, engaging with the community to address these issues under NSS Unit and various student clubs. The extension activities have a profound impact on the neighbourhood community. By actively engaging in community service, raising awareness about social issues, and promoting holistic development, the college has created a positive change in the society. The students' sensitization to social issues and their holistic development through these activities have laid the foundation for responsible and compassionate citizens. The awards received by the college in recognition of its initiatives highlight the effectiveness and success of their efforts.

KSRMCE continues to lead by example, inspiring other institutions and individuals to actively contribute to the betterment of society through extension activities. The socially relevant projects as a part of curriculum as per R18UG regulations and Community Service Projects as per R20UG regulations which are mandatory for the students helped in developing sense of responsibility towards society.

File Description	Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 91

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
23	28	19	18	03

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
Institutional data in the prescribed format (data template)	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

K.S.R.M. College of Engineering stands as one of the well-established engineering institutes in the Rayalaseema Region of Andhra Pradesh. Established in 1980, the institution covers a sprawling 35.23 acres of land. Since its inception, the institute has continually upgraded its infrastructure to align with evolving student needs and contemporary trends. This commitment stems from a collaborative approach that welcomes input from all stakeholders, fostering an environment conducive to knowledge exchange.

Regular enhancements and upkeep of existing facilities are routine practices at K.S.R.M.C.E. The institute employs meticulous planning to anticipate requirements related to increased student intake or the introduction of new courses. The Maintenance Committee oversees not only the maintenance and repair of current infrastructure but also the supervision of new construction projects.

For effective teaching and learning experiences, the institute has invested in creating an enabling environment. All 60 classrooms and five seminar halls across various departments are equipped with ICT facilities. Specific classrooms are dedicated to hosting tutorial and remedial classes. The institute boasts state-of-the-art laboratories, updated with the latest equipment. Beyond the standard labs, departments maintain project laboratories that inspire students to conceive and execute novel ideas, leading to the publication of research articles within their respective domains. Seed funding initiatives further motivate students in their pursuits. The institute houses a total of 1003 computers, strategically placed in laboratories, staff rooms, and administrative offices, all with advanced configurations.

Comprehensive internet coverage is facilitated through campus-wide LAN and Wi-Fi networks, offering a bandwidth of 500 Mbps. The central library holds around 69,000 volumes, serving as a knowledge repository for students and faculty alike. Department specific libraries are also provided to each department. In addition to computational resources, the institute grants access to a diverse range of software required for both standard curriculum and advanced learning, including tools like AutoCAD, Plaxis 2D, Staad Pro, Autodesk REVIT, ETAP, LABVIEW, Cadence VLSI Design Tool etc.

The Research and Development Cell (R&D Cell), established in 2016, serves as a dynamic hub for fostering research and innovation within the institute. Since its inception a total of 40 distinct courses were conducted, trained around 1800 students in various skill programs, 500 students were certified by various recognized agencies and 10 projects were undertaken.

The following Centre of Excellences are established under R&D Cell:

1. Institution Innovation Council (IIC)
2. CM Skill excellence centre(APSSDC)
3. NI Labview/Andriod lab
4. DASSAULT 3d Experience and Innovation lab
5. Python Programming Lab

KSRMCE, Kadapa, boasts a comprehensive sports infrastructure, including two cricket grounds, two volleyball and ball badminton courts each. For various sports, the college provides one court each for throwball, tennikoit, football, basketball, kabaddi, and handball. Additionally, there are badminton and table tennis facilities, along with indoor games like chess and carroms. Fitness enthusiasts can benefit from the four-station gymnasium. These amenities offer students diverse opportunities for physical activity, competition, and skill development.

File Description	Document
Upload any additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 33.52

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
225.88	181.7	326.94	76.56	418.47

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The KSRM College of Engineering Central Library boasts of an area of 1060.18 sq.mts. which is divided into sections for Circulation, Periodicals, Newspapers, Digital Library, Reading area etc. All the books in the Library are digitally coded and managed through Integrated Library Management System 'ECAP' Software with fully automation (version 2.0) since 2008. All the books in the library are bar-coded and transactions are automated by using this bar code system. Entire task of book issues returns and renewals are computerized. All the stake holders are given access to e-resources and digital content of the Library can be through intranet using the IP address <http://192.168.3.100>. In Digital Library, the systems are dedicated to browse the digital collection comprising of e journals and e-books from IEEE, JNTUA Consortium (Taylor and Francis & J-GATE), NLIST (e-Shodh sindhu), DELNET and NPTEL Video Lectures. The seating capacity of our library is 300 and it is spread over 1060.18 square meters area. The institute recently considered Knimbus for library to boost the usage Digital Subscriptions by being available to users anytime, anywhere. Knimbus platform is a complete Digital library that provides all library services through a single platform rather than just being a list of links to separate publisher platforms. Students and Faculty can study, practice and do projects in one continuous experience anytime, anywhere, on any device.

Library information

Titles	: 12,353
Total No. of Volumes	: 68,892
Book Bank for SC/ST	: 5,195
Book Bank for BC	: 467
Reference Books	: 8610
E-Journals	: 13,81,768
E-Books	: 3,96,537
Database	: KLIP
Print Journals	: 106
International Journals	: 42
National Journals	: 64

Magazines : 15
 Back Volumes : 3500

E- Library facilities

Number of Computers : 30
 Broad Band Connectivity : 500 MBps

E- Journals and books

Product Description	No. of			
	Journals	E Books	Magazines	Videos
IEEE Xplore	1351364	65173	206046	—
N-LIST	6292	195809	—	—
DELNET	911	271	—	—
JNTUA-E- Resources (Knimbus)	23201	135284	—	385606

Library Networks Membership: DELNET & INFLIBNET, National Digital Library.

DELNET with a membership of 2196 National and International Libraries provides web access to 5.79 million records of books, periodicals, theses, dissertation with location data and document delivery facility.

The Library is member of **INFLIBNET** and provides web access to 3,01,41,202 full text of e-Books, e-Journals and Archives.

National Digital Library of India (NDLI) is a virtual repository of learning resources which is not just a repository with search/browse facilities but provides a host of services for the learner community. It has over 2.2 million books in its collection. The repository has content from multiple domains like Technology, Humanities, Science and others. The content available is in more than 60 formats – books, manuscripts, articles, thesis, video lectures, etc. The content is available in more than 70 languages.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.24**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
19.09	26.03	6.57	18.53	12.05

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure**4.3.1**

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution is committed to provide students with the latest technological advancements. The institution regularly assesses IT requirements and takes the necessary actions. The campus has Wi-Fi access, and students and instructors are encouraged to use online learning materials.

1. All college systems are linked in a star topology with Optical Fibre cable and CAT 6 LAN at a speed of 1GBPS.
2. Every department has wi-fi as well as college mail Ids.
3. Every department has smart classrooms.
4. The computer laboratories are equipped with high-performance computers, high-speed internet, and a variety of software.
5. The laboratories are also equipped with multimedia projectors and other audiovisual equipment.
6. The laboratories are used for a variety of purposes, including teaching, research, and student projects.

7.The institution also has a dedicated IT team that is available to provide technical support to students and faculty.

Total Number Of Systems:

Total Systems	1003
---------------	------

Internet Details: Excel leased line-----500 MBPS

Total number of Printers:

S.No	Name of the Printer	Quantity
1	Laser Printers	24
2	Colour Printers	03
3	Xerox Machines	07

Wi-Fi: Wi-fi enabled campus.

SUPPPORT: Optical Fibre Cable (OFC) is the backbone of Entire campus with a speed of 1GBPS.

CC Camera Surveillance: Entire campus is under CC Camera surveillance with 55 cameras.

College's computing resources-Brief note: Since its foundation, the college has had its own network infrastructure. The laboratories are equipped with CISCO Routers controlled and monitored by SOPHOS XGS-4300 firewall and using safe browsing along with security for all labs with internet facility, including LAN and WAN. ECAP is an online academic administration platform. Tally PRIME - Accounting. KLIP Library - Entire library content made available to students and educators 24 hours a day, seven days a week.

