# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

# KHAMMAM INSTITUTE OF TECHNOLOGY AND SCIENCES

KHAMMAM TO HYDERABAD ROAD PONNEKAL VILLAGE, KHAMMAM
RURAL, KHAMMAM (DIST) TELANGANA - 507170
507170
www.kits.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August  2020**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

- Khammam Institute of Technology & Sciences (KITS) established in the year 2008 under the flagship of Sri Kavitha Educational Society is pleased to present this Self Study Report (SSR) to the NAAC, Bengaluru.
- The college is approved by AICTE, NewDelhi, and affiliated to JNTUH, Hyderabad. The Institution is recognized by Government of Telangana. This college is certified by ISO 9001:2015.
- A self-financing, Co-Education Institution, located 12 km away from Khammam Railway station, and within the limits of Khammam Urban Development Authority (KUDA).
- offering five Undergraduate engineering Programmes and one MBA PG programme.
- The Managing Committee comprises of

| Sri. M. Niranjan Reddy | Chairman |
| --- | --- |
| Smt. M. Sita Devi | Vice-Chairman |
| Sri. Kota Appi Reddy | Secretary & Correspondent |
| Smt. K. Deepika | Joint Secretary |
| Sri. V. Sudhakar Reddy | Treasurer |
| Sri. P. Matta Reddy | Director |
| Sri. K. Madhusudhan Reddy | Director |
| Sri. K. Raghunadh Reddy | Director |
| Sri. G. Bali Reddy | Director |
| Sri. Ranga Lingaiah | Director |
| Sri. Ranganath Maramraju | Director |
| Sri. Katepalli Kavitha Rani | Director |
| Smt. K. kalavathi | Director |

- Prof. V. Venugopal Reddy, Former Vice-Chancellor, as Chairman, BoG.

- KITS is a leading engineering institute, attracting outstanding academics and featuring world class research facilities with a strong commitment in delivering our programs in a personalized learning environment with a student-centered approach.
- KITS gives utmost importance for the student to be aware of the social problems with a focus on the holistic development, preserving the cultural richness and diversity of our society.

**Vision**

To be a Centre for Excellence in value based quality Professional Education carving Research, Innovation and Entrepreneurial Attitude that transforms students into globally competent society sensitised engineers.

**Mission**

- To create a student centric institute support with innovative pedagogy
- To maximise the utilisation of the state-of-the-art infrastructure for the overall development of the individuals.
- To encourage independent thinking and application-oriented collaborative research in areas of tropical interest to contribute to the development of the region and the nation.
- To provide an effective teaching & learning environment for training technical graduates with values, entrepreneurial attitude and globally employable skills.
- To encourage participation in Sports, Co-curricular and Extra-curricular activities resulting in over-all personality development.

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

**Institutional Strength**

- Qualified Dedicated and rich experienced Faculty members.
- College encourages faculty member for PhD and research projects.
- 4 faculty members are PhD holders and 6 faculty members are pursuing.
- Skill development programmes and courses are offered by TASK, IT Curve and other agencies for both faculty members and students.
- Outstanding performances in academics, curricular, cultural and other activities.
- Extended hours of Lab facilities for Research & Projects Conducive environment for Research.
- Support for innovative projects, real time projects, workshops and conferences
- Research and Innovation cell to support research culture.
- Excellent industry – institute interaction is developed.
- Campus is fully Wi-Fi enabled with 100 mbps connectivity.
- ICT enabled classrooms and well-equipped laboratories are established with good infrastructural facilities.
- Central Library with over 30000 books and e-journals, print journals and e-books.
- Institute is located near the national highway with a pleasant atmosphere.
- Green field sports spacious grounds for games and sports.
- Fee waiver for needy people.
- Intensive Training for campus recruitment
- Excellent Placement Records with over 55% placement record and over 20% students leaving to abroad for Higher studies every year.
- A Ragging free, Go Green and Plastic-free campus.

**Institutional Weakness**

- Faculty with industrial experience, with higher qualification is to be strengthened.
- Students from vernacular media leading to poor Communication skills.
- Need for quality publication of research articles and papers in good quality journals and books.
- Institution located 15km away from town.
- Institution-industry interaction is to be strengthened.

**Institutional Opportunity**

- To start more smart-classrooms.
- Placements through Alumni are created.
- More scope for the students to publish their articles in college annual magazine.
- Institution has tied up with more industrial projects.
- Centre for excellence and T-hub is created.
- Institute initiated Microsoft centre for up gradation.
- Well-equipped laboratories and online service centers are provided.

**Institutional Challenge**

- Faculty training programs as per the industry needs.
- Training to impart employable skills in the students.
- Augment research attitude among the students
- Recruit more faculty with PhD qualification
- Encourage the students for higher-studies.
- Provide platform for the faculty to go for FDP and take up the new projects.
- Support teaching and non- teaching staff to go for research work.
- striving towards Autonomy for curriculum flexibility.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Khammam Institute of Technology and sciences (KITS) is affiliated to JNTUH and curriculum for all the programs offered by the college is prescribed by JNTUH. The college makes every effort to realize it's vision and mission of developing component human resourse through quality education by creating innovative educational environment and promoting creativity to develop skilled human resourse.

The following measures are taken to ensure effective curriculum delivery:

1 .Academic Advisory Committee

2. Timetable Committee

3. Head of the Department (HOD):

4. IQAC(it advises to the Head of the Institution)

Curriculum delivery contains Vision, Mission (POs (PSOs), (Cos) and their mapping, syllabus prescribed by the University, Lesson Plan, Teaching Diary, Teaching Notes, Timetable, innovative pedagogical approaches, ICT facilities etc.,

KITS believe in imparting quality education through transparent and accountable process. Governing body (BOG), Academic Advisory Committee (AAC), Principal, Heads of the Department, Senior Faculty Members,

Student Representatives (CRs) are involved in the deliberations to evolve the activity calendar of the institution before the commencement of every semester.Activity calendar is drafted strictly abiding to the timelines of the Academic Calendar of the University. A 16 week semester Academic Calendar is circulated by the affiliating university excluding one-week preparation & Practice, One-week Mid-term examinations, one-week Laboratory external examinations followed by two-week External Examinations. Teachers of the Institution participate to develop the curriculum.

The college provides. Grievance Redressal cell, Women Development cell, in association with the college NSS unit organizes various activities to dissipate information and bring-in seriousness in the student community. Projects addressing the needs of the society such as environment, agriculture etc., are given more priority and are encouraged with necessary support.

Activities targeting safe environment such as Celebration of pollution free festivals – Crackers free Diwali, Green Ganesh (Eco-Friendly Ganesh), Cleanliness Campaigns at college premises and surrounding villages, like World Environment Day, Earth day, N.S.S. Day etc.,

Institution obtains feedback on the syllabus and its transaction ay the institution from the following stakeholders 1)Students 2)Teachers 3)Employers 4)Alumni.

## Teaching-learning and Evaluation

- Students admitted in the institution from rural backgrounds, with disparate levels of knowledge and skills with different learning abilities. Furthermore, measures are taken to improve the performance of the students in internal and external examinations throughout their stay in the institution. Special training modules to bring out innate talents of the students.
- As per the guidelines of UGC/AICTE/JNTUH a special orientation/induction program is designed to encourage the students. The intention of the orientation program is to introduces the institute Vision, Mission, Core Values, Ethics, POs, PSOs, best practices etc.,
- The students are given a detailed timetable for the regular class work i.e. theory and laboratory. The teaching learning process is carried out with a motto of minimum teaching with maximum experiencing.
- Innovative pedagogical approaches viz., using ICT Facilities, AVaids, PPT's are adopted where ever necessary to make classroom more interesting.
- The active learners and slow learners are given opportunity to involve themselves with some customized coaching modules based on their potentiality.
- KITS formed AAC to conduct the brain storming sessions on the curriculum before the starting of Academic Year, involving all the senior faculty members.
- It is expected that the students should have firsthand knowledge on the course to participate in the teaching learning process. The teaching aids such as PPT's, demonstration models, AVaids, charts, etc.
- To enhance Problem solving skills in the slow learners the following student centric approaches are adopted:
  - Trial and Error
  - Breaking large task into small steps
  - Creating short goals to achieve the end
- The faculty members will take care of the mentoring hours where the students are given opportunity to understand the design problems and resolve them during these hours.
- The role of a teacher is subjected to a paradigm shift i.e., from a teacher centric teaching to a student centric teaching in this connection majority of teaching learning process is changed from regular chalk

and talk to use of ICT TOOLS.

- The administrative tasks such as automation in admission process, performance monitoring, information to parents, counseling, student data base management etc.,

## Research, Innovations and Extension

Research Innovation and Extension is one of the most important methods. The college management encourages faculty to submit research proposals. Conduct research for which research committee has been in place to facilitate the research. Kits organizes workshops and sensitization programs to create to research sprit among faculty and students. However teachers are encouraged to register for Ph.D during past five years. 3 faculty members submitted their thesis. During last five years college has organized many seminars department wise. Some faculty members at individual level completed their research successfully Doctorated. Many of the faculty in the college have published their research papers in reputed national & international journals and books.

The institution is also actively involves in extend assistance on the community issues and to makes them more sensitive towards society as a whole at KITS extension activities are integrated with the curricula. NSS team in association with extra-curricular activity committee and some social activists undertake activities pertaining to social and environmental issues. It includes sensitivity towards orphans and specially abled, health and hygiene issues, awareness about organ donation, blood donation, consumer rights, sexual harassment, and traffic rules etc. The teachers are encouraged to do research and incentives are being awarded to teachers who receive State, National and International recognition. A total of 07 scholars have completed Ph.D. degree over 100 research papers are published in reputed journals. The institute also takes initiatives in creating awareness about malnutrition, sanitation, disaster management, social values and education and protection of girl child. The institute ensures participation of the students and the faculty members in extension activities organized by NSS , College Extension Activity Cell, NCC. the Teachers' Unit, Students' Union, Alumni Association. Students are encouraged to participate in the awareness programes on hazards created by plastics in the environment and the need for cleanliness in human welfare The students conduct field research on standards of nutritional intake among the slum dwellers ,their rate of school dropouts and perceptions on health and hygiene of girl child and women .Such studies help the students to understand the existing social situations, values and responsibilities.

## Infrastructure and Learning Resources

- KITS is having a sprawling campus spread over 12 acres land with adequate and modern infrastructure. The supporting facilities in the campus are developed to contribute for an effective ambience in curricular, co-curricular and administrative activities. The academic blocks consist of advanced infrastructure with over 12000sqm of built up area.
- Each department has separate classrooms (Total 33 Class rooms, 16 Tutorial Rooms, 4 Drawing Halls), HOD room, in addition to two workshops and 47 Laboratories with advanced software, equipment meeting room and department library as per the norms of affiliating university and AICTE. However. All the departments have well-furnished separate cabins for the faculty members with LAN connections, in addition to the Wi-Fi facility all around the institution·
- In addition to the Open-Air Stage which can accommodate around 2000 gathering and an auditorium with a 800 capacity, two Air-conditioned seminar halls of seating capacity 200 students, provided with LCD projector and audio/ video system which are used for conducting guest lectures, conferences and symposiums

- The institute has well equipped exam branch. The students are made available about their progress and awarded marks are always accessible for them. The progress of every student is also sent to parents to know about their ward.
- Online education / Examination support system with sufficient computers to enable students to carry out their academic activities in an efficient manner.
- The internet bandwidth connectivity is upgraded based on the requirement to provide the quality internet connectivity. Wi-Fi is provided for the entire campus and it is upgraded often. Anti-virus software is installed to ensure better security and performance. A dedicated team with in-house staff is formed to take care of the IT and related needs of the campus such as Software Development, Hardware and Networking maintenance, website designing and hosting and SMS solutions, etc.
- Library & reading room with e-reading and digital system consists of adequate books. The Digital Library is an additional facility for the benefit of the students and faculty.

## Student Support and Progression

KITS has been known for vibrant student community right from its inception. They have been in the forefront of all the co-curricular and extra-curricular activities. It is evident from the number of committees, clubs and centers that take care of a variety of activities aimed at the overall development of the student.

Each committee consists of minimum 7 members which includes I faculty as head and one student as co-cordinator. These activities help the students to fine-tune their skills by exposing them to various skills like soft skills, decision making skills, problem solving skills, interpersonal skills, leadership skills, etc.

The Student Activity Cell (SAC) of KITS is a democratically elected representation of the student community. The SAC shall continuously strive to identify student-related issues and help resolve them, thus building a healthy environment in the institute.

As the education system is faculty and student centric, it is the duty of every institute to ensure appropriate standards for Teaching and Learning Process. While the institute puts the students to higher degree of learning through this approach of beyond the text book and the students are guided by providing full freedom to develop the capabilities and qualities in handling several activities like ISTE, IETE, CSI, etc.

Each committee is aimed at catering to the needs of the student community. The Technical club helps the students in enhancing the technical skills, the Literary club helps in building interpersonal skills is aimed at enhancing the technical skills, the nature club makes the students aware of various environmental issues.

Various Academic and Administrative Bodies Headed By Student Representatives are; Class Committee, Professional student chapters, Various Activity Clubs, Sports committee, Mentoring Cell, Cultural committee, R&I Committee. KITS has an Alumni Association, under the leadership of a senior faculty. Membership to the alumni association is free. The Alumni Association regularly meets and interacts with the management to incorporate some teaching learning activities. In fact KITS celebrate EKATRA and placement day. The aim of this day is to provide a platform for the former students who are placed at various parts of the world.

## Governance, Leadership and Management

- The institution is recognized by AICTE, approved by Government of Telangana and affiliated to

JNTUH.

- The main aim of the Society is to develop KITS into a major Technical Institution and fulfill its objectives.
- **Vision:** To be a centre for Excellence in value-based quality Professional Education carving Research, Innovation and Entrepreneurial Attitude that transforms students into globally competent society sensitized engineers.
- **Mission:** To create a student centric institute support with innovative pedagogy.

- To provide an effective teaching and learning environment that promotes quality future technocrats.

- To ensure high standards to educate, enrich and excel, in imparting professional education, by top quality faculty to nurture the students into Socially Responsible Professionals through creative teamwork, innovation and research.
- The Governing Body, College Management Committee and College Academic Committee are three main important bodies of the institution
- The Board of Governors, Management, the Director, the Principal and the staff/faculty are always stepping in together for designing and proper applications of the quality policy plans.

- The chairman shall have power to depute faculty and other staff for STTPs, technical conferences & training in the country or abroad.

- The Campus has a Women Empowerment Cell as well, which caters to the grievances and other needs of girl students.
- Faculty appraisal process has been a critical exercise for ensuring faculty satisfaction and a means of retaining talent in the campus.

- The achievements of the faculty such as publications, awards, honors, etc. are recognized by the College.
- The College has conducted training in computer skills, Executive Development Programmes (EDP) training programmes to improve English communication skill of the students.
- All the financial transactions are carried out as per the standard norms. The audited reports are uploaded in the college website as per AICTE norms.

**IQAC was formed on June 15th 2019** to ensure the effectiveness in course delivery, assessment methods and attainment of COs and POs, IQAC involves in administrative structure and conducts to assess the academic process.

## Institutional Values and Best Practices

- Since its inception KITS has maintained equal opportunities without any discriminations on gender basis. Gender sensitization course has been introduced for all students under guidance of JNTUH.
- KITS has taken a special care for counseling in gender equality and gender amity due to which mentor-mentee system and engaging professional counselor is arranged every year.
- It takes pro-active role in addressing various issues of social, physical and psychological environment and awareness. The institute made the women empowerment cell to be very active to motivate the girl students to face the battle in the society.