Server Details:

S.No	Total No. of physical servers	Total No. of Server Applications
1.	4	5

Software Details

1. System Softwares: 06

Operating Systems
Win 10Pro
Windows 7 Ultimate
Windows Server 2008 R2 Enterprise
Windows Server 2016 Standard
Ubuntu 18 LTS

2. Application Softwares: 27

Name of the Software
Autocad
Anaconda Python
Dev C++
Java

Xilinx Vivado
Oracle 10g
R- Studio
Weka 3.7.4
MS office Std 2007
Tally Prime
MS-Office 2021 LTSC
MS Visual Studio Prof Media
Apache Tomcat 5.0
MATLAB
Code Composer
Cadence VLSI Design Tool
LogiSim Simulator for DLD
ALP (Assembly Language Programming)
Any Desk (Remote Admin)
ETime Track Lite
Hadoop Software
Android Studio
ELCS, AECS (English communication)
Visual Paradigm
Win-Runner
K-VAN Soft
STAAD Pro
FOXIT Reader
Dreamweaver 8

File Description	Document
Upload any additional information	View Document

4.3.2

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

Response: 3.95

4.3.2.1 Number of computers available for students' usage during the latest completed academic year:

Response: 694

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Facilities for e-content development

Media Centre: Institution has well established Media centre, which is successfully serving the entire college with media needs. It serves as a central hub for gathering and sharing information on college events to media sources. It also keeps track of and handles all of the College's events, guest lectures, and seminars. All of the activities will be shared on social media platforms such as Facebook, Instagram, and Twitter, as well as videos on YouTube.

The centre's major function is as follows:

- To be single point contact for the media to receive public information from the college ?To collect all the news of the events in the college.
- To keep track of how the college's activities/events/notifications were covered by the media. ?To film key interior and outdoor events.
- Students, professors, and staff can check out cameras, mics, audio recorders, and lights from the media centre equipment office.
- The Media centre assists students working on class assignments as well as anybody who wants help getting started on a project.

College Media links

- Facebook :facebook.com/ksrmceofficial
- Instagram :instagram.com/ksrmceofficial
- Twitter :twitter.com/ksrmceofficial
- Youtube :Youtube.com/ksrmceofficialmedia

Media Centre Equipment

- Dell Inspiron 5518
- 2 Desktop Computers
- Seagate Hard disk 2TB
- HDMI cables

- Audio Cables
- Card reader
- Audio Video capture cards
- Speakers
- Tripod
- Canon Cameras: 3
- Video recorders: 2
- Camera filters
- Curtains and curtains stand
- Ring lights
- Sun gun
- Camera Godox Flash

Mixing Software:

- Adobe Photoshop CS3.
- Adobe Photoshop CC.
- Adobe Photoshop CS6.
- Camera Raw
- ACDsee Photo Studio Home 2022.
- Anu Script 7.0.
- Adobe Photoshop 7.0.
- Microsoft office
- Adobe Acrobat DC.
- WondershareFilimora X.
- EDIUS 8.5.3.
- Adobe After Effects CCS
- Adobe Premiere Pro CC.
- Adobe Lightroom Classic CC

Audio Visual Centre: KSRM being one of the oldest colleges, the management has foreseen the importance of efficient Audio Visual Centers. Visual aids help students to understand any topic lucidly. We have all our seminar halls equipped with required audio visual infrastructure which have an adequate capacity of 120. For larger gatherings we have a 400 capacity auditorium equipped with a requisite infrastructure for Audio Visual needs. Students can use these facilities to project their technical ideas and extracurricular interests and start-up thoughts. Parallely all the students can access any learning material through the computer laboratories which are connected to the internet.

Lecture Capturing System: Our college is equipped with a state of the art Lecture Capturing System which uses free times of the faculty to develop quality lecture videos and the same will be aided by reading material for the benefit of student. Also faculties are encouraged to create lecture using online meeting platforms (Google Meet) and other open source software.

File Description	Document
Upload any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 17.06

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
186	105	60	164	111

File Description

Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)

[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports complex, computer, classroom etc., in the institute. The maintenance of physical, academic and support facilities are carried out in a planned and systematic manner as per the Standard policies developed by the institute on daily basis and periodically. In case of maintenance standard procedure is followed to bring the equipment/machine in working condition. A supervisor is appointed to monitor and maintain the physical facilities and Housekeeping staff. A brief description is presented below on maintenance and utilization of some facilities.

Laboratory Maintenance: Each laboratory has a laboratory in-charge, a Lab Assistant and attendant. Laboratory in-charge is responsible to maintain and upgrade the laboratory with necessary equipments from time to time. Procurement of new equipment is done as per the requirement. Entry of stock in Stock register is done after the purchase of every equipment. Dead stock register is maintained to verify working/non-working/missing equipments etc. Every laboratory assistance keeps the record of utilization of equipments, computers and other required material for experiments.

In case of maintenance of equipment, the concerned laboratory assistant along with the attendant will handle the maintenance work. The repair/maintenance of the equipment records are maintained in the Maintenance Book.

Library Maintenance: Central library is equipped with an excellent collection of books, journals & bound volumes with a seating capacity of 300 users at a time. To maintain central library, Librarian and supporting staff are appointed. The library staff maintain books in catalogued racks which are segregated department wise in lending & reference sections. Issue and return of the borrowed books are maintained by the library software. Library is using OPAC (Online Public Access Catalog), where the users can search by Author's name, title, subject & keywords on the campus LAN. At the end of the Academic year, stock verification is done. Procurement of new books & volumes as per the requirement is initiated through library committee by inviting the requirement of books from various departments this is then processed following the procurement procedure.

Classroom Maintenance: Class rooms are allocated to all departments along with necessary ICT tools. The class rooms are utilized as per the time table of the department. The class rooms are cleaned on daily basis monitored by institute supervisor.

Computer Maintenance: The college has 1003 computers with internet connection and the utility software distributed in different localities like office, laboratories, library, departments etc., As per the rules & policies of the institution, the Stakeholders have the equal opportunity to use the facility. All the localities are connected in LAN and are open for both students and faculty as time permits them. All computational facilities are being used in air conditioning environment and are given for Annual Maintenance Contract (AMC) for proper maintenance. Up-gradation of system configuration is done by the System Administration team whenever required.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 66.95

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1972	1844	1780	1652	1866

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career counselling and guidance plays a crucial role in shaping the future of students by helping them make decisions about their career. KSRM College of Engineering (KSRMCE), renowned for its commitment to holistic education, has been dedicated to provide career counselling and guidance to its students. Over the past five years, the Institution has made substantial efforts to offer effective career counseling and guidance for competitive examinations.

Career Guidance Cell: Recognizing the significance of career counselling, the college established a dedicated Career Guidance Cell to provide guidance to students. This cell conducts regular sessions,

group discussions, and seminars to assist students in exploring career options and making informed choices. The cell organizes technical awareness sessions on recent technologies. KSRMCE also conducts an awareness program to the I Year admitted students. Besides the cell organizes various awareness programs regarding competitive examinations like GATE, Engineering Services, Civil Services, Group-I etc. and also for higher education such as GATE, GRE, TOEFL, IELTS, Duolingo, CAT/MAT etc. through external agencies. Renowned experts and professionals are invited to share their insights and experiences to provide valuable guidance and motivation to the students.

Alumni Interaction and Mentorship Programs: KSRMCE organizes alumni interaction programs and mentorship initiatives to facilitate students' career growth. Alumni who have excelled in their respective fields are invited to share their experiences, insights, and valuable advice with the students. These interactions provide students with real-world perspectives, industry knowledge, and networking opportunities, helping them to make their career decisions.

Career Development Activities: To enhance students' employability skills, KSRMCE conducts regular career development activities. These activities cover various aspects such as resume writing, interview skills, communication skills, and professional etiquette. Industry experts are invited to provide practical guidance and impart industry-specific knowledge, ensuring students, well-prepared for the job market. KSRMCE coordinates to send its students to industrial visits and internships to provide practical knowledge to them. Besides, the guest lectures by industry personnel are organized to the students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 1.81

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	07	23	11

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.2**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
29	17	14	12	07

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**Response:** 0**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.****Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words****Response:**

Recognizing the importance of student empowerment and involvement in decision-making processes, KSRM College of Engineering (KSRMCE) places a strong emphasis on the presence of an active Student Council and the representation of students on academic and administrative bodies/committees.

The Student Activity Council:

At KSRMCE, the Student Activity Council exists, consisting of class representatives (CRs) and girl representatives (LRs) from each department. This student Association serves as the voice of the student community, acting as a bridge between students, faculty, and the college administration.

The Student Activity Council actively engages in open dialogue with students, and communicates their perspectives on various academic and non-academic matters to the college authorities consisting of student counselor, class teacher, subject teacher, course coordinator, HOD, Deans, Principal and Management. Through this proactive approach, the Student Activity Council acts as a catalyst in, effectively communicating student feedback, suggestions, and grievances to the college administration.

Moreover, the Student Activity Council collaborates with the administration to organize a diverse range of extracurricular activities, cultural events, and community service initiatives.

Representation on Academic and Administrative Bodies/Committees:

Recognizing the value of student input in decision-making processes, KSRMCE ensures that students have representation on various academic and administrative bodies/committees. Students are nominated as representatives on bodies such as the Internal Quality Assurance Cell (IQAC) Committee, Anti Ragging Committee, Institution's Innovation Council (IIC), Library Committee, Disciplinary Committee, Cultural Committee and in various student clubs.

By having student representations in these committees, the college ensures that students have a role related to, library resources, and disciplinary issues. Student representatives share their insights, and advocate for the interests and concerns of their peers. This inclusive approach not only enriches the decision-making process but also nurtures among students, making them active stake holders in their own educational journey.

The Impact of Student Representation in Academic and Administrative activities:

The presence of an active student representation on academic and administrative bodies at KSRMCE has far reaching benefits for the institution and its students. Here are a few notable impacts:

1. **Student Empowerment:** The active involvement of students in decision-making processes empowers them to take ownership of their education and campus life. This sense of empowerment boosts their confidence, leadership skills, and overall personal development.
2. **Effective Communication Channel:** An effective communication channel can enhance the interaction between students, faculty, and administration which is provided through various college level committees
3. **Holistic Development:** The diverse range of extracurricular activities, events, and initiatives organized by the Student council enhances the holistic development of students. It provides them with opportunities to explore their interests, develop new skills, and build networks, contributing to their overall growth.
4. **Inclusive Decision-making:** Student representation in academic and administrative bodies ensures that decisions are made with the active participation and this leads to well-rounded and student-centric policies and practices.
5. **Enhanced Learning Environment:** By actively engaging with students and considering their perspectives, student representation creates a more inclusive and supportive learning environment.

File Description	Document
Upload any additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events
- 2.Cultural competitions/events
- 3.Technical fest/Academic fest
- 4.Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
Institutional data in the prescribed format (data template)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 60.84

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
14.91	15.2	9.22	10.97	10.54

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words**Response:**

KSRM College of engineering (KSRMCE) have the privilege of nurturing graduates who have become successful professionals in various fields. These accomplished individuals, collectively known as the alumni, play a vital role in the growth and development of their alma mater. Their contributions and engagement through academic and other support systems are invaluable assets that propel the institution to new heights.

Strengthening Academic Programs: Alumni with their extensive industry experience and knowledge, had provided valuable insights into the changing landscape of their respective fields. KSRMCE benefited from their expertise by involving alumni in curriculum development and revision processes. Alumni input ensured that academic programs remain relevant, aligned with industry trends, and meet the demands of the job market. By organizing guest lectures, workshops, and seminars, alumni shared their practical experiences, impart industry-specific skills, and inspire students to excel.

Mentoring and Career Guidance: The Participation of Alumni is extended beyond academics. They play a crucial role in guiding and mentoring students. Alumni has provided valuable insights into the job market, share tips for career advancement, and help students navigate the transition from academia to the professional world. Through alumni interactions students gained access to in valuable industry connections and receive guidance on career paths, internships, and job opportunities.

Industry Collaboration and Placement Support: The alumni network serves as a bridge between the Institution and the professional world. Alumni actively collaborates with the college's placement cell, shares job openings, facilitating internships and employment opportunities for students. By participating in campus recruitment drives, conducting mock interviews, and providing resume reviews, alumni enhance students' chances of securing lucrative employment. Alumni, as successful professionals themselves, carry the institution's reputation and can vouch for the quality of education imparted at KSRMCE.

Financial Support and Infrastructure Development: Alumni are often at the fore front of providing financial assistance to their alma mater. Their generous contributions help in funding scholarships and infrastructure development. By establishing endowments and creating funds, alumni create opportunities for deserving students whom they lack the financial means to pursue higher education. Alumni contributions also enable the institution to invest in state-of-the-art facilities, laboratories, and equipment, ensuring that students have access to a conducive learning environment.

Alumni Networks and Community Building: Alumni networks are valuable resources for both personal and professional growth. KSRM College of engineering has created exclusive Alumni portal to encourage and stay connected with their peers, faculty, and the institution itself. Alumni portal foster a sense of community, provide a platform for alumni to collaborate on various initiatives, and enable knowledge sharing and professional development opportunities. Online and Offline Alumni Connects are conducted to share their success in their career.

Brand Ambassadors and Institutional Reputation: Alumni, as successful professionals, became brand ambassadors for KSRM College of engineering. Their achievements reflect positively on the institution's reputation and contribute to its credibility. Alumni who excel in their fields bring recognition and

acclaim to the college, attracting prospective students, faculty, and industry collaborations.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision: To evolve as centre of repute for providing quality academic programs amalgamated with creative learning and research excellence to produce graduates with leadership qualities, ethical and human values to serve the nation.

Mission:

M1: To provide high quality education with enriched curriculum blended with impactful teaching-learning practices.

M2: To promote research, entrepreneurship and innovation through industry collaborations.

M3: To produce highly competent professional leaders for contributing to Socio-economic development of region and the nation.

The college is implementing the NEP-2020 through the development of suitable curriculum and pedagogy, as well as the execution of numerous additional initiatives. This guarantees that the students acquire all-rounded education that prepares them for future challenges. To meet the evolving requirements of students and industry demands, the institution has continually enhanced its curriculum, infrastructure facilities, teaching learning methodologies, and academic programmes.

Decentralization and Participative management:

The KSRMCE has decentralized and transparent mechanism in management, administration, financial and academic affairs. This mechanism is delegating appropriate responsibilities from the top level management to low level and allows the top management to focus on policy making and major decisions.

The Governing body is the highest decision-making body which formulates/ amends rules and regulations, delegates powers and responsibilities to various Committees, Principal, Heads of the Departments (HoDs), and Heads of the Sections.

The Principal is the Head of the Institution and is empowered with sufficient authority and powers for smooth functioning of day-to-day activities of the institution with the support of Deans and HoDs. Principal frames the rules and regulations in consultation with Governing body of the institution and reviews the outcomes from the implementation of action plans through meetings with various committees and makes necessary changes in action plans if required.

HODs look after the day-to-day activities and functions of various departments. They are responsible for content delivery, effective teaching-learning process, monitoring of mentoring system, up-gradation and maintenance of equipment.

The decentralized mechanism exists even at the department levels. Every department has Program coordinators to look after the activities of each program.

To execute the action plans and policies for fulfillment of the Vision and Mission of the institution, various non-statutory committees are framed with all stakeholders of the institution. For the development of students, various cells and clubs are established at college level.

KSRMCE has a policy of participative management as a form of democratic governance and this is achieved by involving faculty, staff and students in all its academic bodies. It focuses on decentralization by intending equal opportunity in the functioning of the Institution. Right from the Chairman of the college to the staff and students, all the stakeholders have a role to play in building of the college. Their involvement and cooperation in devising and implementing policies for academic and administrative affairs through various committees have contributed to the growth of the college.

IQAC develops short- and long-term Institutional Perspective Plans that explain the strategic objectives, aims, and action measures required to fulfill the Institution's goals.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Strategic Plan: The institution has a unique culture of aiming high and accomplishing the same through its continuous pursuit for excellence. The Strategic plans and perspective plans are developed in consultation with various stakeholders of the institution, experts from industry and academics, Principal, Heads of the departments keeping in view the long term perspectives of the institution. These plans are reviewed from time to time to check the practicality and achievements.

Perspective Plan: Based on the strategic plans, the institution has a perspective plan of development. This plan is made as per the requirements of the learners and with a view to cater to the needs of the institution and the society at large. Academics, student progression, Administration, Research, infrastructure, Industry interface, Institutional excellence and social responsibility are the major areas covered in the plan.

Deployment Documents: The plans articulated by the management and principal are communicated to the target groups like faculty, students, staff and other stakeholders through meetings, mails and other forms. The Principal's Handbook serves as guideline at the institutional level to undertake these activities. The organizational procedure manual guides all the above mentioned activities through well defined policies and procedures for each of the activities.

Administrative Set-up: The Institution has a well-organized administrative structure. The Governing Body is the top decision-making body of the institute. The organogram on the college website illustrates the institute's administrative structure and decentralization. To achieve transparency, participatory management, and decentralization at all levels, the Institute has statutory and non-statutory committees with defined functions and responsibilities.

Functions of Various bodies/Committees: A sufficient number of committees are formed to ensure the smooth operation of the institution. Every committee has a chairperson/convener, as well as staff and/or student members. Every committee in the Institution has well-defined functions. The Principal is responsible for all Chairpersons/Conveners.

Service rules: KSRMCE has well defined service rules and are notified in college website. Faculty are educated on roles and responsibilities, discharge of duties, increments, types of leave, code of conduct, financial support for attending FDPs/workshops/conferences, incentive for achieving academic excellence, publication of papers in reputed journals, grants received for projects from funding agencies, revenue generated through consultancy and others.