- It works to promote gender sensitivity and produce harmonious atmosphere on the campus. Department faculty members are taking responsibility for individual care of the students in all manners.
- Waste management is helping our college, to achieve high environmental performance by initiating smart programs like go green, swatch bharath, and harithaharam.

- Water plant is established to convert the bore well water into mineral water and is supplied to the students and staff members. Sprinklers are used in gardens to prevent water wastage.
- To less e- waste, we took steps to avoid CDs and encouraged to use only USBs and increased capacity of RAM.
- Several initiatives such as cashless transactions, multi user printers, circulars and notifications through SMS, what sup, e-mail and website, etc.
- NSS volunteers conducted a March-past and brought awareness on the importance of Swacch Bharat initiated by the Government of India
- Every year institute celebrates Independence Day and Republic day, Mahatma Gandhi birth anniversary with great enthusiasm.
- Only recyclable plastics are used and they are periodically collected in separate dust bins and supplied to the recycling vendors.
- The campus is green and eco-friendly. More than 1500 saplings have been planted in and around the campus to maintain its green landscape and foliage.
- Institute initiated research tendency among the students and the same is inculcated by starting quality policy so that research skills are promoted.
- Students are advised obtain an idea of their project and to implement it. This will improve their knowledge about the importance of different subjects.

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# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | KHAMMAM INSTITUTE OF TECHNOLOGY AND SCIENCES |
| Address | KHAMMAM to HYDERABAD ROAD PONNEKAL VILLAGE, KHAMMAM RURAL, KHAMMAM (DIST) TELANGANA - 507170 |
| City | KHAMMAM |
| State | Telangana |
| Pin | 507170 |
| Website | www.kits.edu.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Pannala Krishna Murthy | 08742-285399 | 9959005038 | 08742-285289 | kits.kmm@gmail.com |
| IQAC / CIQA coordinator | V Sudarsan Rao | 08742-285189 | 9701870363 | 08742-285189 | kits.qp@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Private |

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

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

**Establishment Details**

| Date of establishment of the college | 28-06-2008 |
| --- | --- |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State | University name | Document |
| --- | --- | --- |
| Telangana | Jawaharlal Nehru Technological University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
| --- | --- | --- |
| 2f of UGC | | |
| 12B of UGC | | |

**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](#) | 29-04-2019 | 12 | Annual Extension of approval EOA process |

**Details of autonomy**

| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
| --- | --- |

**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 | KHAMMAM to HYDERABAD ROAD PONNEKAL VILLAGE, KHAMMAM RURAL, KHAMMAM (DIST) TELANGANA - 507170 | Rural | 11.39 | 12384 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BTech,Civil Engineering | 48 | INTERMEDIATE | English | 60 | 8 |
| UG | BTech,Electricals And Electronics Engg | 48 | INTERMEDIATE | English | 60 | 18 |
| UG | BTech,Mechanical Engg | 48 | INTERMEDIATE | English | 60 | 10 |
| UG | BTech,Electronics And Communications Engg | 48 | INTERMEDIATE | English | 60 | 34 |
| UG | BTech,Computer Science And Engineering | 48 | INTERMEDIATE | English | 120 | 117 |
| PG | MBA,Master Of Business Administration | 24 | DEGREE | English | 120 | 60 |

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

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 | | | | 2 | | | | 116 |
| Recruited | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 92 | 24 | 0 | 116 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 33 |
| Recruited | 25 | 8 | 0 | 33 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 33 |
| Recruited | 25 | 8 | 0 | 33 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 15 |
| Recruited | 14 | 1 | 0 | 15 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 15 |
| Recruited | 14 | 1 | 0 | 15 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 24 | 0 | 116 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 1200 | 0 | 0 | 0 | 1200 |
| | Female | 630 | 0 | 0 | 0 | 630 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| **Provide the Following Details of Students admitted to the College During the last four Academic Years** | | | | | |
|---|---|---|---|---|---|
| **Programme** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 32 | 24 | 26 | 41 |
| | Female | 8 | 11 | 10 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 38 | 13 | 14 | 23 |
| | Female | 18 | 6 | 3 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 203 | 168 | 125 | 186 |
| | Female | 86 | 73 | 45 | 83 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 79 | 84 | 95 | 121 |
| | Female | 45 | 25 | 40 | 83 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 509 | 404 | 358 | 559 |

# Extended Profile

## 1 Program

### 1.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 273 | 275 | 283 | 301 | 264 |

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

### 1.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 07 | 07 | 12 | 12 |

## 2 Students

### 2.1

**Number of students year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1723 | 1992 | 2105 | 2111 | 2147 |

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

### 2.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 252 | 252 | 258 | 336 | 336 |

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

**2.3**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 535 | 668 | 787 | 626 | 489 |

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

# 3 Teachers

**3.1**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 132 | 168 | 195 | 198 | 178 |

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

**3.2**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 164 | 183 | 210 | 204 | 180 |

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

# 4 Institution

**4.1**

**Total number of classrooms and seminar halls**

**Response: 45**

**4.2**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 459     | 444     | 414     | 375     | 301.3   |

**4.3**

**Number of Computers**

**Response: 510**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

This institution (KITS) is affiliated to JNTUH and curriculum for all the programmes offered by the college is prescribed by JNTUH. The following measures are taken to ensure effective curriculum delivery:

- Academic Advisory Committee:
    - Keeping in view of the curriculum delivery the prime focus of the committee is to ensure quality in teaching & learning process.
    - This committee reviews the curriculum prescribed by JNTUH and suggest required Add-on / Certificate / value Added / Bridge courses to impart required skills.
    - Meetings of the HODs with the Principal and also parent-teacher meetings to identify training needs.
- Timetable Committee:
    - This committee is headed by the Principal and a senior Faculty Member as members, prepare a detailed timetable well before the beginning of the semester.
    - Timetable is drawn based on the work allotment of the department. Work allotment is based on the choice of the faculty members through a democratic process after necessary deliberations among faculty members in departmental meetings.
    - In addition to theory, practical and tutorial classes the Timetable also include ICT, life-skill, value education and add-on classes thereby ensuring a balance among mandatory outcomes required.
- Head of the Department (HOD):
    - All the Departments strive for effective curriculum delivery through innovative pedagogical approaches.
    - Before starting the classwork, the HOD will receive lesson plan and lecture notes from the faculty member. This is made available to the students through institutional data dissemination system.
    - The uniformly distributed syllabus throughout the semester is presented in the Lesson plans.
    - The progress of teaching learning is assessed through "fortnight status report" obtained from faculty members. This will ensure content delivery as per the teaching plan and academic calendar.
    - Slip test and pre-final examination in addition to Mid Examination and assignment comprise the formal evaluative processes.
    - Utmost care is taken by the faculty members to complete the syllabus on time.
    - Tutorials / projects /add-on / certificate / value added / bridge courses are initiated as per the requirements to impart necessary skills.
    - The college is well-equipped with smart class room, virtual class room, audio-visual and other ICT facilities to make delivery of the curriculum attractive to students
    - Interactive teaching is promoted through students' participation in group discussions,

quizzes and seminars.
  - Guest lectures by eminent scholars on the topics of tropical interest to supplement the regular classwork.
- IQAC:

IQAC in its advise to the Head of the Institution and the HODs the following initiatives were recommended for effective content delivery:

  - parent-teacher meetings once in every semester
  - encouraging faculty members for optimum utilization of available resources.
  - teaching learning process review by HOD / Principal (where ever necessary) to identify required academic activities

Total curriculum delivery is documented as a course file that contains Vision, Mission, Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Objectives (COs) and their mapping, syllabus prescribed by the University, Lesson Plan, Teaching Diary, Teaching Notes, Timetable, innovative pedagogical approaches, ICT facilities etc.,

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Link for Additional information | [View Document](#) |

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

**Response:**

KITS believe in imparting quality education through transparent and accountable process. Governing body (BOG), Academic Advisory Committee (AAC), Principal, Heads of the Department, Senior Faculty Members, Student Representatives (CRs) are involved in the deliberations to evolve the activity calendar of the institution before the commencement of every semester. A detailed activity calendar is prepared for each semester, clearly mentioning various activities to be conducted, internal evaluation schedule and the tentative schedule of external examination holidays and vacation throughout the academic year. Activity calendar is drafted strictly abiding to the timelines of the Academic Calendar of the University. A 16 week semester Academic Calendar is circulated by the affiliating university excluding one-week preparation & Practice, One-week Mid-term examinations, one-week Laboratory external examinations followed by two-week External Examinations. As engineering education require more amount of experiential learning, while drafting the activity calendar, care is taken to depict Field trips, Industrial Visits, Workshops etc.

Following the academic calendar of the affiliating university the teaching plan of the courses is prepared by the respective faculty member. This will set a very strong foundation of the academic delivery. HOD ensures the implementation of all standard operating procedures of teaching - learning process.

Every faculty member is trained during the annual Faculty Development Programmes (FDP) with respect to Preparation of Lesson Plan, Classroom management, using ICT facilities for effective content delivery,

unbiased evaluation, innovative pedagogical approaches, etc. All the faculty members have to maintain the record of the content delivery such as teaching diary, ICT facilities used, content covered beyond syllabi, assignments etc., in the course file duly mentioning all the activities of the classroom.

Academic Calendar:

- The main focus of the academic calendar is to realize the Vision, Mission, Core values, POs etc.,
- academic calendar is the source of information to plan various curricular and Cocurricular activities duly reviewing the previous year activities.
- The academic calendar is communicated to the students by displaying it on the institution website, notice board, induction manual and Institute's Handbook.

Continuous Internal Evaluation (CIE):

- Principal and HODs continuously monitor and ensure syllabus completion within the timelines of the academic calendar and conduct of CIE.
- Pattern of Internal Examination (theory & Laboratory), assignments, Group discussions, Seminar, Presentations, and Projects etc., are circulated well in advance to make student participation more effective.
- The institute follows diverse evaluation parameters for each course which are dependent on the student's participation in demonstrating the required skills.
- accordingly, various measures are taken to conduct Makeup Classes / Guest lectures / Add-on / Certificate / value Added / Bridge courses / workshops.
- Remedial sessions are conducted during zero hours.
- In addition, slip tests and pre-final exams are conducted to train the students for the university examination.
- Laboratory Internal Examinations are scheduled during 7th and 15th week of every semester in their regular laboratory hours.
- Governing body (BOG), Academic Advisory Committee (AAC) observes the trade-off between strict adherence to the Academic calendar and conduct of CIE and suggests improvements where ever necessary.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Link for Additional information | [View Document](#) |

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**

**3.Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**

**4.Assessment /evaluation process of the affiliating University**

**Response:** D. Any 1 of the above

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | <u>View Document</u> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 85.71

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 6

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

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 3

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 00 | 02 | 00 | 01 | 00 |

| File Description | Document |
|---|---|
| List of Add on /Certificate programs | [View Document](#) |
| Brochure or any other document relating to Add on /Certificate programs | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 2.86

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 00 | 172 | 00 | 120 | 00 |

| File Description | Document |
|---|---|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.3 Curriculum Enrichment

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

**Response:**

University Curriculum Analysis:

Based on the curriculum prescribed by Jawaharlal Nehru Technological University Hyderabad the following crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability etc., are depicted into the curriculum at various levels of engineering education.

It is made mandatory to all the faculty to take these courses on roster so as to make the faculty understand the necessity of the course. HODs will allot these courses at random keeping in view the work load of the faculty member.

| Course & Course Code | Objectives | |
|---|---|---|
| *MC300ES<br><br>Environmental Science and Technology<br><br>B.Tech. II Year I Sem | • Understanding the importance of ecological balance for sustain development.<br>• Understanding the impacts of developmental activities and mit<br>• Understanding the environmental policies and regulations | |
| *MC400HS<br><br>Gender Sensitization Lab<br><br>II Year II Sem | • To develop students' sensibility with regard to issues of gende India.<br>• To provide a critical perspective on the socialization of men an<br>• To introduce students to information about some key biologica genders.<br>• To expose the students to debates on the politics and economic<br>• To help students reflect critically on gender violence.<br>• To expose students to more egalitarian interactions between m | |
| *MC500HS<br><br>Professional Ethics<br><br>B.Tech. III Year II Sem | • To enable the students to imbibe and internalize the Values and Behaviour in the personal and Professional lives.<br>• To enable the students to learn the rights and responsibilities a team member and a global citizen. | |

All the faculty members are encouraged to attend workshops or seminars on these topics for ensuring effective content delivery. Apart from the above courses, faculty also encourage students to attend workshops / seminars on these topics.

Grievance Redressal cell, Women Development cell, in association with the college NSS unit organizes various activities to dissipate information and bring-in seriousness in the student community.

Apart from the academic activities awareness camps and Rallies are conducted to bring-in awareness. Students are also encouraged to participate in the such activities in their villages at regular intervals.

Different extension activities are conducted by N.S.S. unit of our college in association with women development cell, not only in college premises but also in surrounding villages also. Major gender issues are focused and addressed through the activities viz., Save girl child campaign, Nirbhaya rally (a protest rally against sexual harassment), invited talks, poster exhibitions, wall paper presentations, etc.,

Projects addressing the needs of the society such as environment, agriculture etc., are given more priority and are encouraged with necessary support.

Activities targeting safe environment such as Celebration of pollution free festivals - Crackers free Diwali, Green Ganesh (Eco-Friendly Ganesh), Cleanliness Campaigns at college premises and surrounding villages, Swatch Bharat Abhiyan and Tree plantation programmes (Telangana Harita Haaram) Celebration of various days like World Environment Day, Earth day, N.S.S. Day etc., were some of the activities of the NSS uint of the college.

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

**1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

**Response:** 4.31

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

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

| File Description | Document |
|---|---|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Any additional information | View Document |

**1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**

**Response:** 26.41

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 455

| File Description | Document |
|---|---|
| List of programmes and number of students undertaking project work/field work/ /internships | [View Document](#) |
| Any additional information | [View Document](#) |

## 1.4 Feedback System

**1.4.1** *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

**Response:** E. None of the above

| File Description | Document |
|---|---|
| Any additional information (Upload) | [View Document](#) |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | [View Document](#) |
| URL for stakeholder feedback report | [View Document](#) |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

**Response:** E. Feedback not collected

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| URL for feedback report | [View Document](#) |

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# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

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

**Response:** 58.35

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 323 | 364 | 399 | 616 | 750 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 720 | 720 | 738 | 960 | 960 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document]() |
| Any additional information | [View Document]() |

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

**Response:** 93.93

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 192 | 240 | 258 | 330 | 336 |

| File Description | Document |
|------------------|----------|
| Average percentage of seats filled against seats reserved | [View Document]() |
| Any additional information | [View Document]() |

## 2.2 Catering to Student Diversity

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

**Response:**

Students admitted in the institution from rural backgrounds, with disparate levels of knowledge and skills with different learning abilities. Furthermore, measures are taken to improve the performance of the students in internal and external examinations throughout their stay in the institution.

**Student enrollment and profile:**

Khammam Institute of Technology and Sciences (KITS) is located 6 kms away from town surrounded by 20 villages. Special training modules are designed to bring out innate talents of the students.