Recruitment: The qualifications, age, experience etc., shall be as per AICTE / UGC norms in respect of teaching staff and as per A.P. State Government/University norms in respect of Non-Teaching Staff. Selection of the candidate shall be by a selection committee.

Promotion: Promotion is on the basis of performance in the Institution, and is based on availability of vacancies. All policies and conditions are clearly stated in the service rules of the Institution.

Policies for the functional aspects of the Institution:

1. Research Promotion Policy
2. Seed funding Scheme Policy
3. Consultancy Promotion Policy
4. Research Ethics Policy
5. IPR Policy
6. IT Policy
7. E-Governance Policy
8. Green Policy
9. Divyangan Policy

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Institute recognizes and endeavors to maintain the welfare of all the employees with a high degree of

satisfaction. The following are some of the amenities/service facilities provided to the Teaching and Non- Teaching staff.

- 1.As per the norms of AICTE, 6th Pay commission recommendations are implemented.
- 2.Employees are covered under EPF and gratuity.
- 3.Study, Maternity and Earned leaves are sanctioned for the required staff.
- 4.Laptop loans are provided for both Teaching and nonteaching faculty.
- 5.Registration fees, Dearness allowance, Travel grants for faculty attending conferences and workshops are provided.
- 6.Incentives for publication in Journals and Conferences
- 7.Incentives for best research work.
- 8.Concession in tuition fee for the children of staff.
- 9.Teaching and Non-teaching staff is provided with ESI facilities.
- 10.Concessional on Transport facilities for all the staff.
- 11.Full time Medical facility with nurse and ambulance service is available in the institution.
- 12.Sports, gym and yoga facilities are provided for staff.
- 13.Bank and ATM facility is available in the campus

Performance Appraisal System for Faculty:

A good performance appraisal system helps for the improvement of the overall performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision.

KSRMCE performs appraisals in order to evaluate employee performance in a methodical manner. This performance assessment is an annual examination of employee's job performance and contribution to the organization that aids in assessing and recognizing an employee's abilities, progress, successes, and deficiencies.

Teaching faculty appraisal form consists of Key Performance Areas like teaching, Research, Industry interaction, Institutional Development, Domain flexibility and student feedback etc., At the end of each academic year, the data about the above categories are collected from each faculty member and based on the score attained the increment will be recommended.

Performance Appraisal System for non- teaching staff: HODs will submit an annual confidential report on the performance of non-teaching staff considering performance in the assigned work, discipline, improvement of qualification, improvement of working skills etc.,

File Description	Document
Upload any additional information	View Document

6.3.2

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

Response: 52.36**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**

2022-23	2021-22	2020-21	2019-20	2018-19
102	110	74	106	97

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 58.46**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
108	103	120	118	97

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Since the inception of KSRMCE a transparent mechanism of financial resources are been followed. In the beginning of the financial year a proper budget allocations are been made effective utilization of financial resources are been planned. Fee collection, salary and loan distributions, bills and tax payments, purchase of laboratory equipment, teaching aids, furniture and facilities are managed by the accounts department in support with purchase committee.

All the financial transactions are done in a proper channel and the transactions are recorded and computerized. Every month the Finance Officer of the college does the internal audits. At the end of every financial year an external audit is done by the statutory auditor and annual submission of income-tax returns is carried out. There have been no audit objections raised due to well-planned financial management.

Mobilization of Funds:

- The major source of revenue for the college is the Annual fee collected from students. The fee is Collected as per the fee & guidelines fixed by the State fee regulatory authority. The fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute. The fixed deposits are withdrawn and used for the expenditure of the college. The interest earned on these fixed deposits is also being utilized for the needs of the institution.
- Mobilization of funds is also done through sponsored projects from DST, AICTE, UGC, Industry sponsored projects by the faculty and alumni funds. Funds are also mobilized through consultancy and philanthropic contribution.

Strategies for optimal utilization of financial resources:

- During the budget preparation in the institution all the academic and section heads are requested to provide the annual budget requirements keeping in view of development and updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc.
- Individual budget estimations are collected and Budget is prepared. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same will be submitted to Governing Council for approval.
- The Governing council further approves the budget and forwards to the Executive Committee of the management for perusal.
- Budget approvals will be communicated to the departments and sections.
- The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case.

The budget utilization from the past years speaks out the efficient budgeting and optimal utilization in the institution.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 30

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
30	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The institution conducts external and internal audits regularly. The institution is having qualified practicing chartered accountant as External auditor who is auditing the accounts of the college once in a year. After the audit, the report is sent to the management for review. The auditor is appointed by the Management. In addition to this, the institution is having consultants to give opinion on taxation and legal issues. Further the following committees are formed for internal auditing purpose.

1. Finance Committee.
2. Management Committee.

Finance Committee: Finance committee gathers and approves the annual budget of the Autonomous section and institute level for each financial year and review the utilization of funds of previous year as per budgetary provision. It meets once in a year and twice if required. The draft budget is placed to the finance committee for the approval. All the current year spending is carried out as per provision given in the budget. Periodic reviews are carried out to monitor the utilization of the budget as per the provision given in annual Autonomous budget. Principal conducts the reviews with the help of chief account officer on quarterly basis and make sure that the funds are utilized effectively.

Management Committee: Institute level budget is approved by institute Governing Body and management Committee at the end of each financial year for the coming year. Each department Committee headed by the HOD, senior faculty and lab in charges and prepares the annual budget for each financial year, this exercise is carried out taking the recurring & non – recurring expenditure requirement from the department for the entire year. A detailed requirement is submitted to principal. Account officer prepare the institute level requirement and prepare the detailed budget. All the department requirements and institute level requirements are discussed in HODs meeting and finalize the

total recurring and nonrecurring budget requirements. The comprehensive budget proposal is placed before the Governing Body and Management committees for final approval. Effective monitoring system is in place from quotations stage to the installation and commissioned stage. Any additional requirements arise due to unforeseen expenditure may be discussed in the HODs meeting and Management Committee is requested to approve Quarterly review of the expenditure is carried out in each department, to monitor the effective utilizations of funds.

The Last audit was done on 31st March, 2023 and as on date there is no adverse remark on the accounts of the institution. The college is filing income tax return every year within the stipulated time.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The initiatives taken during the last five years are

1. New trending courses in UG and PG programmes are introduced.
2. Advised to collaborate with reputed institutions to improve teaching learning and research activities.
3. Initiated Course Review Committee, Department Review Committee and Program Review Committee for the quality improvement in academics.
4. Revised Regulations to meet the local / regional / national / global needs.
5. Encouraged Students & Faculty members to do online courses.
6. Planned Mission P116 to increase placements.

- 7.Planned domain specific training programmes for students to improve placements
- 8.Initiated collaborative virtual activities with various organizations during the pandemic.
- 9.Continuous internal Exam evaluation
- 10.Encouraged Students to do internships in core industries.
- 11.Created awareness on National Education Policy 2020 (NEP-2020).
- 12.Encouraged faculty to publish papers in reputed journals.
- 13.Created awareness on patent filing.

Incremental improvements made during the preceding year and post accreditation quality initiatives.

- New trending branches such as AI & ML in UG and AI &DS, Embedded Systems & VLSI, Renewable Energy in PG are introduced.
- IOT Laboratory has been set up to meet the curriculum and industry needs.
- Curriculum revised for all UG Programs.
- Extracurricular activities and structured co curricular activities have been introduced.
- MOOC courses are introduced to the students as well as Faculty.
- Remedial classes are arranged for slow learners and backlog students
- Updated learning resources.

Two of the initiatives of IQAC are explained below

Mission P116: To increase the placements IQAC has initiated a special programme called Mission P116.Under this programme VI semester students with above 60% of marks were selected for training with their willingness and for every 20 students one mentor has been appointed. For the students regular CRT training as well as company specific training was provided on continuous basis. Regular tests were conducted for trained students and deep evaluation was made on the performance of students in written exams. The mentors motivated the students. Campus interviews in online and offline were conducted in large number and as a result more than 80% of trained students were selected for top MNCs like TCS, WIPRO, and EMPHASIS etc.

Continuous internal Exam evaluation: After Autonomy, greater importance was given to continuous internal exam evaluation. Under R20 regulations 5 marks for quizzes are allotted and 5 marks for assignments are allotted. Two internal examinations are conducted with an average weightage of 30 marks thus making total internal marks 40 and 60 marks are allotted to external examination. Internal choice was introduced in examinations. To improve the quality Blooms taxonomy levels were made mandatory in internal and external question paper settings. Advanced supplementary examinations were introduced to reduce the backlogs.

File Description	Document
Upload 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The institution reviews its teaching learning processes, structure and methodologies of operations and learning outcomes at periodic intervals. The institute reviewed and found some gaps in the Teaching learning process as soon as it receives autonomy status.

The gaps are:

- Value added courses
- Skill development courses such as communication skills, soft skills and technical skills.
- Courses on Human values and professional ethics.
- Courses on Entrepreneurship and development.
- Theme projects in different engineering courses.
- MOOC certification courses.

The above gaps are filled by introducing value added courses in the curriculum after receiving the feedback from stake holders. Skill development course such as advanced communication skills and other skill development labs which improve the communication skills of students were introduced. To improve communication skills courses such as communicative English and labs such as communicative English lab were introduced. Labs on advanced courses such as IOT and Machine learning were incorporated. A Course on “Entrepreneurship and development” is introduced as open elective for all the UG programs. A course on Human values and Professional ethics is introduced in the curriculum which spells out the need for human values. A course on environmental science is introduced. It is made mandatory for students to obtain a certification before completion of the course from agencies such as NPTEL, Course era, etc. as per their choice. Faculty is also advised to undertake a certification course in each semester through agencies such as NPTEL, Course era, etc. Faculty are also advised to collect the question papers of reputed institution and provide solutions to enable them to improve their knowledge as well as question paper setting pattern.

The following innovative processes are adopted by the institution in Teaching and Learning:

- 1.Promoting the usage of ICT.
- 2.Implementing OBE.
- 3.Mapping course outcomes, Program objectives and program educational objectives.
- 4.Arranging training on pedagogy and assessing its impact on teaching-learning.
- 5.Arranging training on latest technologies.
- 6.Conducting FDP programs on emerging technologies.
- 7.Course coordinators for a section are nominated to monitor teaching learning process, schedules and delivery methods.

Structures & Methodologies of operations: All the faculty prepare a course file in advance before the commencement of class work .The HOD monitors the coverage of syllabus as per the lesson plan given by each faculty. The internal question papers setting and evaluation are audited regularly in the department. Course end feedback is collected from all the students for each course. The ICT facilities are reviewed from time to time for its improvement.

Learning outcomes: To encourage outcome based education the institute prepared course outcomes, program outcomes and program specific outcomes for all the programs. Course end feedback and program exit feedback are collected from the students so as to improve upon the course content, its delivery mechanism and evaluation system. CO-PO Attainment calculations are made for each course at the end of the semester and in turn the Program Outcomes are mapped and evaluated.

File Description	Document
Upload any additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The collaborative efforts of the Women Empowerment and Anti-Sexual Harassment Cells within the college are yielding remarkable results, as they join hands to fortify the female students and women staff members on campus. Through a series of diverse initiatives, these cells are leaving no stone unturned in their pursuit of fostering awareness and empowerment throughout the community. One of the central themes the cells are addressing is the concept of women's equality in society. Through a multifaceted approach, they are actively working to dispel misconceptions, prejudices, and stereotypes that hinder the progression of women. By engaging with the One Stop Center, the cells are ensuring that women impacted by violence, whether in private or public spaces, within families, communities, or workplaces, receive the necessary support to heal and rebuild.

Sensitivity to gender-related issues is a key aspect of their awareness campaign. By fostering discussions and workshops on these topics, the cells aim to create an environment where everyone understands the nuances of gender dynamics. Equipping students with effective communication skills further enhances their ability to advocate for themselves and others in various situations. Recognizing the increasing importance of the digital world, the cells are guiding female students towards harnessing the potential of new courses and technology platforms. By expanding their horizons in this direction, the cells are empowering young women to confidently navigate the ever-evolving landscape of digital learning.

Visually impactful initiatives, such as displaying posters highlighting the pivotal role women play in society, contribute to changing mindsets and fostering respect. Simultaneously, the cells are confronting the grave issue of violence against women. They're educating the community on protective measures and avenues for seeking justice, including the recourse provided by the legal framework and IPC sections. Promotional events and awareness campaigns are being held with the express aim of eradicating gender-based violence. The cells are working tirelessly to illuminate the dark corners where such issues fester, subsequently cultivating a safer environment for all.

Environmental well-being is another facet of their campaign. Recognizing the rising pollutants and lack of hygiene that contribute to health problems, the cells are educating women about maintaining a healthy diet to safeguard against illnesses like cancer. Empowerment is not just about raising awareness but also about equipping individuals with practical skills. To this end, the cells are preparing every woman and girl to protect themselves in any situation, promoting self-defence techniques and self-confidence. A critical aspect of their efforts involves addressing the unique issues faced by girl children. Through open dialogues and support networks, the cells are addressing these concerns head-on, fostering an environment where these young girls can thrive. The "Disha App" has emerged as a powerful tool in the

fight against crime. By introducing students to its tracking and safety features, as well as its helpline resources, the cells are making a significant impact on reducing crime rates and enhancing overall security for women.

The Women Empowerment and Sexual Harassment Cells are orchestrating a comprehensive awareness campaign that touches on crucial aspects of women's empowerment, safety, and gender equality. Through their diligent efforts, these cells are creating a community that is not only informed but also motivated to effect positive change, thereby fostering a more inclusive and secure environment for everyone.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The Green Policy implemented by KSRMCE (KSRM College of Engineering) serves as a comprehensive blueprint for effective waste management on its premises. The policy is designed to address various categories of waste, ensuring that the campus operates in an environmentally responsible and sustainable manner.

Solid Waste Management: To promote responsible waste disposal, designated waste bins are strategically placed throughout the academic sections and classrooms. These bins are intended for the collection of different types of waste, such as paper, atta (food waste), and carton boxes. In outdoor areas and the cafeteria, color-coded bins are provided for easy segregation of waste. A significant step has been taken by establishing a Memorandum of Understanding (MoU) with Suraj Krishna Greeneries, an organization specializing in waste collection and recycling. This collaboration ensures that waste materials are collected and properly recycled, reducing the overall environmental impact.

Liquid Waste Management: Efforts are made to manage liquid waste efficiently. Wastewater produced during the Reverse Osmosis (RO) purification process finds a valuable purpose by being utilized for gardening purposes. Adequate drainage systems have been set up across all campus buildings, ensuring proper flow and management of liquid waste. Furthermore, liquid waste is channeled to a septic tank from where professional honey suckers collect the waste for safe disposal.

Biomedical Waste Management: The college places a strong emphasis on the proper management of biomedical waste. To ensure safe disposal, sanitary napkins are efficiently disposed of using incinerators. This method not only addresses waste disposal but also maintains hygiene and environmental safety.

E-Waste Management: The college has implemented effective procedures for handling electronic waste (E-Waste). When electrical and electronics equipment or spare parts require repair, they are entrusted to certified vendors who restore and reuse them whenever possible. E-Waste generated across various departments is collected and stored in a secure area. The final disposal of E-Waste is entrusted to authorized vendors, ensuring that the hazardous components are dealt with responsibility.

Waste Recycling System: Taking proactive measures to minimize waste and reduce plastic usage, the college demonstrates a strong commitment to sustainability. All waste generated within the campus is diligently managed and recycled through the collaboration with Suraj Krishna Greeneries. Even wood scrap is given a new lease of life by being recycled into innovative furniture pieces, contributing to both waste reduction and resource conservation.

Hazardous Chemicals and Radioactive Waste Management: Laboratories within the college are dedicated to following stringent protocols for the secure handling and disposal of hazardous chemicals. Through proper labeling and guidelines, safe practices are maintained. The college is proud to affirm that radioactive materials are not used within its facilities, eliminating potential risks associated with their management.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: D. Any 1 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

In a dedicated effort to foster a sustainable and eco-friendly campus environment, KSRMCE (KSRM College of Engineering) has implemented a range of initiatives that reflect its commitment to environmental conservation and pollution reduction.

Restricted Entry of Automobiles: The college's proactive approach to curbing pollution includes the restriction of vehicle entry within its premises. By promoting the use of alternative modes of transport, such as walking or cycling, the campus encourages individuals to traverse its many areas on foot or by bicycle. This not only contributes to a healthier environment by reducing pollution levels but also

promotes physical activity among staff and students.

Use of Bicycles / Battery Powered Vehicles: To further promote sustainable transportation, the college actively encourages staff and students who reside nearby to embrace bicycles as their primary mode of commuting. This green initiative not only reduces carbon emissions but also promotes a sense of community and well-being among those who choose this eco-friendly option. Battery-powered vehicles, known for their minimal environmental impact, are also supported as an alternative means of transportation.

Pedestrian Friendly Pathways: Safety and convenience for pedestrians are paramount at KSRMCE. The college has established pedestrian-friendly pathways that grant individuals secure passage, limiting vehicular access to ensure the well-being of those on foot. Enhancing these pathways, the college has also adorned their borders with lush greenery, infusing natural beauty into functional spaces.