- The student enrollment is basically from +2 levels. The admissions process is ..
    - through EAMCET examination (70%) - conducted by the convener EAMCET
    - Through Management quota which is based on performance at either at JEE / EAMCET/ performance in intermediate examinations (30%).

**Orientation program/ Induction program:**

- As per the guidelines of UGC/AICTE/JNTUH a special orientation/induction program is designed to encourage the students. The intention of the orientation program is…
    - To introduces the institute Vision, Mission, Core Values, Ethics, POs, PSOs, best practices etc.,
    - To educate the students with curriculum, examination rules, minimum academic requirements such as attendance, credits for promotion etc.,
    - students will also be briefed about the other activities such as research and development, social activities, NSS activities, etc.,
- Bridge course is designed to abolish the barriers between the +2 curriculum and the B.Tech 1st year curriculum. The key areas of the bridge course are concepts of mathematics, physics, and chemistry along with the communication skills.

**Student assessment through qualifying examination result:**

- The faculty members are encouraged to interact with the faculty members of the +2 institutions and are given free hand to understand the methods adopted to train the students at +2 levels.

The following 4 grade factors are considered to identify the learning level of students.

1. Performance in SSC + Intermediate Scores
2. EAMCET rank of the student
3. Medium of Instruction at SSC an +2 level
4. Parents' Background

The students will be bifurcated as advanced learners and slow learners

**Class work with innovative pedagogy:**

- The students are given a detailed timetable for the regular class work i.e. theory and laboratory.
- The teaching learning process is carried out with a motto of **minimum teaching with maximum experiencing.**
- Innovative pedagogical approaches viz., using ICT Facilities, AV aids, PPTs are adopted where ever necessary to make classroom more interesting.

**Customized tips for advanced learners and slow learners:**

The active learners and slow learners are given opportunity to involve themselves with some customized coaching modules based on their potentiality.

The activities initiated for advanced learners are

1. To browse the library resources and Internet facility for the development of course content (Handouts), PPTs.
2. To attend special classes for advanced studies, higher studies in national and International Institutes , GATE and other competitive examinations.

The activities initiated for slow learners are

1. Makeup classes in the courses where the student performance is measurably failed in the mid examinations.
2. Remedial classes for the students who could not pass in the university examinations during zero hours.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Past link for additional Information | [View Document](#) |

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

**Response:** 13.05

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem**

**solving methodologies are used for enhancing learning experiences**

**Response:**

KITS is affiliated college of Jawaharlal Nehru Technological University Hyderabad. Being a technological university, JNTUH is very prompt in updating the curriculum at regular intervals i.e., once in every 3years. Hence, trending courses are introduced either as compulsory or an elective subject during the curriculum revision.

KITS formed Academic Advisory Committee to conduct the brain storming sessions on the curriculum before the starting of Academic Year, involving all the senior faculty members.

 Brain storming sessions aim at

1. The gaps in the curriculum – requirement of bridge courses.
2. Classification of courses – courses involving participative, experiential and problem-solving methodologies.
3. Requirement to conduct add-on / value added / certificate courses to make the students industry ready.

Regular classroom teaching is used to rollout the major portion of syllabi. However, taking into account the students' background, KITS follows some innovative methods in teaching process by using the practical approach rather than regular classroom teaching.  Hence it is expected that the students should have firsthand knowledge on the course to participate in the teaching learning process. The teaching aids such as PPTs, demonstration models, audio visual aids, charts, etc., are some of the supports used for regular classroom teaching to make the classroom more interesting.

**Experiential learning**:

- The courses involving the concepts of experiential learning are identified viz., major projects, mini projects, laboratory course work, internships, field trips, industrial visits
- In project based learning a special care is taken to group the students so as to make everyone involve in the learning process.
- A peer learning mechanism by identifying the student groups will support the slow learners to perform on par with the advance learners.
- continuously monitor and mentor of student groups by the faculty members while execution of the project works.
- review of Experiential learning process at regular intervals Heads of the Departments.

**Participative learning:**

- The concepts of participative learning are implemented in the courses where there is a scope for seminars, group discussions, jam sessions, Lecturing, interactive methods, ICT enabled teaching, case study and discussion, etc., is possible in addition. the seminar and comprehensive viva courses.

- Students are given opportunity to give seminars in some important topics of courses and also on content beyond syllabus.
- Advanced learners are motivated to use the library and internet resources available to interact in the classroom.

**problem-solving methodologies:**

- The problem-solving abilities are very much required for the engineering graduate.
- As a mandatory outcome required the enhancement of the problem-solving skills are given topmost priority.
- The courses involving the problem-solving skills and design skills require extra tutorial hours.
- to enhance Problem solving skills in the slow learners the following student centric approaches are adopted:
    - Trial and Error
    - Breaking large task into small steps
    - Creating short goals to achieve the end
- The faculty members will take care of the mentoring hours where the students are given opportunity to understand the design problems and resolve them during these hours.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

**Response:**

The role of a teacher is subjected to a paradigm shift i.e., from a teacher centric teaching to a student centric teaching in this connection majority of teaching learning process is changed from regular chalk and talk to use of ICT TOOLS. This enabled the teacher to transfer the knowledge more effectively. At KITS encourages the faculty members to update themselves with respect to the innovative pedagogical approaches for effective content delivery. Adequate training is offered to faculty members to avoid stress due to change. The quality in teaching learning process can be measured by measuring the amount of transformation took place in content delivery from regular classroom teaching to use of ICT.

Before commencement of the classwork, in the departmental review meeting the curriculum is discussed and the courses which require special teaching aids are identified. A special consideration is given to the faculty members who wish to use ICT facility for the content delivery of some identified complex topics / courses teaching. The teaching notes, other teaching aids such as PPTs, AV aids etc., are filed for the future reference.

The utilization of ICT facility by the faculty member is at administrative tasks and also at computer

assisted instruction. The administrative tasks such as automation in admission process, performance monitoring, information to parents, counseling, student data base management etc.,

ECAP software is used to continuously crack the students' performance from the admission to the placement. Salient features of ECAP

1. Student data maintenance /attendance and marks analysis
2. Facilitating the data to the faculty for identifying advanced learners and slow learners.
3. To maintain the data of internal and external examination results.
4. Data for mentors – to council the students and also to inform the performance of their ward at regular intervals.
5. To design various customized training modules based on the data available in ECAP.
6. In addition ECAP is also useful for dissipation of information such as assignments, previous examination question papers etc.,
7. Login for students /parents to access data.

The ICT facilities for academic administration include:

- Faculty members are encouraged to participate in enhancing their skills by attending various refresher courses, workshops, seminars, symposia's etc.,
- Special training to faculty on using ICT facilities for content delivery.
- Special appreciation for the faculty who use ICT.
- Faculty Development Programs designed to encourage faculty using modern tools.
- Using digital library facilities such as DELLNET, NPTEL, MOOKS, SWAYAM, SODHSINDHU etc., in teaching learning process.
- Using Internet to transfer the information pertaining to the classroom through whatsapp / facebook / other social networks. Using social networking as a tool to communicate various real time technical experiences directly to the students.
- Encouraging the students to use various ICT facilities to participate in various competitions such as seminars, symposia's etc.
- In addition ICT facilities are also available In ensuring discipline in portal of the institution through surveillance (CCTV cameras)

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | [View Document](#) |

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

**Response:** 14.85

2.3.3.1 Number of mentors

Response: 116

| File Description | Document |
|---|---|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

## 2.4 Teacher Profile and Quality

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

**Response:** 92.22

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

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

**Response:** 1.98

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 6 | 2 | 3 | 3 | 2 |

| File Description | Document |
|---|---|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

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

**Response:** 3.36

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

Response: 443

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

**Response:**

The Continuous Internal Evaluation system is introduced at the college level through In House Examination Committee. The objective of the system is to keep track the progress of the student. The following are the salient features of the CIE System.

- The academic calendar for each semester prepared in tune with the University Almanac which provides information on scheduled time-tale for Slip tests, Internal Assessment 1 &2, pre-final examinations and university examinations.
- The feedback collected from the students through the marks obtained in internal Assessment tests are used for conducting make up classes. This will ensure for timely academic progression of the students throughout the semester.
- In House examination committee holds the onus for all exam related activities through co-ordinated efforts of all the stakeholders the entire valuation system is smoothly managed. All the examination related queries will be disposed by the committee by constituting an empowered committee to look into examination related queries such as Copying in one examination hall, Less and scattered supervision of faculty in examination halls, award of low marks by the faculty in certain sections etc.
- The question papers for slip test, internal examination and pre-final examinations have been prepared keeping in view the standard set by the university. Reference is taken up from old question papers.
- Internal assessment I covers first 2 units and Internal Assessment II covers the remaining 2 units. A comparative study in Internal Assessment I & II is taken up for initiating steps for improvement.
- Answer scripts are evaluated by exchanging the answer scripts among different faculty members teaching different sections of the same combination and vice versa.
- Examination results are intimated to the students immediately after the completion of assessment and the same is communicated to them through Student Notice Boards. The students who failed to pass the examination will be asked to write imposition to improve their understanding of the subject. What Went Wrong sessions are conducted during 3rd, 11th and 14th week in the semester. It is ensured all the students fare well in the pre final examinations which are generally scheduled in

17th week. The academic performance and as well as attendance of the students are maintained and recorded at each department. The same is communicated to the students through Display in the notice boards, SMS and Phone calls to parents. This entire exercise is carried out to see that no student detained for a poor academic performance in the university examinations.

- The progress of the students in the laboratory sessions are continuously evaluated through Daily progress sheet (DPS) for each student and the same is recorded and assessed twice in a semester.
- The laboratory examinations are conducted for each semester separately. In Odd semester, the examination is conducted by the internal examiners. Care is taken to ensure transparency and objectivity by appointing a faculty member other than subject teacher. The even semester laboratory examinations are conducted by the external examiners appointed by the university.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

**Response:**

Continuous internal evaluation is the process to assess the learning abilities of the students. this will also be helpful in identifying the advanced learners / slow learners and plan necessary training to bring the slow learners on par with the advanced learners. KITS is an affiliated college of JNTUH and all the examinations are conducted strictly adhering to the norms and guidelines of the affiliating university. All the under graduated engineering examinations the uniform examination paper pattern setting is adopted. The internal theory examination paper consists of 5 short answer questions with each question carry 2 marks and 2 out of 4 long answer questions with each 5 marks. In addition a objective question paper 20 objective questions with 10 marks weightage is given. Hence a total internal assessment for 25 marks is conducted with 10 marks Objective, 10 Marks Descriptive and 5 marks assignments. The internal examination paper is evaluated for 25marks. The ratio of the external to the internal is 75:25

The following are the best practices adopted by the examination branch:

- The schedule of the class work, internal examinations, external examinations etc., will be decided by the affiliating university and a detail alumni is circulated before the commencement of the classwork itself.
- College will circulate the examination timetable immediately after the recite of schedule from the university
- A centralized examination seating arrangement will be circulated to all the departments to ensure transparency in the examination process.
- All the faculty members have to collect the answer scripts from the examination branch and submit the evaluated papers along with the consolidated marks list to the examination branch with in 3days from the date of conduct of last examination in that session.

A separate committee is constituted to address all the grievances raised by the students pertaining to the examinations. The grievances w.r.t paper setting, time, syllabus etc.

The methodology adopted in case of the laboratory internal evaluation is;

- Laboratory internal examinations are also conducted for 25marks whereas end examination marks are awarded for 75marks.
- At the end of the mid examination i.e. In the 7th and 15th week the laboratory internal evaluation also conducted and the average of both the examination is taken as internal marks awarded. No cell phones are permitted into the examination branch while the examinations are going on. Scrutinies of the evaluated internal examinations are conducted by the respective head of the department whenever necessary to avoid unwanted grievances. In addition, the faculty members are encouraged to conduct slip test, pre-final examinations to enhance the learning abilities of the students. The other part of the internal evaluation consists of continuous evaluation during seminars, comprehensive viva voice etc., to ensure transparency in seminar and comprehensive voice the students are evaluated on 5point scale i.e., presentation skills, communication skills, technical skills, intrapersonal skills, managerial skills.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Khammam Institute of Technology and Sciences (KITS) is established with a vision to impart quality technical education to the student community. The vision and mission of the institution are established after continuous deliberations with all its stakeholders. In the process of realizing the vision, mission, program Outcomes (POs), PSOs, COs the organization took utmost care to circulated all the above to its students and staff of the institution.

KITS ensure quality in teaching learning process through realizing its vision and mission.

Course Outcomes (COs) are derived at Department Committee meetings. Department committee also approves the objectives and outcomes for each course after discussions with the teaching faculty of that course along with one subject expert. The course outcomes and their mapping with program outcomes and

program specific outcomes are elaborately discussed and derived by the committee members. Even though the COs are given by the JNTUH along with the syllabus, if necessary, the COs are modified and reframed by the course committee members for better content delivery. COs are communicated to the students during the introduction class itself. COs along with lesson plan are prepared and issued to the students during the first class. During the discussion of the course, the outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed.

The Management, the Principal, HODs, Faculty Members, Staff and Students contribute positively to the overall growth of the institution duly ensuring Transparency and Accountability. Hence, Vision, Mission, POs, PSOs and COs

- Vision, Mission, POs and PSOs are displayed at all key areas of the institution
- Vision and Mission are displayed on the homepage of the web site.
- Vision and Mission are part of all the key documents of the institution
- Vision, Mission and POs are part of brochures and pamphlets of the all the workshops / symposia.
- POs and PSOs are displayed on the homepage of the department web pages.
- POs and PSOs are displayed in the laboratories and workshop
- POs and PSOs are part of all the major documents and lab manuals of the institution, brochures / pamphlets of the all the workshops, seminars, symposia's and value added courses.
- COs are part of Course files; Apart of course file - all the faculty members must involve themselves in mapping the vision, mission P.O'S, P.S.O'S & C.O'S.
- The CO's must be explained in the classroom before commencement of the classwork.
- Students feedback is taken as a vital input in deciding the attainment of COs
- Attainment of Vision, Mission, POs, PSOs and COs is assessed based on the input received from all stakeholders viz., Parents, Teachers, Alumni, Employers etc.,

| File Description | Document |
|---|---|
| Upload COs for all Programmes (exemplars from Glossary) | [View Document](#) |
| Past link for Additional information | [View Document](#) |

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

**Response:**

Outcome based education model need a continuous assessment to measure the attainment of program outcomes or programme specific outcomes. The methodology adopted to measure the attainment of the outcomes is as follows:

1. The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific outcomes with the help of course outcomes of the relevant courses through direct and indirect methods
2. Direct methods are provided through direct examinations or observations of student knowledge or

skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination, internal exams and assignment.

Average attainment in direct method = University Examination (75%) +Internal assessment (20%) + Assignment (5%)

1. Indirect assessment strategies are implemented by embedding them in Student Exit Survey, Employer Survey and Alumni Survey.
2. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level. Average attainment in indirect method = Average (Alumni survey +Employer survey + Exit survey). The following scoring function is used to calculate the average attainment of each PO. PO /PSO Attainment (%) = (weight age: 80%) x (Average attainment in direct method) + (weightage: 20%) x (Average attainment in indirect method) According to the above depictions, each POs/PSOs are assessed and finally found the attainments. The tools used for the assessment of POs/PSOs and their frequency are given below.\
3. At the end of each semester, university conducts examinations based on the result published by university the course outcomes are measured. Assignments are given at the end of each module. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem.
4. Two mid examinations are conducted per semester for the following purposes: Direct Twice per semester to ensure that students have achieved desired level of competencies at module level. To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.
5. Alumni survey is an important assessment tool to find out following important factors: Indirect Once in a year Level of relevance of the curriculum with the expected skills of the industries. The level of attainment of goal for the specified program.
6. Employer surveys are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not. The objective the conducting the Student Exit survey is to identify following factors for future strategy framing once in a Year. To understand the impact of training they have just completed to understand the strength and weakness of various value-added courses, pre-placement training imparted.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document]() |
| Paste link for Additional information | [View Document]() |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 61.06

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 300 | 334 | 500 | 346 | 259 |

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 535 | 631 | 740 | 623 | 354 |

| File Description | Document |
|------------------|----------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Paste link for the annual report | [View Document](#) |

## 2.7 Student Satisfaction Survey

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

**Response:** 3.48

| File Description | Document |
|------------------|----------|
| Upload database of all currently enrolled students (Data Template) | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

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

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 000     | 00      | 00      | 00      | 00      |

| File Description | Document |
|------------------|----------|
| List of endowments / projects with details of grants | [View Document](#) |
| e-copies of the grant award letters for sponsored research projects / endowments | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 0.76

3.1.2.1 **Number of teachers recognized as research guides**

Response: 1

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |

**3.1.3 Percentage of  departments having Research projects  funded by government and non government agencies during the last five years**

**Response:** 0

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

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

3.1.3.2 **Number of departments offering academic programes**

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

| File Description | Document |
|------------------|----------|
| Supporting document from Funding Agency | [View Document](#) |
| List of research projects and funding details | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge**

**Response:**

KITS offers a congenial atmosphere for the budding engineers. Inducing the research culture in the young engineers hailing from rural background is not only tough but also challenge task.

Based on the recommendations of the AAC of KITS and also the BOG observations the principal took initiative to establish Research & Development Cell in the year 2016 with 5 faculty members on the committee with Principal as Chairman and Dr. V. Devendar as the Convener.

The prime objectives of R&D cell is

1. To encourage the faculty and students to publish their research articles in UGC recognised Journals
2. Encouraging faculty and students to attend National and International Conferences
3. Scrutinize, guide student projects and suggest measures to convert them into a viable Research Project.
4. Organizing / sponsor faculty & students to attend Short Term Training Programs and workshops
5. To suggest measures for improving existing infrastructural facilities both for academic and sponsored research and enhancing research ambiance.
6. Facilitate submission of project reports to AICTE / UGC / DRDO/ DST to facilitate funding, fetch grants etc.

With this moto and with the support of the existing facilities at KITS a research Laboratory was established. The R&D cell took lot of initiative to carry forward the R&D Activity.

Good No. of Publications UG & PG project works of the students and also two faculty members received PhD with this activity. Around 13 faculty members registered for their PhD work. Some of the faculty members are at the verge of their work.

The students avail the opportunity to map their curriculum with hands-on experience through internship and project executions. Khammam being a potential district in terms of industrial establishments viz., Kothagudem Thermal Power Plant, Nava Bharath Ferro Alloys, Granite industries, Gouthami power plant, Paleru Reservoir, Singareni collieries (Manuguru, Kothagudem and Sattupalli) etc., the students are permitted to undergo their project works in collaboration with these industries.

Some of the undergraduate and postgraduate projects executed by the students received appreciation.

R&D cell took all initiative to encourage students & Faculty members to propose technical solutions to the problems of Environment, Agriculture and society.

With the call of the MHRD regarding the encouragement to Incubation Centers, the Research and Development cell is re-named as Research and Innovation Cell where the scope of the cell is to encourage the innovative ideas of the students.

Research & Innovation is given Top Priority by identifying this as a one of the strategic goal of the institution.

Microsoft Innovation center established in the institution along with the Research Laboratory helped to further the activities of the cell.

The R & I Cell took initiative to conduct HACKTHON as an annual event to showcase the innate talents of the students.

Among students from various colleges with over 450 student participation, students of KITS bagged I & II Prize and also participated in HACKATHON events at STATE Level.

Students are also given opportunity to present their ideas in the events organized viz., EKATRA, PROJECT-EXPO, Events conducted by Other Institutions.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**

**Response:** 9

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

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

| File Description | Document |
| --- | --- |
| Report of the event | [View Document](#) |
| List of workshops/seminars during last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**

**Response:** 1

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 00

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 00

| File Description | Document |
| --- | --- |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |
| Any additional information | [View Document](#) |
| URL to the research page on HEI website | [View Document](#) |

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

**Response:** 0.01

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 02 |

| File Description | Document |
|------------------|----------|
| List of research papers by title, author, department, name and year of publication | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 0.05

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 2 | 01 | 0 | 01 |

| File Description | Document |
|------------------|----------|
| List books and chapters edited volumes/ books published | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

To understand and extend assistance on the community issues and to makes them more sensitive towards society as a whole at KITS extension activities are integrated with the curricula. NSS team in association with extra-curricular activity committee and some social activists undertake activities pertaining to social and environmental issues. This Committee comprises of faculty representatives and students.

The prime objectives of the committee are:

1. To educate the students regarding Social Issues and Environmental Issues
2. To identify community issues in the vicinity around the institution
3. To have liaison with social activists to address the community issues
4. To attempt to implement the knowledge of engineering education to solve the community issues.
5. To create an environment where humans can live with dignity and be treated as equals

KITS organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The NSS college units take part in various initiatives like organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Suicides prevention etc. The College also has SAC (STUDENT ACTIVITY CELL) a student's based ALUMINI which has diversified activities base like working with Orphanages, environmental issues etc., by involving youth. There is also a MOU with local organizations through which a Course in SAC is offered. This joint venture encourages and facilitates various extension programmes. Events like World Consumers Rights Day, International YOGA Day, see large participation of the students who take up activities in collaboration with other agencies/SAC to spread awareness. Awareness about Consumers' rights and duties is significant in the process of economic development of the country. India is the birth place of YOGA and by participating in International YOGA day students become global stakeholders in ensuring healthy body and mind. As is well known that Khadi is associated with India's Independence movement and also Mahatma Gandhi, students become aware and spread awareness of not only about the usage of Khadi but also get inspired by how Khadi became synonymous with India's independence. Programmes like 'Save our Lakes', tree plantation drive in collaboration with Council for Green Revolution, encouraging clay Ganesha idols during Ganesh Chaturthi festival have been taken up as part of environment consciousness and encouraging the community to initiate steps in this regard. Blood donation camps in the College area regular feature (twice a year) whereby students and staff donate blood for the cause. The camps facilitate blood drawn up to 150-200 units which is sent to TALASAMIYA Diseases, Government hospital and Telangana State Government Blood bank.

Participation in NSS Day Celebrations in college campus, Adoption of Village, Anti-Tobacco rally, Peace Rally, WOW (Wealth out of Waste) connects students with the larger social issues in the community and makes them socially responsible sensitive and thus facilitates in the holistic development

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|------------------|----------|
| Number of awards for extension activities in last 5 year | [View Document](#) |
| e-copy of the award letters | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 11

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 03 | 02 | 03 |

| File Description | Document |
|------------------|----------|
| Reports of the event organized | [View Document](#) |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**

**Response:** 12.55

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs**

**awareness, Gender issue etc. year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 218     | 316     | 316     | 236     | 173     |

| File Description | Document |
|------------------|----------|
| Report of the event | <u>View Document</u> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

## 3.5 Collaboration

**3.5.1 Number of Collaborative activities for  research, Faculty exchange, Student exchange/ internship per year**

**Response:** 0

3.5.1.1 **Number of Collaborative activities for  research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 00      | 00      | 00      |

| File Description | Document |
|------------------|----------|
| e-copies of related Document | <u>View Document</u> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

**Response:** 0

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other**

**universities, industries, corporate houses etc. year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 00 | 00 | 0 | 0 | 0 |

| File Description | Document |
| --- | --- |
| e-Copies of the MoUs with institution/ industry/corporate houses | [View Document](#) |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

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# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

KITS is having a sprawling campus spread over 12acres land with adequate and modern infrastructure. The supporting facilities in the campus are developed to contribute for an effective ambience in curricular, co-curricular and administrative activities. The academic blocks consist of advanced infrastructure with over 12000sqm of built-up area exclusively earmarked for instruction functioning.  The college has abundant space for conducting classes and related academic activities.

The following facilities are present which augment the academic activities.

- Each department has separate classrooms (Total 33 Classrooms, 16 Tutorial Rooms, 2 Drawing Halls), HOD room, meeting room and department library. However, Department libraries is to cater to the reference needs of the faculty community.
- All the departments have well well-furnished separate cabins for the faculty members with LAN connections, in addition to the Wi-Fi facility all around the institution.
- Computer laboratories with internet connection in the departments for the benefit of the students.
- Online education / Examination support system with sufficient computers to enable students to carry out their academic activities in an efficient manner.
- Two Workshops and 47 Laboratories with advanced software, equipment as per the norms of JNTUH and AICTE. laboratory manuals are made available in all laboratories and students are given freehand under qualified and skilled lab assistants supervision to execute the laboratory experiments within the syllabi and also experiments beyond syllabi.
- In addition to the Open-Air Stage which can accommodate around 2000 gathering and an auditorium with 800 seating capacity, two Air-conditioned seminar halls of seating capacity 200 students, provided with LCD projector and audio/ video system which are used for conducting guest lectures, conferences and symposiums.
- Central Library with
    - 30000 volumes
    - Digital library with online journals, DELNET and NPTEL Lectures
    - 150 seating capacity including Digital Library
- A Research Centre is established to enable the students and faculty members to undertake research-oriented Project works.
- Separate examination cell with high speed internet facility to enable online distribution of Examination Papers, Servers, Xerox machine along with adequate stationary required for the conduct of CIE and external Examinations.
- Principal Office, account section with adequate furniture and accommodation to support crowds during peak hours.
- Placement wing with an accommodation to conduct training and placement activity, Career guidance to guide the students for employment / Higher studies after the graduation.
- The institute focuses on overall development of students and hence, A sports complex to support all sports and games and also extracurricular activities is established.

- A canteen is available to provide hygienic food students and staff of the institution at subsidised prices.
- In addition, Research Laboratory, First Aid Room, NSS Room, YOGA Centre, Counselling Room etc., are provide
- Adequate budget is allotted each year to ensure that the planned infrastructure is in place before the start of the new academic year which facilitates effective teaching and learning.
- Grievance Redressal cell, Internal Committee, Anti-Ragging committee, etc., to address the various problems faced by the students during teaching-learning process.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](View Document) |
| Paste link for additional information | [View Document](View Document) |

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

**Response:**

KITS has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc,) and cultural activities.

- College has around 12 acres of land out of which over 6 acres is left open for sports and games. **Dhyanchand Sports and games complex** is made available to accommodate major sports activities.
- In this complex Sports Room, Carrom and Chess, TT Table, Yoga Room, NSS Room and mini Gym are arranged along with activity centre.
- An Auditorium with over 800 capacity and two Halls with over 200 capacity each are created to give opportunity to the students to exhibit their innate talents.
- In addition, major events such as College day, Ekatra– a talent hunt programme at national level are organised in open air stage to accommodate over 2500 students.
- Students are motivated to participate and unveil their talents on special occasions. Also, the students are motivated to participate in cultural events organized during college Day, EKATRA, HACKATHON, women empowerment, inter college competition etc., for which they are given monetary facilities. In addition, Faculty members help the students and groom them for cultural activities. Participants of the cultural activities are financially supported in the form of choreographer, dress, transportation etc.
- KITS-NSS UNIT is very active in organising various events throughout the academic year. NSS committee headed by the Principal as chairman and a senior faculty member is identified as the Program Officer (convenor of the committee) and 7 faculty representatives of various departments as members to plan and execute the activities of the NSS UNIT.

A Student Activity Cell consisting of student representative follow-up these activities. Glimpses of activity calendar include:

- Yoga Day, Independence Day, Republic Day, Teachers' Day, Engineers'' Day, Mahatma Gandhi Jayanthi celebrations
- Orientation / Induction Program for the I Year students
- Freshers' Day
- Haritaharam Program (Plantation program)
- Prohibition of Plastic use – A Society awareness program
- Anti-Ragging – student awareness program;
- Vigilance Awareness week
- College Day
- EKATRA
- Annual Sports meet
- Vivekananda Jayanthi
- Abdulkalam Birthday
- Road safety week
- Anti-Drug Campaign

- Sports facilities for outdoor games viz., Badminton, volleyball, basketball, CRICKET and indoor games like Table-Tennis, Carom, Chess, Ludo re available
- The college playground is being used for practicing above games by an average of 100-150 students everyday.
- Players are provided with Track suit, T- shirts at subsidised practice.
- Those students who are selected to represent college at university level, state and national level competitions are financially supported by the college by providing them TA/ DA.
- Winners are felicitated with mementos/ certificates.
- Dias, Mike arrangements, Podium, Banner for felicitation during annual meet are arranged by the institution.
- There is separate yoga centre in the institution.
- Annual budget of the college for annual sports, Games and cultural events is Rs 5 lakhs (approx.)
- There is a provision for Refreshment and Lunch to participants and staffs for various events.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 42.22

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

| File Description | Document |
|---|---|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

## 4.2 Library as a Learning Resource

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

**Response:**

- The central library of Khammam Institute of Technology & Sciences (KITS) has a total area of 600 sq.m. and has special designated areas for normal use as well as for reading.
- A total of 30000 volumes, 2415 titles, print journals around 100, approximately 1200 e journals, 500 e books and approximately 100 rare books are available.
- Well-designed infrastructure with a reading capacity of 100 students is established.
- Each student gets 3 to 5 text books for 15 days period on renewal basis. KITS provides book bank facilities to the students for each semester.
- Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to sign noting the time of entry and exit. CCTV

cameras are installed in the library for strict surveillance.