Ban on Use of Plastic: Taking a strong stance against plastic pollution, the college has taken decisive measures to prohibit the use of plastic bags and cups within the campus. In their place, the use of environment friendly alternatives such as steel plates or leaf plates has been actively encouraged. Moreover, the canteen enforces the mandatory use of steel or paper cups, reinforcing the college's commitment to reducing plastic waste.

Landscaping: KSRMCE's dedication to creating a green and inviting campus extends to its extensive landscaping efforts. Through careful planning and execution, the college has augmented the presence of green spaces by planting trees and cultivating landscapes across various areas. Impressively, more than half of the campus area is now adorned with vibrant plants and trees. This greening endeavor is not limited to the college alone; it's a shared endeavor involving the Nature Club, Eco Club, and NSS (National Service Scheme), fostering a culture of environmental stewardship. Every staff member and student are encouraged to participate by planting at least one plant during their time at KSRMCE, cultivating a deeper connection to nature and a lasting commitment to sustainability.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**

3. Clean and green campus recognitions/awards**4. Beyond the campus environmental promotion and sustainability activities****Response:** C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment**Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

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

Response:

KSRMCE is committed to providing a barrier-free environment for all students, faculty, and staff, including those with disabilities. We have implemented a number of measures to ensure that our campus is accessible to everyone, regardless of their abilities.

Physical accessibility –

- Ramps and lifts: All of our buildings are equipped with ramps
- Doors and doorways: All doors and doorways are wide enough to accommodate wheelchairs and other mobility aids.
- Washrooms: Our washrooms are designed to be accessible to people with disabilities, with features such as grab bars, lowered sinks, and raised toilets.
- Signage: All of our signs are clear and easy to read.
- Parking: We have reserved parking spaces for people with disabilities in all of our parking lots.

Assistive technology –

- Accessible website: Our website is designed to be accessible to people with disabilities and with features such as screen-reader compatibility
- Screen-reading software: We provide screen-reading software to students and faculty who are blind or visually impaired.
- Other assistive technology: We also provide other assistive technology, such as amplified phones, closed captioning devices, and sign language interpreters, to students and faculty who need them.

Additional measures –

- Disability awareness training: All of our faculty and staff are required to complete disability awareness training so that they can better understand and support the needs of students and colleagues with disabilities.
- Disability services office: We have a disability services office that provides support to students with disabilities. This office can help students with accommodations, such as extended test time and note-taking assistance.

We are constantly working to improve the accessibility of our campus and to ensure that everyone feels welcome and included.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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 such other diversities (within 500 words).

Response:

Since its inception, KSRMCE (KSRM College of Engineering) has been unwavering in its commitment

to nurturing the holistic development of its students. This commitment is underscored by the institution's dedication to fostering an all-encompassing atmosphere that values and promotes tolerance, harmony, and appreciation for the rich tapestry of cultural, regional, linguistic, communal, and socio-economic diversities present within its campus.

In a resounding affirmation of this inclusive ethos, the college takes pride in celebrating a multitude of festivals in a traditional manner, irrespective of religious affiliations. These celebrations not only honor the cultural heritage of all students but also serve as a reminder of the college's deep-rooted belief in unity in diversity. Cultural activities are a vibrant fixture on campus, offering students a platform to showcase their talents and learn from one another's unique backgrounds. This shared space for cultural exchange enriches the academic experience and underscores the importance of coexistence.

Beyond festivals, KSRMCE encourages students and faculty members alike to actively engage in social activities that promote equality and inclusivity within the community. The college leaves no stone unturned in celebrating days of both national and international significance, fostering a sense of collective identity and global awareness among its members. The Literacy Club, a testament to the college's commitment to breaking linguistic barriers, organizes a plethora of literacy events. These events underscore the importance of linguistic inclusivity, thereby creating an environment that welcomes students from diverse linguistic backgrounds.

The college's emphasis on participation extends to cultural and literacy fests, where students are encouraged to showcase their talents and engage in meaningful interactions that transcend cultural boundaries. The National Service Scheme (NSS) Volunteers, embodying the spirit of social responsibility, actively participate in various community-centric events that contribute to the well-being of the larger community.

Demonstrating extraordinary compassion during the pandemic, KSRMCE opened its hostels as Covid centres to provide essential support to the public of the Kadapa Region. This selfless act of solidarity exemplifies the institution's commitment to community welfare. Recognizing the financial challenges that some students face, the college extends freeships to those in need, making education accessible and empowering deserving individuals to pursue their dreams regardless of economic constraints. In line with its mission to foster integration and national harmony, the college orchestrates a spectrum of activities that underscore the importance of unity and diversity in a globalized world. These initiatives not only cultivate a sense of belonging but also empower students to become responsible citizens of a diverse and interconnected world.

KSRMCE's overarching aim is to shape students into global citizens who are not only well-versed in their chosen fields but also possess the interpersonal skills, empathy, and open-mindedness necessary to thrive in a multicultural society. Through its unwavering commitment to inclusivity, the college stands as a beacon of enlightenment, fostering an environment where diversity is celebrated, understanding is cultivated, and unity prevails.

File Description	Document
Any other relevant information	View 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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

From its inception, KSRMCE (KSRM College of Engineering) has been a vanguard in instilling the essence of patriotism within its students. This commitment is manifest not only through its academic pursuits but also through a plethora of non-academic activities that resound with the spirit of devotion to the nation. To foster a deep sense of civic duty and national pride, the college has ingeniously woven Indian Constitution studies and professional ethics into the curriculum. This educational approach is instrumental in imparting the values, rights, duties, and responsibilities that come with being citizens of this great nation. These cornerstones of learning are not just theoretical; they hold practical significance in shaping the character of the students.

KSRMCE's dedication to fostering a profound sense of patriotism doesn't stop at classroom teachings. The college actively orchestrates awareness campaigns, workshops, and seminars that shed light on the significance of these values in contemporary times. By engaging students in meaningful discussions and interactive sessions, the college nurtures informed and conscientious citizens who understand their role in the national fabric. A pivotal agent in this transformative journey is the National Service Scheme (NSS). Through this platform, the college organizes a plethora of community enhancement activities that instill a profound sense of responsibility and duty towards the nation. By engaging with local communities and contributing to their welfare, students develop a keen understanding of their broader social obligations.

Embracing a holistic approach to student development, KSRMCE frequently arranges visits to old age homes and orphanages. These experiences serve as poignant reminders of the importance of family bonds and the responsibilities individuals bear towards their own families and the broader society. This outreach underscores the college's commitment to nurturing empathetic and responsible citizens.

KSRMCE demonstrates its dedication to creating an inclusive and equitable campus through various committees, including those focusing on SC/ST, minority, women empowerment, and anti-ragging initiatives. These committees not only safeguard the rights of all students but also create a culture of understanding and respect for diversity, in line with the principles enshrined in the Constitution of India.

The college actively commemorates days of national importance that resonate with the ideals of unity, harmony, and rights. Sadbhavana Diwas, National Unity Day, Constitution Day, and Human Rights Day

are observed annually with fervor, creating spaces for reflection, dialogue, and celebration of the nation's fundamental principles. In essence, KSRMCE is resolute in its commitment to molding students into global citizens who stand on the foundation of patriotic values, ethical principles, and a profound understanding of their role in the nation's development. Through its holistic and multifaceted approach, the college not only equips students with academic excellence but also fosters their growth as responsible, enlightened, and compassionate individuals who are poised to contribute positively to society and the nation as a whole.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

Title of the Practice: Ekalavya

Objectives of the Program: Ekalavya is a self-learning program by offering MOOCs in the various departments, also known as self-directed learning, is a dynamic educational approach that places the learner at the center of their educational journey. The primary objective of Ekalavya is to empower individuals with the skills, mindset, and resources needed to take control of their own learning process. It fosters autonomy, critical thinking, and adaptability, enabling to thrive in an ever-evolving knowledge landscape.

The Context: In an era characterized by rapid technological advancements and information explosion, traditional educational models are evolving. The democratization of information through the internet has paved the way for Ekalavya to flourish. Learners now have access to a vast array of resources and

platforms that enable them to pursue knowledge independently and tailor their learning experiences according to their interests and pace.

The Practice: Ekalavya involves learners actively seeking, acquiring, and applying knowledge without relying solely on traditional classroom instruction. It encourages learners to take ownership of their education, set their learning goals, and devise strategies to achieve them. Learners engage in various activities such as reading books, watching online tutorials, participating in webinars, experimenting with hands-on projects, and seeking mentorship.