- Library Committee of the college in which there are seven faculty members of the college with Principal as chairman and Librarian as the convener of the committee. The committee focuses on expansion, purchase of new books and library reforms.
- The librarian makes all efforts to acquire useful books including rare books, reports, thesis, and other knowledge resources to enrich its collection
- Students can make use of all resources in the library like reference & text books, journals
- The collection of the rare books provides knowledge bank to the students and faculty members with the content beyond syllabi in the field of their research and academic interest.
- The library has taken up the process of digitalization of books. General library has been upgraded by the acquisition of computers, printers and photo copy machine.
- The library is computerized and efforts are on to deliver library services in an online manner.
- The students are able to borrow books for the entire length of a semester so as to help them study. Library provides books to students by maintaining bar coding system so that the students are benefitted throughout the academic year.
- Apart from the systems in the digital library there are 4 computers connected to broad band internet connection for recording the transactions of the library to library Management System (ECAP software). The college library follows set norms of the competent authorities.
  - The Digital Library is an additional facility for the benefit of the students and faculty consisting of NPTEL Video Lectures taught by many IIT and NIT Professor, PPTs, Course Material Files e-journals, e-books, GATE books, Handbooks, Projects, PDF Notes, Instructional guides, CDs etc.
  - A knowledge portal **kitslibrary@gmail.com** is being maintained by the librarian for the benefit of the students and staff viz., e-mail alerts about new arrivals.
  - The selection of current titles and other reading materials is proposed and suggested by subject specialists of the individual departments.
  - Library Management Software is followed with advanced query and search options for the affective management of library in-terms of accessibility, security and reference of text books, journals and other unique reports.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for Additional Information | [View Document](#) |

**4.2.2 The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

**Response:** C. Any 2 of the above

| File Description | Document |
|---|---|
| Upload any additional information | <u>View Document</u> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <u>View Document</u> |

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

**Response:** 0.98

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 1.1 | 1.3 | 01 | 1.52 | 0 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | <u>View Document</u> |
| Audited statements of accounts | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 5.66

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

Response: 105

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

## 4.3 IT Infrastructure

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

**Response:**

- The institute aims at providing the futuristic facilities to students so that they can optimum utilize the available resources.
- The institution frequently updates its IT facilities to provide the state-of-the-art infrastructure to students.
- Around 50% classrooms have been equipped with LCD projectors and most of them are supported by audio visual systems. Mobile LCD / AV Facility is provided to where ever required.
- The entire campus is under the surveillance by CCTV cameras. This is monitored by a skilled Hardware engineer with an output with Principal.
- The college is facilitated with Networked computers that are accessible to the students as well as the teachers for academic purposes.
- Printers have been arranged in the offices, laboratories, exam branch, and staffrooms. A total of 30 printers are arranged in the campus for smooth functioning.
- Wi-Fi and routers are arranged in the college. Students are given limited accessibility based on their academic requirement.
- There are 25 Systems in the library for the Digital Library and library automation service usage. The facility makes the students to find the books easily.
- Complete information about the upcoming events in the institute is made available in the website so that students can have more access to information about the events.
- Information about the events including time, date, topic and other details like photographs and students PPTs are uploaded in the website / ECAP.
- Institute communicates the events and other academic information to parents through website so that they can come to know about the events being conducted in the campus.
- Academic calendar and other related information is uploaded to the website and made available from the beginning of the academic year.
- The institute has well equipped exam branch. The students are informed about their progress and awarded marks are posed for their information. The progress of every student is also sent to parents through SMS / WhatsApp / Mail. HODs are given access to ECAP software for effective counselling of the students.
- All the laboratories in the institution have been updated at regular intervals with annual general maintenance and emergency maintenance based on need to support students' learning process more flexible and effective.
- The computer laboratories are upgraded periodically with required accessories.

- As per the syllabus updating, the required software is installed. As per the guidance of AICTE effective use of open source software is encouraged.
- However where ever necessary, Licenced software is made available as per the recommendations of the university BOS.
- The internet bandwidth connectivity is upgraded based on the requirement to provide the quality internet connectivity.
- Wi-Fi Access Points are provided for the entire campus and it is minted by two expert Hardware Engineers. Anti-virus software is installed to ensure better security and performance.
- A dedicated team with in-house staff is formed to take care of
- IT and related needs of the campus

- Software Development,
- Hardware and Networking maintenance,
- Website designing and hosting
- SMS solutions

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 3.38

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Student – computer ratio | [View Document](#) |

### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. ?50 MBPS

| File Description | Document |
|---|---|
| Upload any additional Information | [View Document](#) |
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

**Response:** 3.55

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 13.8 | 15.5 | 19.7 | 11.7 | 10.2 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

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

Maintenance and utilization of the Infrastructure Facilities:

The maintenance and upkeep of the infrastructure facilities are carried out with the support of the heads of the particular infrastructure department. The college has maintenance committee that supervises the maintenance of buildings, classrooms, Staffrooms, Seminar halls, laboratories. Computers, library, sports complex ,Wash rooms and rest rooms

- The maintenance committee is headed by the Principal and convened by the Administrative Officer (AO) who in turn monitors the work of the Supervisor at the next level.
- The Supervisor is accountable to the Principal acts as coordinator who efficiently organizes the workforce among various duties Viz.,
    - individual floor - wise responsibilities
    - Maintaining duties and work timings
    - Maintaince staff leaves
    - periodic checks to ensure the effective functioning of the infrastructure
- Adequate in-house staff is employed to meticulously maintain cleanliness of infrastructure to provide a congenial learning environment.
- Dustbins are placed in every floor.
- The Green Cover of the campus is well maintained by gardener.
- Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, Air Conditioners, CCTV cameras and Mineral water plants.
- Apart from contract workers, the college has trained in- house electricians cum plumbers.
- Hardware engineers under the supervision of the System administrator maintain the efficiency of the college computers and accessories.
- Parking facility is well organized. It is efficiently maintained by annually renewed contract employees.
- The campus maintenance is monitored through surveillance Cameras.
- Every department maintains a stock register for the available equipment.
- Proper inspection is done and verification of stock takes place at the end of every year.

- The civil and electrical work is adequately monitored and maintained by the Administrative officer.
- Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Principal. The requirements are collectively processed in every semester break so as to keep things ready for the new semester. • Pest control of library books and records is done every year by the maintenance department. • Administrative Officer and Supervisor and his team are involved in the maintenance of infrastructure facilities.
  - This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house- keeping.
  - The non-teaching staff is also trained in maintenance of science and computer equipment.
  - The Supervisor look after the maintenance of rest rooms, approach roads and neatness of the entire premises.
  - Housekeeping services are regularly executed and monitored.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 70.69

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1103 | 1408 | 1584 | 1670 | 1383 |

| File Description | Document |
|------------------|----------|
| upload self attested letter with the list of students sanctioned scholarship | [View Document](#) |
| Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template) | [View Document](#) |

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

**Response:** 6.25

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 89 | 120 | 154 | 144 | 127 |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) | [View Document](#) |

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

**Response:** 7.69

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 189 | 136 | 169 | 173 | 95 |

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

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

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

**Response:** 24.72

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 197 | 221 | 235 | 98 | 40 |

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Self attested list of students placed | [View Document](#) |
| Details of student placement during the last five years (Data Template) | [View Document](#) |

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 7.85

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 42

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |
| Any additional information | View Document |

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

**Response:** 41.82

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 1 | 4 | 0 | 1 | 1 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 11 | 4 | 6 | 2 | 2 |

| File Description | Document |
|---|---|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |
| Any additional information | View Document |

## 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be**

**counted as one) during the last five years.**

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 00 | 00 |

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

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

Khammam Institute of Technology & Sciences (KITS) has been known for vibrant student community right from its inception. They have been in the forefront of all the co-curricular and extra-curricular activities. It is evident from the number of committees, clubs and centers that take care of a variety of activities aimed at the overall development of the students. Each committee consists of minimum 8 members which includes I faculty as head and and one student as co-ordinator. These activities help the students to fine-tune their skills by exposing them to various skills like soft skills, decision making skills, problem solving skills, interpersonal skills, leadership skills, etc.

The Student Activity Cell (SAC) of KITS is a democratically elected representation of the student community. The purpose of the SAC is to serve as a legislative body, framing policies and decisions for the benefit of the student community. It shall serve as a channel through which the student community can voice their opinions and concerns. The SAC shall continuously strive to identify student-related issues and help resolve them, thus building a healthy environment in the institute.

As the education system is faculty and student centric, it is the duty of every institute to ensure appropriate standards for Teaching and Learning Process. As a part of this process the students are motivated to match

their standards to the industrial and societal needs. While the institute puts the students to higher degree of learning through this approach of beyond the text book and the students are guided by providing full freedom to develop the capabilities and qualities in handling several activities like ISTE, IETE, CSI, etc.

Each committee is aimed at catering to the needs of the student community. The Technical club helps the students in enhancing the technical skills, the Literary club helps in building interpersonal skills is aimed at enhancing the technical skills, the nature club makes the students aware of various environmental issues.

The festivity committee celebrates various national and international events and the festivity committee celebrates festivals of all the communities thus enriching the students with all the inputs that lead to allround development.

**Objectives of SAC**

- To foster, develop and increase students' social awareness
- To promote interaction and knowledge sharing.
- To nurture the aptitude of the student community for holistic development
- To promote and develop organizational ability
- To function as the office for all election/nominations of students for SAC activities
- To offer desk support for all student activities

**Details of Various Academic and Administrative Bodies Headed By Student Representatives**

- Class Committee
- Professional student chapters
- Technical Club
- Literary Club
- Photography Club
- Arts Club
- Nature Club
- Professional Club
- Campus Monitoring Committee
- Sports committee
- Mentoring Cell
- Publication Cell
- Cultural committee
- R & D Committee

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 4

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07      | 07      | 02      | 02      | 02      |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Report of the event | [View Document](#) |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

KITS Alumni Association that creates and maintains a life-long connection between the Institute and its alumni, who number more than 2,500. KITS has started placement day for the last three years with an aim to provide a platform for the alumni who are placed at various parts of the world in various capacities to come together and share their inputs with the budding engineers.

The institution networks and collaborates with the alumni by arranging alumni meets every year. Annual alumni meet is conducted during 3rd Saturday of every January. All departments have an alumni faculty coordinator who keeps record of the alumni and communicates through e-mail. During this meet while rejuvenating the memories of the college, a network of old students was achieved.

The Alumni Group of KITS under the leadership of a senior faculty member works effectively to bring together the passed-out students on one platform to share their learning experiences during their stay in the campus viz., to give feedback on Curriculum, Teaching – Learning process, Innovation and research, Infrastructure. Placements, get their updates about future of students in the job market, Organization and its response, Various other activities of the institution.

Membership to the alumni association is free. The Alumni Association regularly meets and interacts with the faculty in-charge Student and Alumni Affairs of the institution to support various activities of the institution including teaching – learning activity.

- Activities include
  - To maintain a continuing and life long relationship among the students, faculty and Alma matter.
  - guest lecturers / seminar thereby making the alumni to be a part of developmental activities.
  - Society Welfare activity such as visit to orphanage, surrounding schools, support to rallies viz. women and children security, Ban on plastic Usage etc.,
  - Financial / monitory support to poor and High performing students of the institution
  - project consultancy,
  - placement activities
  - Moments to the faculty members
  - To strengthen the cooperation and coordination with industries.
  - Our Alumni organizes lectures on personality development and managerial skills. It has been helping in holding interactive sessions to motivate students regarding social adjustments over the years.
  - The alumni also help the institution by influencing industries and other agencies in getting placements fests for the institution. The alumni has expanded and strengthened itself with new enrolments
  - In collaboration with an extremely dedicated volunteer board of members, the Alumni Association works to connect KITS family, support students and build an unforgettable Institute experience through a diversity of events.

The mission of the group is to foster strong bonds between alumni, students and the Institute, to keep alumni informed, and create a network enabling them to remain engaged with their alma mater and help shape its future through its' programmes and services.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** E. <1 Lakhs

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for any additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution**

**Response:**

**Vision:**

To be a centre for excellence in value based quality professional education carving research, innovation and entrepreneurial attitude that transforms students into globally competent society sensitized engineers

**Mission:**

- To create a student centric institute support with innovative pedagology.
- To maximize the utilization of the state-of-the-art infrastructure for the overall development of the individuals
- To encourage independent thinking and application oriented collaborative research in areas of tropical intrest to contribute to the development of the region and the nation
- To provide an effective teaching & learning environment for training technical graduates with values, entrepreneurial attitude and globally employable skills
- To encourage participation in sports, co-curricular and extra-curricular activities resulting in over-all personality development

**Perspective plans:**

Perspective plans are prepared for a period of 4 years (2016-2020), starting from 2008, in tune with vision and mission of KITS, which are listed below

- Enhance and enrich educational opportunities and ensure a focus on the student;
- Recruit, retain, and enable a diverse community of exceptional faculty, staff and students;
- Increase research enterprise and impact;
- Establish a culture of innovation and change.
- Develop strategic partnerships and interdisciplinary collaborations;
- Increase visibility, outreach, and community engagement;
- Develop a sustainable infrastructure;

**Reflection of Mission and Vision in the leadership of institute:**

- **Policy and Planning:** The Principal makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The requirements of the society for policy making and planning are collected by the Principal through interaction with various stakeholders.
- **Interaction with stakeholders and faculty:** The Principal ensures that all stakeholders are involved in different activities. The Faculty members play major role in various committees and

cells to contribute in decision making, implementation of plans and formulating perspective /strategic plans for the future endeavors

- **Governing bodies:** The Governing Body is at the topmost position in the administrative hierarchy. The Principal seeks the advice from the Governing Body. The Governing Body comprises eminent academicians, industrialists and administrators formulating the rules and regulations for Academic and Administrative functions in tune with the vision and mission statements of the institute

Vision, Mission, short term and long term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture. The participatory role of the management encourages and sustains the involvement of the institute staff, which is necessary for the efficient and effective running of the institute

The quality education imparted as per framed syllabus by the affiliated university and innovated with the latest inputs from the current scenario by qualified faculty lays emphasis on practical skills and social relevance of the courses taught which gives the students passing out, the ability to adapt to the technical environment in real time with bright prospects of growth.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management**

**Response:**

**Decentralization:** Institute has a mechanism for delegating authority and providing operational autonomy to all the functionaries to work towards the success of the institution. Through participative management, the committees handle and ensure their activities in a complete and constructive way. decisions are based on resolutions of the meetings in accordance with institution policies.

**Participative Management:** The institute promotes a culture of participative management by involving staff, students and all stakeholders (viz., Parents, Alumni, Employers) in various activities. The institution believes in participative management enabling staff and students to give their opinions.

**Case Study: Academic and Extra-curricular activities of the department**

The practice of decentralization in academics and Extra-curricular activities with various committees and cells for plans, policies, implementations, reviews, analysis, evaluations and reports with active participations of faculties under various designations with guidelines of Principal

**Principal:**

- To hold BOG meetings as per norms
- To hold Academic Advisory Committee meetings as per norms
- To coordinate and motivate the faculty and students and supporting staff, so that to play their respective roles more efficiently
- Takes care of the fulfilment of all the curricular & Extra-Curricular requirements

**Head of the Department:**

- Responsible for all the academic affairs of the department
- Represents his/her department and will report to the principal all the short comings for the development and proper functioning of the department.
- Also concentrate on the all-round participation and interest of the students in Extra-curricular activities
- Responsible for innovative programs including collaboration with other institutions, universities and different industries

**Class In-charges:**

- Teaching
- Students Assessment & Evaluation including examination work of university
- Helping the students in person, ethical, moral and over all character development
- Assisting in conduct of and organizing seminars/workshops/guest lectures
- Participation in the Co-curricular & Extra-curricular Activities

**Student Activity Cell:**

- Recognizing the importance of activities and its role in the bringing up the students
- Promotes further the cultural, sporting, social and scientific activities of the college
- Collaborates through various committees with various faculties in supervising the extra-Curricular activities

**Batch coordinators:**

- Referring to the class timetables, prepare the timetables of individual faculty and labs.
- Collect feedback from students and inform HOD.
- Syllabus coverage of individual subjects in respect of exams

**Class Coordinator**

- To inform HOD about alternate arrangement for lectures and practical's when faculty is absent.
- Collect information regarding weaker students from the subject teachers and arrange remedial classes, counseling sessions with HOD.

Committees That involve stakeholders as members / special invitees:

- Academic Advisory Committee
- Internal Quality Assurance Cell
- Anti-Ragging Committee

- Grievance Redressal Committee
- Women's Development Cell
- Alumni Association
- Training & Placements Committee
- Research & Development Cell
- Student Activity cell

In addition, routine committees like Classwork Monitoring committee, Dept. Activity Clubs, Sports Committee, NSS Committee, Co-Curricular & Extra Curricular activities committee, Library committee etc., also have students as members of the committee.

Similarly, Alumni and Employers are involved in curriculum planning and Training Need Analysis. Based on the feedback from students, Teachers, Employers, Alumni and Parents special training modules (viz., Add-on courses, certificate courses, value added courses, bridge courses) are designed and implemented.

| File Description | Document |
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## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

Imparting Engineering and Technology Education, which is central to the mission of the Institute, requires a long-term, all-pervasive and comprehensive strategic plan. The development of the college is a constant ongoing process. This is made possible with the help of perspective/strategic plans that chalk out the necessary actions to be taken to growth and development. In line with its vision statement the Institute has developed a perspective plan for its development. The plan aims to meet the expectations appreciable levels of satisfaction, of all the Stakeholders – students, parents, faculty, support staff, professional bodies, industry, and employers – with appropriate feedback and corrective mechanisms

The Strategic Plan enunciates KITS objective of being recognized as a premier institution in offering **Value Based Quality Technical Education** to meet the technological needs of the society. The Strategic Plan of the institution is instrumental in moulding a student as an able researcher.

**STRATEGIC GOALS OF THE COLLEGE:**

*1. Teaching & Learning*

1. Enhance and enrich educational opportunities and ensure a focus on the student;
2. Recruit, retain, and enable a diverse community of exceptional faculty, staff and students;

*Objectives*

1. Deliver outstanding and evolving education programs, emphasizing experiential learning.
2. Recruit, retain, and graduate better-prepared students.
3. Build upon our legacy of student-centered learning to prepare the inter-disciplinary leaders of tomorrow.
4. Provide a global, real-world perspective of engineering in the learning experience.
5. Lead in the use of technology in education and enhance student access/learning through alternate delivery modes.
6. Foster unique, modern curricula/programs that engage prospective students.

## 2. Research & Innovation

1. Increase research enterprise and impact;
2. Establish a culture of innovation and change.
3. Develop strategic partnerships and interdisciplinary collaborations;

*Objectives*

1. Promote breakthrough faculty research, scholarship, and impact through strategic investments.
2. Recruit, develop, and retain outstanding and diverse faculty who are or will become internationally recognized.
3. Establish and grow major multidisciplinary research programs aligned with institutional priorities and societal needs.
4. Foster a climate of interdisciplinary, translational research and development.

## 3. Outreach & Engagement

1. Increase visibility, outreach, and community engagement;

*Objectives*

1. Grow and sustain a comprehensive portfolio of strategic alliances that enhance learning and research and innovation.
2. Leverage marketing and communications to maximize visibility.
3. Support and partner with appropriate outreach programs.
4. Create a pipeline of high-quality local high-school and middle-school students through engagement via summer projects
5. Engage alumni in educational programs and development

## 4. Development and Infrastructure

1. Develop a sustainable infrastructure;

*Objectives*

1. Implement an outcomes-based budgeting/financial model that aligns accountability and authority, and that provides incentives for departments to achieve the goals.

2. Continue to maximize the productivity of the departments and operating efficiency.
3. Enhance faculty startup reserve funding to support new hires.
4. Diversify fiscal resources through an enhanced development effort.
5. Explore new revenue-generating academic/outreach programs.

The Principal of the college has complete authority to administer the institute within the purview of the byelaws, rules, and regulations framed by the Management in tune with the Statutory Bodies viz., JNTUH, State Government, UGC, AICTE.

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| strategic Plan and deployment documents on the website | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

KITS is having a decentralized decision-making process.

Organizational structure which consists of explicit and implicit institutional rules and policies designed to outline how various work roles and responsibilities are delegated, controlled and coordinated. Organizational structure also determines how information flows from one level to other within the college. Organizational structure flowchart is given as a link in the additional information.

The prime responsibility of the Head of the institution is to

- Ensure the establishment and monitoring of proper, effective and efficient systems of control with accountability.
- Monitor and evaluate the teaching programs in the institution and suggest remedial measures.
- Determine the requirements and organize the teaching in the institution.

In view of the above, KITS is having a well-structured Governing Body and Academic Advisory Committee. Decisions made by GB and Academic Advisory Committee are disseminated by Principal to all the Heads of the Departments. HODs in turn transfer this to teaching and non-teaching staff members.

Head of the institution works with the four main sections i.e.

- Office Administration
  - Admissions – admission ratification
  - Staff Recruitment
  - University communication

- Activity monitoring and support - extracurricular activities and auxiliary bodies.
    - Alumni, Anti-Ragging, Library, Purchase, Grievance
- Academics
    - Heads of the departments
    - Academic Advisory Committee
- Examination and Evaluation
    - Circulating exam related information
    - Examination scheduling
    - Planning, room arrangement, allocation of invigilation duties
    - University examinations conduction
- Training & Placement
    - Planning and designing of training modules.
    - Organization of training sessions
    - Communicating with industry
    - Organization of Placement Drives

**Services rules:** The institution strictly follows the service rules according to the AICTE and University norms. The institution runs for 7 hours. The teaching and non-teaching faculties have the benefits of Casual Leave, Medical Leave and Maternity leave etc.

**Recruitment, Promotional Policies:**

- The Secretary & correspondent shall be the authority for issuing all appointment orders
- The qualification, age, experience etc, shall be as per AICTE/UGC Norms in respect of teaching and as per TS State Government/JNTUH University norms in respect of Non-Teaching staff
- The Constitution of the selection committee shall be as per the orers of the state Government issued / other Statutory bodies from time to time.

**Grievance Redressal Mechanism:**

The 'Grievance Redressal Committee' constituted to maintain harmony and discipline in the college campus including the hostel premises and to redress all grievances of students and of staff. The for statutory cells work with the committee to ensure effective functioning of the institution.

- Equal Opportunity call
- Internal Complaint Committee
- Committee for SC/ST & Minorities
- Minority cell

**Various Bodies / committees of the Institute:**

- Academic Advisory Committee
- Finance Committee
- Internal Quality Assurance Cell
- Anti Ragging Committee
- Grievance Redressal Committee'
- Women's Development Cell
- General Maintenance Committee

- Canteen Committee
- Discipline Committee
- Alumni Association
- Examination Committee
- Library Committee
- Training & Placements Committee
- Research & Development Cell
- Student Activity cell
- Affiliation & Accreditation Committee

| File Description | Document |
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| Upload any additional information | View Document |
| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

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

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

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |
| Any additional information | View Document |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The organization of KITS believe in the commitment of its staff in the overall development of the institution. The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented.

- Many welfare measures were reviewed so as to accommodate majority of the staff under the schemes.
- Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees.
- Performance of each member of the faculty as well as the non-teaching staff is evaluated by the institution through performance appraisal system.
- Increments & promotions are given as per qualifications and service in the institution. In addition, Sanction of increments and recognitions to the staff who are performing up to the expectations.
- Grant of Promotions as per norms as per the vacancies.
- Implementation of Group Health Insurance and Implementation of PF for eligible staff
- Since inception the college offers free transport to the staff. In view of the request, staff are given opportunity to travel in any of the bus routes of the college.

- Travel grant for attending conferences and workshops are provided - Registration fees, Dearness allowance, Travel grants for faculty

- Casual Leave / Academic Leave / Special Leave / Compensatory Casual Leave to Faculty members
- Encouragement of staff for higher studies including Research.
- Creating a mechanism for developing capabilities and skills for achieving higher quality and excellence.
- Enabling staff to make use of the latest equipment through awareness programs.

- Training centers, Institutional links and academic management.
- Vehicle and Laptop loans are provided for both Teaching and non-teaching faculty.
- Children of the staff are rewarded for their best performance in academics.
- Non-teaching staff are provided with ESI facilities.

- Subsidized canteen facility for the staff.
- The management arranges a free picnic for the staff for recreation.
- It also arranges occasional lunch and dinner for the teaching and non-teaching staff.
- Provision of purified drinking water round the clock
- Rest rooms are arranged for non-teaching staff, gents and ladies separately.
- A separate dining space is arranged for the staff in the canteen.
- All staff rooms are equipped with sufficient number of chairs, tables, electric fans, tube lights and internet accessible computers.
- Facilities for playing Games and Sports and other Co-curricular activities are also extended to faculty, staff and their children round the year including holidays.
- sports, and yoga facilities are provided for staff and family
- Organizing Medical camps at regular intervals
- Provision of Medical and Maternity leaves
- Festival advances and loans.

At KITS Oneness is exhibited by the Management, Faculty members, Staff and students in driving the institution towards achieving Academic excellence.

**An inclusive Growth model is developed at KITS with the active involvement of all the stakeholders of the institution.**

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 1.76

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 4 | 6 | 1 | 0 | 3 |

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | [View Document](#) |

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

**Response:** 2.4

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

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

| File Description | Document |
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| Upload any additional information | [View Document](#) |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | [View Document](#) |

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

**Response:** 0

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 0       | 00      | 00      |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| IQAC report summary | [View Document](#) |
| Details of teachers attending professional development programmes during the last five years | [View Document](#) |

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**

**Response:**

The college believes that the purpose of an educational institution can be best served only when the staff is enriched and empowered in the right direction. Therefore, the college gives due importance to the performance of teaching and non-teaching staff.

Yes, Institution has Performance Appraisal System for teaching and non-teaching staff. Performance appraisal is done annually at the end of each Semester. The management always plays an active role in the performance appraisal of the staff. The management keeps a keen vigil on the working behavior of the members of the teaching as well as the non-teaching faculty.

The Performance Based Appraisal Reports (PBAS) provide good feedback to faculty, staff and management to help them in understanding the changing needs of students. All faculty members submit prescribed Performa for self-appraisal. The confidential reporting system is also practiced in the college. The Principal submits a confidential report on the performance of each teacher to the Manager on an annual basis.

Two types of Performa are being used for this purpose (i) for Teaching Staff and (ii) for Non- Teaching Staff

Faculty Performance Appraisal consists of following two important parts

- Self Appraisal form being filled up by faculty members
- Assessment of these self appraisal forms by a review committee IQAC prepares the format of Self Appraisal form being filled up by the faculty members which consists of following parameters:
- Students Feedback on teaching performance of concerned faculty members.
- Examination results of the subject(s) taught by the concerned faculty member for the Semester.
- Research Publications by concerned faculty member during Semester.
- Details of Faculty development programs attended by the faculty members during Semester
- Details of any other specific achievement.

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## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Many reforms were brought in the financial administration of the institution.

The financial management of the institution is monitored by the Management council. However, all the budgetary approvals are given by the BOG after necessary consultations.

A committee headed by the Principal and representations of the Management, teaching staff and administrative staff will be sought budgetary requirements from various departments and cells.

The BOG meets at least once in six months and sets the priorities of the institution and allocates resources.

The college has entrusted a senior faculty of the college with the responsibility of auditing the accounts of the institution internally.

MBA department is given opportunity to conduct interim audit as a case study. This team verifies and certifies the entire Income and Expenditure and the Capital Expenditure of the Institute every year.

At the beginning of the academic year the annual budgets are prepared, reviewed and approved by the BOG.

The external auditing is done by a Chartered Accountant, specially designated for this purpose.

External audit is also carried out on an elaborate way on quarterly basis.

The institute regularly follows Internal & external financial audit system.

**Role of an Auditor in Audit of Educational Institutions:**

- The institutional accounts are audited regularly by both Internal and statutory audits.

- Qualified Internal Auditors have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.
- The internal auditor shall evaluate and confirm the effectiveness of internal check system of accounting of the receipts.
- The internal auditor should verify that the fees are collected from all the students and if there is any concession, the same is granted by a person who is so authorized.
- The internal auditor should also ensure that the fees received in advance and fees receivable are properly accounted and irrecoverable fees are written-off under the authorization of the appropriate person
- So far there have been no major findings / objections.  Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future.
- The auditor verifies the income and expenditure details of the college as per the balance sheet and provisions stipulated by law.

KITS maintains all the records of the accounts properly and submits them to the auditors at the time of the audit.

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

**Response:** 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
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| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |
| Annual statements of accounts | [View Document](#) |

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

**Response:**

The Institution always monitors the effective and efficient use of available financial resources for the infrastructure development to support teaching learning process. Financial discipline is ensured through a proper auditing process by a charted account.

KITS is a self-financed private instruction sponsored by Sri Kavitha Educational Society, Khammam. In addition, this society own a Degree college Titled Kavitha Memorial Degree College, Khammam.

With around 12 years of Standing this institution require fewer external funds. However, in case of any pressing requirement of funds a mutual arrangement of funds transfer between the organizations is arranged to meet the demand.

Since it is a self-financing Institution, Tuition Fee is the main source of Income. In case, Tuition Fee paid by the students is insufficient to meet the finance requirements, advance from the parent trust will be arranged. These funds are utilized for all Recurring and Non–Recurring Expenditure. The Institution has a well-defined mechanism to monitor effective utilization of available financial resources for the development of the Infrastructure to augment Academic processes needs.

All the Administrative and Academic Heads along with coordinators of different cells (viz., Research & Development cell, Training & Placement cell, Library committee (for the purchase of Books / Journals), Maintenance committee (for Repair & maintenance cost) Software & Internet Charges, Printing & Stationary, Equipment & Consumables, Furniture & Fixtures, NSS Cell) will submit the Budget requirements for the coming academic year before 31st May of every year. The college accounts department prepares an annual budget estimate duly considering the proposals received and also the recommendations of the Principal and Management Committee.

During the meetings of HoDs with the Principal, Academic Advisory Committee and finally BOG, scrutiny of the budget is conducted and based on Income and expenditure BoG recommends order of priority for the procurement. The sponsoring society is the ultimate decision-making authority for fund mobilization and outlay.

A better fee structure would have been claimed by the college, but in view of the financial background the sponsoring society is benevolent to consider the request of the surrounding community. AFRC decided the fee structure based on the Income and Expenditure of the Block Period (3 Years). the flowchart of the Institution for funds mobilisation and the optimum utilisation:

- Budgeting
- Scrutiny of the budget requirements
- Assessment of available financial resources
- Allocation of budget by BOG
- Prioritising the needs
- Identification of external funding agencies in case of emergency
- Expenditure by the managing council

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## 6.5 Internal Quality Assurance System

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

**Response:**

On 15.06.2019 the Internal Quality Assurance Cell (IQAC) is established with a vision to streamline the quality initiatives of the institution. Earlier to IQAC, Academic Advisory Committee (AAC) used to review the quality initiatives of the institution. Since it is decided to apply for Accreditation by NAAC, several quality initiatives were implemented.

IQAC in its inaugural meeting decided to review all the quality initiatives. The focus area of the IQAC is

- to realise Mission and Vision of the institution.
- Defining the POs
- Institutionalizing the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment   level.

**KITS - IQAC Objectives:**

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices
- The Internal Quality Assurance aspects of the college, especially regarding the teaching-learning process has for several years been under the purview of the Academic Committee of the college

**IQAC was constituted with the following goals**

- Communication of information on the various quality parameters of higher education
- Development of quality benchmarks for the various academic and administrative activities of the institution.
- Documentation of the various activities leading to quality improvement.
- Obtaining, analysing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes

**Various key areas for regular monitoring and documentation by IQAC are**

- Curriculum analysis and Bridging the gaps
  - IQAC standardized the existing institutional practice to write the lesson plan and continuously monitoring the schedules
  - Asses the gaps in the curriculum and suggesting necessary add-on / certificate / value added courses
  - Organization of lectures by prominent speakers in different areas
  - Organization of Annual lectures by each department every year
  - Organization of Remedial classes and Student counseling sessions
  -
- Research and innovation initiatives
  - Participation in Innovation and Research funded Projects
  - Consultation with various organizations
  - Collaboration with Industry and placement meet
  - Membership of Board of Studies of eminent Institutes
- Extension activities for the community development
  - Imparting patriotism in student community
  - Initiating green practices in institution administration
  - Inducing environment consciousness
  - Optimum utilization and conservation of natural resources
- Effective involvement of Alumni
- Improved Feedback collection mechanism by a centralized committee from all stakeholders

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

**Response:**

Quality is never an accident; it is always the result of intelligent effort.