Evidence of Success: Ekalavya's impact is unmistakable as it results in the acquisition of fresh skills, an augmented knowledge base, and improved problem-solving capabilities. Ekalavya participants consistently exhibit remarkable intrinsic motivation, a profound grasp of fundamental concepts, and the capacity to apply their learning to practical situations. Numerous students from diverse academic disciplines credit their accomplishments to their Ekalavya experiences, which empowered them to delve into their interests and inquisitiveness. Remarkably, Ekalavya has awarded over 1200 student certificates and over 300 faculty certifications from a range of self-directed learning platforms.

Problems Encountered and Resources Required: While Ekalavya offers numerous benefits, it also presents challenges. Lack of structure and guidance can lead to a sense of overwhelm or aimlessness. Staying motivated and accountable can be difficult without external pressure. Access to accurate and reliable resources is crucial, as misinformation can hinder learning. To address these challenges, Ekalavya requires effective time management skills, strong self-discipline, the ability to discern quality resources, and a supportive community for guidance and encouragement.

Notes (Optional): Ekalavya is not a solitary endeavour; it can be complemented by collaborative learning, where learners engage in discussions and knowledge sharing with peers. The practice fosters a growth mindset, adaptability, and lifelong learning – essential attributes in a world marked by rapid change. Furthermore, Ekalavya transcends traditional education, enabling individuals from diverse backgrounds and circumstances to access quality learning experiences and pursue their aspirations.

Best Practice-II

Title of the Practice: Samaja Seva – A devoted service to the needy

Objectives of the Program: The purpose of Samaja Seva is to help those people in the society whose economic, social or educational conditions are weak. It symbolizes a humanitarian approach and cooperation that aims at promoting prosperity, equality and the core values of humanity.

The Context: Samaja Seva arises as a symbol of social inequality and misfortune. It is a medium for those people who do not have the needs and facilities of the society.

The Practice: Samaja Seva manifests itself in diverse and multifaceted ways, encompassing a broad spectrum of humanitarian efforts aimed at aiding the less fortunate members of society. Its expressions range from educational support to healthcare assistance, and from providing essential nourishment to ensuring access to clothing and more. These acts of kindness are carried out on a voluntary basis by individuals driven by a deep-seated desire to assist those who find themselves in vulnerable situations.

Some notable initiatives aligned with Samaja Seva's mission include participation in nationwide

campaigns such as Swachh Bharat, Unnat Bharat Abhiyan, Aajadi ka Amruth Mahotsav, Fit India, Digital India, Swachhta Hi Seva, and the organization of blood donation camps, medical check-up and health camps, among others. These endeavors underscore the versatility and dedication of those engaged in Samaja Seva, as they tirelessly work to address various aspects of societal well-being and contribute positively to the betterment of their communities.

Evidence of Success: Samaja Seva's success is a beacon of positive transformation, impacting both individuals and the communities they serve. In the realms of education and healthcare, Samaja Seva has been a pivotal force, uplifting the impoverished and marginalized, fostering education, and promoting well-being. Through its dedicated efforts, Samaja Seva has empowered underprivileged individuals to attain education and improved health, thereby contributing to a more equitable society.

Recognitions have adorned Samaja Seva's journey, with the organization being honoured with three district awards and a prestigious NSS state best volunteer award. Moreover, Samaja Seva has garnered numerous certificates from various government youth programs, including STEP, NYK, AICTE Yoga Challenge Award and the Ministry of Youth Affairs and Sports initiatives. These accolades underscore the organization's commitment to social betterment, affirming its impactful role in catalysing positive change within society. Samaja Seva continues to be a catalyst for progress, illuminating the path towards a brighter and more inclusive future.

Problems Encountered and Resources Required: Many problems can arise in Samaja Seva work, such as financial crisis, lack of resources, and lack of necessary and permanent support. Social service requires material, financial resources, and support activities.

Notes (Optional): Samaja Seva plays an important role in establishing an ideal and efficient society. It helps in bringing positive changes at individual and social level, thereby increasing the feeling of equality and harmony in the society.

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:

KSRM College of Engineering (KSRMCE) is a premier engineering college in Kadapa, Andhra Pradesh, India. The college is known for its strong academic focus and its commitment to the overall development of its students. One of the key distinguishing features of KSRMCE is its focus on personality development. The college believes that a well-rounded personality is essential for success in both personal and professional life. To this end, KSRMCE organizes a variety of activities and programs focused on personality development.

These activities and programs are designed to help students:

- Improve their self-awareness and self-knowledge
- Develop their critical thinking skills
- Learn new skills and improve their existing skills
- Build their identity and self-esteem
- Develop their strengths and talents
- Improve their career prospects
- Identify and improve their potential

KSRMCE organizes these activities and programs in association with a number of leading consultants, including:

- Career conduit Management Solutions Pvt. Ltd., Hyderabad
- Tapasya Infotech., Hyderabad
- TIME Institute., Hyderabad
- RICHMAN & FREELAND., Hyderabad
- Mr. Ashiwin & Co., Chennai
- Seventh Sense., Bangalore
- Coign Management Solutions., Hyderabad
- Self Motivation by Md. Shakeer
- KUBE Technologies., Hyderabad

In addition, the college organizes webinars and workshops on improving advanced technical skills, and conducts awareness programs on competitive exams like GATE, GRE, GMAT, and TOEFL.

KSRMCE's focus on personality development has yielded positive results. The college has produced a number of high-achievers, including students who have secured top ranks in competitive exams and have been placed in top companies.

One of the key factors that contributes to the success of KSRMCE's personality development programs is its focus on interactive teaching-learning methods. The college uses a variety of methods, such as case studies, group discussions, debates, quizzes, student seminars, and role-plays, to make the classroom teaching more interactive, fun, and interesting for students. These methods help students to develop their critical thinking skills, communication skills, and problem-solving skills.

Another key factor that contributes to the success of KSRMCE's personality development programs is its focus on mentoring. The college has a strong mentoring program in place to support students on their academic and personal journey. Each student is assigned a mentor who provides them with guidance and support on a regular basis.

KSRMCE is committed to creating an environment where students can build their careers according to their will. The college provides a campus recruitment training program with the help of its training and placement cell and its career development cell. The Dean of the training and placement cell invites professional trainers to facilitate the training program for students and assess their caliber. Based on their caliber, the training and placement cell divides students into categories such as software and core streams.

The training and placement cell has an agreement with PeeCee Castle Software Services Private Limited (SkillRack) to improve students' problem-solving skills (which helps them perform well in competitive

exams), programming skills by taking various practice tests, and to improve the number of placements. The training and placement cell also organizes aptitude, reasoning, and coding tests, competitions, and awareness programs.

Overall, KSRMCE's focus on personality development is one of the key factors that distinguishes the college from other engineering colleges. The college's commitment to the overall development of its students has yielded positive results, as evidenced by the success of its alumni.

Here are some specific examples of the distinctiveness of KSRMCE's personality development programs:

- The college's focus on interactive teaching-learning methods makes its personality development programs more effective and engaging for students.
- The college's strong mentoring program provides students with the support they need to succeed on their academic and personal journey.
- The college's partnership with leading consultants ensures that its personality development programs are up-to-date and aligned with the needs of industry.
- The college's focus on career development helps students to build their careers according to their will.

KSRMCE's distinctiveness in personality development is evident in the success of its alumni. Many of the college's alumni have gone on to achieve great things in their careers, both in India and abroad. For example, one of the college's alumni secured All India Rank 1 in the GATE Examination, and many more alumni have secured good ranks in various competitive exams. Many alumni have also been placed in Indian Civil Services, State and Central Government organizations, and reputed MNCs.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The KSRM College of Engineering has well experienced faculty in engineering and technology.

The institute has MoU's with APSSDC (Andhra Pradesh Skill Development Corporation), Microsoft Corporation, IBM, and NIT, Warangal, IST – JNTUH, Indo-Euro Synchronization Pvt, Ltd, IUCEE Foundation, IBM India Pvt, Ltd, Shri Shirdi Sai Electricals-Kadapa, Trio vision Composite materials, Atal Incubation Center Sri Krishnadevaraya University, KL Intellectual Property Facilitation Center, etc.

KSRMCE had received the Atal Ranking of Institutions on Innovation Achievements (ARIIA)-band performer award for the academic year 2022.

Established MIC-Institute Innovation Counsel (IIC) in the year 2018 to motivate the students towards innovations, startups and entrepreneurs.

The institute received star rating based on annual performance as follows

- 2018-19- 4 star
- 2019-20- 5 star
- 2020-21- 3.5 star
- 2021-22- 3 star

The Institute recognized as Host Institute for implementation of the scheme "Support for Entrepreneurial and Managerial Development of MSMEs through Incubator" in the year 2020.

The Ministry of MSME provided financial assistance to the projects up to the maximum of 15.00 Lakhs. This fund is routed through the Business Incubator (BIs).