One can't be a great teacher if they stop being a student. KITS strongly believe this as its philosophy. Since its inception KITS implemented some quality initiatives in Teaching – Learning policy

- Curriculum delivery:
  - Unlike the routine processes at kits we conduct classwork more interactive. Faculty circulate the teaching plan to the students and students are expected to attend with preparation to have healthy discussion on the topics in the class hours. An Open Hour is conducted by the faculty once in every fortnight to allow the students to
    - Present their understanding as a seminar
    - Ask questions
    - Organize oral quiz
    - Conduct some activities
    - Involve students to solve some numerical problems.
- Research and Innovation:
  - Students are encouraged to participate in group activities where a task is given and students are working on the theme to derive solutions
  - Academic Projects are so chosen to engage the students to find technical solutions for the dynamic problems of the society.
  - The Aim of the projects is to see that
    - Students are working as a good member of a team
    - Addressing the problems of the society - Particularly the problems of Forming community and environment
    - To identify problem
    - To develop the problem statement
    - Identify the possible solution and pick optimum solution.
    - Project estimation and financial planning
    - Project should result in to a publication.
- Social responsibility:
  - KITS believe in imparting society consciousness integrated with curriculum
    - Academic projects addressing the society needs are given top priority
    - Faculty encourage more village studies to identify the problems which require technical solutions
    - Students with Agriculture background are given more opportunity present their problems
  - In addition, College NSS Unit in Association with Departments and SAC work for social awarensee programmes such as
    - HaritaHaaram (Plantation program)
    - Blood donation camp
    - Program on Road Safety
    - Vigilance Awareness Week
    - Ban on Plastic
    - Save Water

On 15.06.2019 the Internal Quality Assurance Cell (IQAC) is established with a vision to streamline the quality initiatives of the institution. IQAC in its inaugural meeting decided to review all the quality initiatives.

IQAC recommendations:

- To strengthen Teaching-learning process by initiating innovative teaching-learning practices is highly appreciated.
    - Recommended to continue the same policy.
    - Directed to document the activities and review the same once in every fortnight.
- Collaborative teaching techniques must be encouraged.
- Research culture must be imparted to the students
    - More emphasis on academic projects – special workshop to faculty members on problem identification is conducted.
    - Students are given access to internet facility to mine the relevant literature
    - More review meetings are conducted to asses the understanding levels of the project batch.
    - Programmes Like HACKATHON are conducted to encourage the students in project-based learning.
- Commitment towards Society - Social commitment is highly appreciated
    - The activities of the SAC are reviewed
    - Outreach activities involving Alumni are highly appreciated.
    - Other society centric activities are listed. More student involvement is necessary.

The main objective of IQAC is to give quality assurance of academics and administrative works, the institution reviews its teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through its various Staff Council committees like the Academic Committee, Internal Assessment Committee, Placement Cell, etc

The IQAC has devised several mechanisms to review the effectiveness of the teaching learning process in the institution. One such measure is the conduct of an academic auditing every year. The governing body identified an internal expert team to go round the college and take stock of the effectiveness of the teaching-learning process. The team visited all departments and units of the college and interacts with everyone collectively and in person. The performance levels of students in the university examinations are the main agenda in the process. The team cautions the department, in case the results are not up to the expected levels. On the basis of the report of the team, the AAC adopted appropriate policy changes and revitalizes the academic community.

Another initiative of IQAC is to improve the effectiveness of Parent teacher interaction. Reviewing the teaching learning process is the platform of 'Open House' in which both the teachers and parents sit together and discuss the performance, level of students. Once in each semester, the parents are invited to the college for a discussion with the teachers in the presence of the student. In such meetings, the teachers share with the parents about the studies and behaviour of the student. The parents also will share their impressions about the teaching and facilities. corrective measures are taken accordingly.

**Case Study:**

- Department: Department of Electrical & Electronics Engineering
- Academic Year: 2019-20
- Year / Sem: IV B.Tech. I Sem EEE
- Result Analysis:
    - II B.Tech. I Sem Overall Percentage:    22 /82 = 26.8%
    - II B.Tech. II Sem Overall Percentage:    37/82= 45.12%

○ III B.Tech. I Sem Overall Percentage:    28/72= 38.88%
○ III B.Tech. II Sem Overall Percentage:    21/74= 38.88%

HOD with a team of Counsellors intensified mentoring mechanism by reviewing academic performance of the students and initiated the activities such as weekly Quiz, Assignments, Slip Tests during the I Sem of 2019-20 Academic year. In this process the inputs from the parents and class teachers are taken in to consideration to classify the students as advanced and slow learners. From the review of the result it is quite evident in terms of the improved academic performance. However, the feedback from the counsellors is that the students are reoriented towards academic due to the mentoring activity.

- **IV B.Tech. I Sem Overall Percentage:    38 /76= 50.00%**

IQAC recommended to take this as a pilot project and implement the same strategy to all the classrooms w.e.f. second semester of the Academic Year 2019-20.

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**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** D. 1 of the above

| File Description | Document |
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| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

KITS is a co-education institution, catering quality technical education to the student community by providing equal opportunity to both Boys and Girls.

Since its inception KITS has maintained equal opportunities without any discriminations on gender basis. Gender sensitive programs have been conducted regularly for students as well as for faculty members. Gender equity is seen in our academics, employment and other initiative programs. Gender sensitization course has been introduced to bring awareness on equality for all students under guidance of JNTUH. the measures taken during the last 5 years are enclosed in additional information.

KITS is always taking utmost precautions regarding safety and security especially for girl students and faculty. This is monitored at various levels. Various committees such as

- Board of Governors regularly monitor the activities of various statutory committees of the institution
- Academic Advisory Committee suggests curricular activities addressing the issues related to gender.
- Women's Development Cell organises activities responding to the issues related to gender in the society. Social activities such as awareness rallies are conducted. Workshops and seminars are conducted  every year to avoid sexual harassment and also to create healthy and secure environment.
- Grievance Redressal cell / Internal Committee closely monitor the issues related to gender and suggest all possible remedies to curb menace due to gender.
- Discipline Committee, Student Activity Committee, Anti-Ragging committee, NSS Unit, HODs, PDs monitor the Girl students' safety and security.

These committees take adequate care to address the social security of the people in the campus and tries to influence the people of nearby areas. The institute is under CCTV surveillance so that safety and security in the campus is sensitive for all genders and prevention of untoward incidents.

**Counseling / Mentoring:** KITS has taken a special care for counseling in gender equality and gender harmony due to which mentor-mentee system and engaging professional counselor is arranged every year.

- Under mentoring 20 students are allocated to each faculty to look after the welfare of the students periodically.
- It takes pro-active role in addressing various issues of academic, social, physical and psychological environment.
- The institute made the Women Development Cell to be very active to motivate the girl students to face the challenges in the society.
- It works to promote gender sensitivity and produce harmonious atmosphere on the campus.

- Department faculty members are taking responsibility for individual care of the students in all matters such as academic performance and discipline.
- KITS formed various committees for the welfare of the staff and students.
- Common Room is provided for students to lead a healthy and stress-free life in the college campus.
- The institute has separate rooms for both girls and boys so that they can use it for taking rest when they do not feel well.
- The women rest rooms are arranged with sanitary napkins for keeping health hygiene along with eco-friendly conducive environment.
- Common rooms are allocated in every block annexing toilets and wash rooms.

KITS is committed to provide a conducive atmosphere for teaching – learning in a barrio free environment.

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

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

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

**Response:** D. 1 of the above

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

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

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

**Response:**

**Waste generation must be minimised.** "This is not only economical equation but also environmental consciousness."

At KITS we are committed to reducing the impact on environment and minimize waste during its routine activities. The institute conducts annual recycling drives on office stationery, electronics, laboratory material, manuals, and other furniture.

**Solid waste management:**

- Waste management is helping our college, to achieve high environmental performance by initiating programs viz., go green, swatchbharath, and Harithaharam.
- All the wastage is segregated into dry and wet collected.
- The college premises have been declared as no plastic zone and litter free area.
- Separate Dustbins for recyclable and non-recyclable wastes are available in common places.
- Paperless communication (e-mail / WhatsApp communication) is one of its best practices.
- Sanitary napkin incinerator machine is available in the ladies' restroom.

**Liquid waste management:**

- Rain water flows into the final tank. The filtered water is collected in sumps and is pumped to the college garden through overhead tank.
- RO Water plant is established to convert the borewell water into mineral water
- Sprinklers are used in gardens to prevent water wastage.
- Rain Water Harvesting system and wastewater from the RO plant is also used for watering the plants

**E-waste management:**

- The obsolete equipment collected from the laboratories and other equipment like scrap is safely disposed to e-waste vendors.
- All the printer cartridges are refilled for reuse.
- UPS batteries are purchased on buy back agreement by the suppliers.
- Steps are taken to avoid CDs and encouraged to use only USBs
- Active Networking between computer terminals is established
- The low configured computers are donated to nearby schools.

Since college is located away from town waste recycling is comparatively an easy task.

| Key Areas of Waste Production | Waste Produced | Action Taken |
|---|---|---|
| Civil Engineering Laboratories | Concrete cubes, cones, used aggregate | - Used as support to structures, on footpath, |
| Workshop | Wood waste, Iron waste | - Wood waste is used as fuel in furnace.<br>- Iron waste is sold for recycling |
| Mechanical Engineering | Water | - Fuel waste is used for servicing the machi |

| Laboratories | Iron waste, Fuel waste | • Iron waste is sold for recycling<br>• Water is diverted to plants. | |
| EEE, ECE & CSE Laboratories | e-waste | • Attempts to reuse are encouraged<br>• In case of Obsolete e-waste measures, are recyclers<br>• Reuse of spare parts is encouraged Viz., R Motherboards, SMPS, Hard disks | |
| Office / Exam Branch / Library | Paper waste | • Attempts to use rear side of the papers.<br>• Examination stationary is sold to paper rec<br>• Confidential material is preserved or meth taken very carefully<br>• Newspapers / magazines and other paper v sold for recycling. | |
| Chemistry, Environmental Engineering Laboratory | Hazardous chemicals | • routed through a separate drain to soak pit<br>• This pit is maintained on an annual mainte | |
| Canteen, Garden and Trees | Biological waste | • For the production of organic manure<br>• Wastage collected from college canteen is in compost pits | |

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Link for Geotagged photographs of the facilities | [View Document](#) |

## 7.1.4 Water conservation facilities available in the Institution:

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

**Response:** D.1 of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly  pathways**

**4. Ban on use of Plastic**
**5. landscaping with trees and plants**

**Response:** D. 1 of the above

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

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

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

**Response:** D.1 of the above

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

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** C. 2 of the above

| File Description | Document |
| --- | --- |
| Policy documents and information brochures on the support to be provided | [View Document](#) |
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

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

**Response:**

Vasudhaiva Kutumbakam (?????? ?????????), a philosophy that inculcates an understanding that the whole world is one family. This is philosophy of our institution that tries to foster an understanding that the whole of humanity is one family. At Khammam Institute of Technology & Sciences we respect every Culture, regional feelings, Language, Community and all other socio-economic conditions of the community.

Teachers always take personal interest of the students and maintain a harmonious-relation with the student.

Traditional day is celebrated to showcase the culture and heritage by the students and staff of the institution. From the member of the management to the students, every one actively participate in this event actively.

Rangoli – a culture show of Telegu society is celebrated in the campus by the Women Development Cell every year.

Mehandi Comptitions are celebrated by the girl students to showcase the innate talent of the students

Cultural Day is celebrated by the Student Activity Cell where students are given opportunity to showcase their skills viz., Dancing, Singing, Mimicry, Mime

Bathukamma is floral festival celebrated predominantly by the Telangana. In Telugu, 'Bathukamma' means 'Mother Goddess come Alive' and Goddess Maha Gauri-'Life Giver' is worshipped in the form of Bathukamma. This is being celebrated by the Womens Development Cell.

Sankranthi – the harvest festival of Telangana is also celebrated in the institution

Students and staff also participate in Medaram Jatara – a village festival of this region.

Potluck lunch is another event celebrated by the staff of the institution where all the staff collectively share food from each house.

Picnic for the staff of the institution to have a recreation for the staff members.

The Head of the institution mandatorily circulate wishes to all the staff members on the occasion of all the National Festivals, State Festivals and other important days.

Independence Day, Republic Day, Science Day, Satbhavana Divas, Teachers Day, Engineers Day, Gandhi Jayanthi, National Integration Day, International Womens' day, Yoga Day, Abdul Kalam Birth Day, are celebrated every year.

In addition, few more birth days of eminent personalities were celebrated to inform student about the contributions of them towards society.

Student Activity cell in association with the college NSS unit celebrate these events.

Adequate support is extended to promote culture among the student community.

All the festivals are celebrated a day before at KITS to ignite oneness among the staff and students.

Religious festivals such as NEW YEAR, HOLI – festival of Colours, UGADI – New year of Telugu calendar, GANESH CHATURDHI, DIWALI – festival of Lights, DASAHRA, CHRISTMAS, RAMJAN are celebrated involving all the students and staff.

A balance between the **cultural, regional, linguistic, communal socioeconomic diversities is regularly maintained at KITS to have an inclusive environment for having oneness among students.**

| File Description | Document |
|---|---|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document]() |
| Link for any other relevant information | [View Document]() |

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

**Response:**

**Sensitization of students and employees of the Institution to the constitutional obligations:**

JNTUH in its revised regulations and Curriculum 2018 introduced the course titled "Constitution of India" an initiative to impart the basic concepts pertaining to Indian constitution. It is made mandatory to all the branches of engineering at second year level. This course is taught by the respective department faculty.

In this connection a Faculty development program is conducted to all the faculty members by eminent personalities. This attempt not only helped in sensitization of students but also faculty members.

**The major topics covered under this course include**

- Meaning of the constitution law and constitutionalism
- Historical perspective of the Constitution of India
- Salient features and characteristics of the Constitution of India
- Scheme of the fundamental rights
- The scheme of the Fundamental Duties and its legal status
- The Directive Principles of State Policy – Its importance and implementation
- Federal structure and distribution of legislative and financial powers between the Union and the States
- Parliamentary Form of Government in India – The constitution powers and status of the President of India
- Amendment of the Constitutional Powers and Procedure
- The historical perspectives of the constitutional amendments in India
- Emergency Provisions: National Emergency, President Rule, Financial Emergency
- Local Self Government – Constitutional Scheme in India
- Scheme of the Fundamental Right to Equality
- Scheme of the Fundamental Right to certain Freedom under Article 19
- Scope of the Right to Life and Personal Liberty under Article 21

**The major outcomes of the course are**

- Awareness about constitutional obligations
- Understand the social, political and economic perspectives of the Indian Society
- Understand the Parliamentary Form of Government in India
- To be a responsible citizen of the country

**Other steps taken include:**

- Organization of legal literacy camps by the Hon'ble Chief Justice, Khammam Dist.
- Conduct of workshops on Fundamental Duties and Rights
- Student seminars on the salient features of Indian Constitution
- Conduct of Quiz competition on the eve of National festival on Indian constitution
- Various activities such as conduct of Debates, Elocutions and JAM competitions on Constitution, Voter awareness, new Acts such as Nirbhaya, POCSO etc.,
- Students are also given opportunity to advocate their knowledge in the social awareness camps conduced in Schools and colleges of the surrounding villages.

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

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

**Response:** C. 2 of the above

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

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

**Response:**

**January: Road Safety week:** every year during January road safety week is observed. Students are given awareness about use of helmet, Traffic rules, Importance of Licence etc., Also the students and staff are guided the important documents to be maintained during travel.

**Last week of October:** Vigilance awareness week: this week is celebrated during the last week of October.

**National Festivals:**

**26th Janu**ary: Republic Day: Republic Day is a national festival of India. It honours the date on which the Constitution of India came into effect on 26 January 1950

**15th August: Independence Day:** Independence Day is annually celebrated on 15 August, as a national festival of India commemorating the nation's independence from the United Kingdom on 15 August 1947

**2nd October: Gandhi Jayanthi:** Gandhi Jayanti is an event celebrated in India to mark the birth anniversary of Mahatma Gandhi. It is celebrated annually on 2 October, and it is one of the three national festivals of India.

**8Th March: International Women's day**: International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.

**21st June: Yoga Day:** Yoga is an ancient physical, mental and spiritual practice that originated in India. The word 'yoga' derives from Sanskrit and means to join or to unite, symbolizing the union of body and consciousness. The International Day of Yoga aims to raise awareness worldwide of the many benefits of practicing yoga

**Birth Days:**

**28th February: Science Day:** National Science Day is celebrated in India on 28 February each year to

mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman on 28 February 1928.

**20th August: Satbhavana Divas:** Sadbhavana Diwas / Harmony Day is observed on August 20 every year in remembrance of the youngest Prime Minister of India, Rajiv Gandhi.

**5th September: Teachers Day:** Teachers' Day in India is celebrated on 5 September every year to commemorate the birth anniversary of Dr. Sarvepalli Radhakrishnan - First Vice President of India

**15th September: Engineers Day:** The Engineering Community across India celebrates Engineers Day on 15 September every year as a tribute to the greatest Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya.

**15th October: Abdul Kalam Birth Day:** World Students' Day is celebrated every year on October 15 on former president APJ Abdul Kalam's birthday. The day is commemorated on his birth anniversary because Dr Kalam was a dedicated teacher and identified himself foremost in that role before anything else.

**31st October: Ekta Diws:** The Government of India introduced Rashtriya Ekta Diwas or National Unity Day with an aim to pay tribute to Sardar Vallabhbhai Patel on his birth anniversary.

**19th November National Integration Day:** National Integration Day is observed on 19th November 2013 all over India. It is celebrated as the birth anniversary of the first woman Prime Minister of the India, Indira Gandhi. The National Integration day is celebrated to enhance the love and unity among people all across the India.

| File Description | Document |
|---|---|
| Link for any other relevant information | View Document |
| Link for Annual report of the celebrations and commemorative events for the last five years | View Document |
| Link for Geotagged photographs of some of the events | 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 - 1**

1. **MENTORING - A TOOL FOR SUSTAINABLE DEVELOPMENT OF ENGINEERING GRADUATE**

**OBJECTIVES OF THE PRACTICE**

- Development of Questionnaire for Mentoring
- Training the faculty members for mentoring
- Using Software tools for effective mentoring
- Assessment of effectiveness of the counselling mechanism

**THE CONTEXT**

In view of the students from vernacular, cultural and economic background, it is difficult to both student and teacher to adopt themselves to the engineering education. Teaching -learning process require huge support structure to bring all the students on an equal platform.

For sustainable development of student community,

- Students' Social, Economic and environmental conditions are studied.
- Students are given choice to opt Bearable, Equitable and economic resolutions

**THE PRACTICE**

The following steps are implemented to bridge the gap between the advanced learners and slow learners.

- Induction Programme: As directed by UGC and AICTE a 15 days Induction programme is conducted to enable the students to adopt to the institution environment.
- Implementation of mentoring by dividing the students among the trained faculty who counsel the students on
  - Education Background
  - Secondary Education Teaching-Learning Process
  - Medium of Instruction
  - Parental Background
  - Siblings study etc.,
- Recording the major outlines in counselling register and / or ECAP software.
- Student attendance monitoring
- Classwork – Laboratory work feedback – necessary support to cope-up with the class.
- Parent - Teacher meeting for
  - feedback about teaching – learning process and
  - information to parents about the performance of their ward
- Conduct of Makeup Classes
- Assessment in Course End Examinations
- Analysis of Results – conduct of Remedial Classes
- ECAP software support the mentoring process to a large extent. This support
  - To keep database available pertaining to students allotted.
  - Monitoring of the mentoring process by HOD and Principal
  - To enable the communication to parents through integrated SMS service.
- Based on the inputs from the ECAP, Head of the Department will call the students for a second round of mentoring
- Teaching Modules, Assignments, slip-tests, extra-classes are conducted to improve the learning abilities of the students.

**EVIDENCE OF SUCCESS**

ECAP software helped in

- Easy transfer of data from mentor – HOD – Principal
- Class work monitoring
- Student Attendance Monitoring
- Observing Teaching Plan Vs Teaching Diary
- Monitoring intensified coaching mechanism such as Makeup Classes, Assignments, slip-tests, remedial Classes etc.,
- After continuous consultations and one semester exercise the implementation of the software based mentoring mechanism proved its success not just with respect to result but also
  - Student satisfaction in terms of availability of lesson plan, teaching modules, laboratory manual etc.,
  - Parents satisfaction in terms regular system generated information in the form of SMS
  - Faculty satisfaction in terms of student attendance and easy access to student database
  - HOD satisfaction for the overall improvement and feel good environment in Teaching – Learning Process.

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED**

- Database development and implementing new change is not so easy. Faculty members adopting to change is a very difficult task. To implement the software around three months of exercise to update the data required man power.
- The basic database is updated in the software for the three previous academic years and the office and the faculty took lot of pain to update the information.
- Daily posting of attendance is another difficulty faced.
- Network problems played serious obstacle to implement the office automation software.
- The determination of the staff and Faculty members finally helped in successful implementation of the software Assisted Mentoring of students.
- High configuration systems – Networking facility helped in effective implementation of the ECAP - a tool for mentoring to ensure sustainable development of engineering graduate

**NOTES**

The Proposed sustainable development model is achieved after iterations of corrections and during the process of implementation dual recording system (Both offline – Traditional and Online – ECAP) lead to lot of redundant activity.

**Best Practice - 2: ESTABLISHMENT OF R&D CELL**

**OBJECTIVES OF THE PRACTICE**

The strategic goals of the institution identified include:

- *Teaching & Learning*
- *Research & Innovation*
- *Outreach & Engagement*
- *Development and Infrastructure*

## THE MAJOR GOAL RESEARCH AND INNOVATION HAVE THE OBJECTIVES

- To Promote breakthrough faculty research, scholarship, and impact through strategic investments.
- To Recruit, develop, and retain outstanding and diverse faculty who are or will become internationally recognized.
- To Establish and grow major multidisciplinary research programs aligned with institutional priorities and societal needs.
- To Foster a climate of interdisciplinary, translational research and development.
- To augment with the societal needs and to inculcate research culture in the student community the research and innovation cell of KITS is established. The objectives of research and innovation cell include:
  - To utilize the available infrastructure to solve the problems of the society
  - To Optimizations of the solutions for an effective economic solution

## THE CONTEXT

- Need for Increased research enterprise and impact;
- Establish a culture of innovation and change.
- Develop strategic partnerships and interdisciplinary collaborations;
- Engineering education require lot of research and literature survey to update themselves with the latest trends in their fields of interest.
- Quality technical education is a process that require lot of research activity. engineering education today is subjected to lot of stress and strain in terms of gap between curriculum industry, curriculum and society needs. To bridge this gap the participative learning mechanism must initiate research activity. in this context at KITS, a research and innovation cell Is established to realize its strategic goal.
- Hence the major objective of the research and innovation cell is to create and establish facilities for research;
- A senior faculty member is identified as convener for research and innovation cell.

## THE PRACTICE

The academic advisory committee in its directions advised to bring the academic projects of under graduate and post graduate student under the preview of the research and development cell.

Heads of the departments after the scrutiny of projects will identify the projects which can be brought under the control of research and development cell. The major practices include major practices. Functions of research and innovation cell include

- Scrutinize, guide student projects (B.Tech / M.Tech) and suggest measures to develop projects to convert them into a viable Research Project.

- To encourage inter disciplinary project.
- The committee shall encourage the faculty and students on publication of research articles by sending deserving entries to journals
- Inculcate the concept of research among students & staff by encouraging paper presentation competitions
- Identifying members of the faculty who are having orientation towards research activities.
- Organizing Short Term Training Programs and workshops
- To advice on thrust areas and disciplines for introducing research related activities for future development in research.
- To suggest measures for improving existing infrastructural facilities both for academic and sponsored research and enhancing research ambiance.
- to submit project reports to AICTE / UGC / DRDO/ DST to acquire funding, fetch grants etc.
- To identify topics of Social interest, Agriculture interest that require technical solution
- To encourage and support research proposals of the students and faculty addressing the issues of Environment, Agriculture, Society, etc.,

## EVIDENCE OF SUCCESS

- Improved publications
- Improved quality of Publications
- Enhanced interest of the faculty members to register to acquire PhD
- Two faculty members received PhD and around 3 faculty members are in the verge of PhD degree.
- Organization of workshops on Intellectual Property Rights, Research ethics and research methodology
- The project works
- Extraordinary response for the research and innovation activity HACKTHAN

## PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Establishment of research laboratory, to support research activity
- Financial support for research projects
- 10 stand alone high-end systems are allocated for Research and Innovation Cell
- The pro-active management gave assurance to accelerate research activity,

## NOTES

**Salient research initiatives at Undergraduate level:**

| | | |
|---|---|---|
| CIVIL | A study on strength comparison between ordinary concrete and replaced concrete | |
| CIVIL | Strength and durability studies on GGBS | |
| CIVIL | Experimental study on the compressive strength of nano concrete | |
| EEE | IOT based vehicle to vehicle communication | |
| EEE | Impact of distribution system quality on dg interconnection protection at PCC | |
| MECH | Design And Fabrication Of Wind Car | |
| MECH | Design And Fabrication Of Go-Kart Vehicle | |
| MECH | Design and fabrication of automatic rechargeable-bike | |
| CSE | An efficient and privacy preserving bio-metric identification scheme in cloud computing | |
| CSE | A secure anti-collusion data sharing scheme for dynamic groups in the cloud | |

| CSE | Efficient and expressive keyword search over encrypted data in cloud | |
| CSE | A Modified Hierarchical Attribute-Based Encryption Access Control Method for Mobile Cloud Compu |
| CSE | Secure Phrase Search for Intelligent Processing of Encrypted Data in Cloud-Based IoT | |
| CSE | A Searchable and Verifiable Data Protection Scheme for Scholarly Big Data | |

| File Description | Document |
| --- | --- |
| Link for Best practices in the Institutional web site | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

Khammam Institute of Technology and Sciences is established with a vision to be a Centre for Excellence in value-based quality Professional Education carving Research, Innovation and Entrepreneurial Attitude that transforms students into globally competent society sensitised engineers.

In view of the above at KITS we provide education within the reach of the student community.

The major objective is to provide quality technical education to the students of rural students

As per the enrolment statistics of the institution it is estimated that around 62% of the Admitted students are from the reserved category and out of the total admitted around 44% of the students are girls.

**Some steps distinctive to its priority include:**

**Affordable Education to the economically weaker sections of the society:**

- Majority of the students are from economically weaker sections of the society covered under Reimbursement of Tuition Fee scheme of the government of Telangana.
- In addition, the students are also offered financial assistance in terms of Book Bank waver, Subsidised Bus fee etc.,
- Based on the academic performance, fee concisions are offered.
- Special support in terms of financial / supply of component support to execute project works is provided to high performing students and also to the projects addressing the requirements of the society.

**Affordable Education to the Girl students:**

- KITS offers a safe and secured academic ambiance to the girl students.
- CC cameras are installed for effective surveillance in all key areas of the institution
- Special fee rebate to the girl students who opt KITS as their choice of education.
- Women Development Cell is very active in addressing all the issues of the girl student. It guides the girl students to be strong and capable of facing any challenges of the society. The activities of women development cell include:
    - Awareness program on women empowerment
    - Student Activities / workshops on success stories of Women Entrepreneurs.
    - Organization of recreation activities such as Rangoli, Mehandi, etc., where oneness is achieved among all girl students.
    - Conduct of workshops on new police Acts / legal information viz., POCSO ACT, NIRBHAYA ACT, Activities of She Team by legal experts.
    - Programmes about self defence by experts
- Internal Committee / Women Grievance Cell works on the complaints regarding ragging, eve teasing of girl students. This committee also monitors essential needs of the girls and women staff and bring them to the notice of the administration from time to time.

**Quality Initiatives - New Initiatives for effective Teaching:**

- Faculty skill upgradation at regular intervals through FDP programs.
- Encouraging Faculty for Higher Studies and PhD programs
- Research support system through activities of Research and Innovation Cell
- Encouraging to use ICT facilities in content delivery
- High speed internet facility to support researchers
- Senior faculty involving the students in their research activities.
- Student centric teaching activities - Project Based Learming, Problem Solving Skills

**Quality Initiatives – New Initiatives for Enhanced Learning:**

- Induction Program –
- Bridge Course –
- Importance to Laboratory Activity / Project work
- Project Based learning / EAKTRA / HAKATHON / Industry Visits
- Add on Courses / Certificate Courses / Value Added Courses
- Extra Classes / Makeup classes / Remedial Classes
- Awareness Programs / Seminars / Workshops
- imparting Social responsibility / Environmental Consciousness / Values
- Employable Skills upgradation by CRT training
- Enhanced English Proficiency through multimedia assisted language laboratory
- Result Analysis – Parent Teacher meeting – feedback –
- Assessment of Quality improvement Strategies by AAC / BOG and corrective measures / redefining benchmarks.

| File Description | Document |
|---|---|
| Link for appropriate web in the Institutional website | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

KITS is serving as the most opted college among the colleges in the district with full-fledge Academic and research facilities.

The Key Areas of our training include:

1. Organised Training Process from Induction programme to Farewell
2. Student centric education model
3. Orientation Programme – Induction Programme
4. Bridge Courses
5. Continuous Internal Evaluation – identification of Advanced & Slow learners
6. Customised Training Modules – "innovative Teaching – Learning Practice"
7. Result Oriented Teaching – Make-up Classes – Remedial Classes
8. Mentoring for student re-orientation – special counselling sessions by eminent psychologists
9. collection of feedback on
    1. curriculum planning
    2. feedback on content delivery
    3. feedback on infrastructure
10. Training Need Analysis – Campus Recruitment Training – Providing Placement opportunity –
11. Research oriented Academic projects –
12. Academic projects addressing the needs of the society - Imparting Social responsibility
13. Faculty development Programmes – new initiatives –
14. Encouraging faculty for Higher Studies – performance appraisal system – research facility –