The college has technical expertise in fields, such as Internet of Things (IoT), Artificial Intelligence and Machine Learning, Data Analytics, Cyber security, Renewable Energy, Biomedical Engineering , Additive Manufacturing, VLSI, Robotics and Automation, Structural Health Monitoring (SHM) , Sustainable Design and Construction etc.

Concluding Remarks :

The KSRM College of Engineering is functioning in true spirit to provide Rich Learning Experience to its students. Efforts of the institution are very much in line with the stated vision and formulated Mission. To provide all round development to students, activities are designed and facilities and infrastructure are created. State- of- the-art- facilities on all fronts are in place and Institution initiated innovative programs well in advance to the inclusion of them as part of the curriculum by the regulatory agencies, which is an index of its determination for imparting quality education.

KSRMCE has deployed e-governance in all the areas of academic processes to ensure better academic planning and monitoring. Institute regularly conducts training to staff and faculty members for implementation of quality

procedures. External audit by various agencies like NAAC, JNTUA, NIRF and internal audit is undertaken periodically to improve institutional activities.

The Institute believes that Excellence is a continuous process. The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

The college functions with Decentralisation, participative management and transparent governance. The design and implementation of the Policies is indicating the Equity of treatment, scope for growth and advancement of individuals. Always, institution raises to the occasion and updates the methodologies and upkeeps the performance levels. Thus institution assures quality to all its Stake holders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 763 Answer after DVV Verification: 186</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1622 Answer after DVV Verification: 445</p>																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : 319 Answer After DVV Verification :207</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>810</td> <td>786</td> <td>801</td> <td>801</td> <td>801</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>810</td> <td>786</td> <td>801</td> <td>801</td> <td>801</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19						2022-23	2021-22	2020-21	2019-20	2018-19	810	786	801	801	801	2022-23	2021-22	2020-21	2019-20	2018-19	810	786	801	801	801
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2022-23	2021-22	2020-21	2019-20	2018-19																											
810	786	801	801	801																											
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																									
2022-23	2021-22	2020-21	2019-20	2018-19																											

359	356	363	315	305
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
265	288	320	242	255

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
377	367	374	317	317

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
379	367	375	320	320

Remark : HEI has provided a revised data template this time. The figures have been deduced from the given sheet.

2.4.1 Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

2.4.1.1. Number of sanctioned posts year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
164	176	194	191	209

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
164	176	194	191	209

2.4.2 Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

2.4.2.1. Number of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Answer before DVV Verification : 230

Answer after DVV Verification: 54

Remark : As per the document provided via a link [https://ksrmce.ac.in/NAAC/DVV2/Criterion-2/2.4.4/2.4.4\(2\).pdf](https://ksrmce.ac.in/NAAC/DVV2/Criterion-2/2.4.4/2.4.4(2).pdf) the figure has been revised. Additionally, The seal and signatures on the Certificates of Dr. V. Mahesh Kumar Reddy, and Dr. T. Mariprasath are missing. Moreover, Dr. M.V. Ravi Kishore Reddy has received the award only in

2022. Therefore, the input has been revised.

2.4.3 Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year

Answer before DVV Verification : 2009

Answer after DVV Verification: 1272

Remark : As per the document provided by the link [https://ksrmce.ac.in/NAAC/DVV2/Criterion-2/2.4.4/2.4.4(2).pdf] the figure has been revised for 209 number of teachers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	11	15	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	11	15	24

2.5.2 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 last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	43	38	21	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	18	09	23

2.5.2.2. Number of students appeared in the examination conducted by the institution year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5432	5382	5383	5125	5384

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5432	5382	5383	5125	5384

Remark : The figures have been revised as per the provided clarification.

2.6.2 **Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

2.6.2.1. **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Answer before DVV Verification : 655

Answer after DVV Verification: 654

3.1.2 **The institution provides seed money to its teachers for research**

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.25	14.03	9.9	2.35	2.22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	14.03	9.9	2.35	2.22

3.1.3 **Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

3.1.3.1. **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Answer before DVV Verification : 41

Answer after DVV Verification: 00

Remark : In its clarification regarding the randomly selected teachers, HEI claimed that the awards entitled as "International/National Part-time Research Fellowship Award" to multiple teachers. However, according to DVV, the awarding agencies lack recognized status.

3.2.1 **Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

Answer before DVV Verification :

	Answer After DVV Verification :50.1																				
3.4.2	<p>Number of candidates registered for Ph.D per teacher during the last five years</p> <p>3.4.2.1. Number of candidates registered for Ph.D during the last 5 years: Answer before DVV Verification : 27 Answer after DVV Verification: 27</p>																				
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 813 Answer after DVV Verification: 189</p>																				
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 116 Answer after DVV Verification: 69</p> <p>Remark : Publications without IBSN or invalid IBSN have been excluded.</p>																				
3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years</p> <p>3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20.5</td> <td>15.5</td> <td>10.5</td> <td>5.5</td> <td>10.3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.3817</td> <td>1.0447</td> <td>0.7077</td> <td>0.3707</td> <td>0.68074</td> </tr> </tbody> </table> <p>Remark : Vide clarification document via link [https://www.ksrnce.ac.in/NAAC/DVV2/Criterion-3/3.5.1/3.5.1.pdf] HEI has provided the transaction details of 19 randomly chosen claims. Most of the transaction details are not aligned with the allocations claimed. The figure has been revised on pro rata basis.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	20.5	15.5	10.5	5.5	10.3	2022-23	2021-22	2020-21	2019-20	2018-19	1.3817	1.0447	0.7077	0.3707	0.68074
2022-23	2021-22	2020-21	2019-20	2018-19																	
20.5	15.5	10.5	5.5	10.3																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.3817	1.0447	0.7077	0.3707	0.68074																	
3.6.2	Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years																				

3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	40	25	29	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	28	19	18	03

3.7.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : HEI has provided the attendance list corresponding to only five MoUs out of twenty-five randomly chosen MOUs. For the rest of the MoUs only the list of the students has been provided that is not admissible as per NAAC SOPs. Moreover, the MOUs were executed and signed on a simple paper. The given photographs are neither geo-tagged nor showing any clue that help HEI's to establish their claims firmly.

4.1.2 Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
244.9	207.7	333.5	95.09	430.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
225.88	181.7	326.94	76.56	418.47

4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2022-23	2021-22	2020-21	2019-20	2018-19
19.09	26.03	6.57	18.53	12.05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19.09	26.03	6.57	18.53	12.05

4.3.2	<p>Student - Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students' usage during the latest completed academic year: Answer before DVV Verification : 1003 Answer after DVV Verification: 694</p> <p>Remark : Tax invoices that bear either GST, or VAT numbers are considered only.</p>																				
4.4.1	<p>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. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>637.84</td> <td>557.91</td> <td>282.87</td> <td>485.73</td> <td>368.81</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>186</td> <td>105</td> <td>60</td> <td>164</td> <td>111</td> </tr> </table> <p>Remark : Revised as per Audit sheets.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	637.84	557.91	282.87	485.73	368.81	2022-23	2021-22	2020-21	2019-20	2018-19	186	105	60	164	111
2022-23	2021-22	2020-21	2019-20	2018-19																	
637.84	557.91	282.87	485.73	368.81																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
186	105	60	164	111																	
5.1.1	<p>Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2026</td> <td>1896</td> <td>1830</td> <td>1698</td> <td>1918</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2026	1896	1830	1698	1918										
2022-23	2021-22	2020-21	2019-20	2018-19																	
2026	1896	1830	1698	1918																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1972	1844	1780	1652	1866

Remark : The total number of 1972 students out of 2026 i.e., 97.3% of students have received an amount during 2022-23. The rest are revised on pro rata basis.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and progressed to higher education during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
617	644	560	539	526

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	07	23	11

Remark : HEI has provided offer letters but not provided even a single joining letter. Therefore, placed students have been reduced to zero.

5.2.2 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

34	20	14	12	07
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	17	14	12	07

Remark : Because, in the AY2021-22, tests qualified by the three students out of twenty are not recognized at any level yet therefore, have not been considered.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	18	03	09	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : All claims do belong to association or zonal level.

6.3.2 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:

2022-23	2021-22	2020-21	2019-20	2018-19
102	110	74	106	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
102	110	74	106	97

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**

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

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

Remark : The available evidence does not make a convincing case for HEI's claim.

7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environmental audit 2. Energy audit 3. Clean and green campus recognitions/awards 4. Beyond the campus environmental promotion and sustainability activities <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : HEI has provided green audit report, however, it must be issued by external recognized agency. No doubt that HEI has already wheeling to the Grid, but, an energy audit is required to be done by any recognized external agency. HEI has received few awards for Clean and green campus and provided geo-tagged photos for beyond the campus environmental promotion and sustainability activities. Hence, input has been adjusted accordingly.</p>
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations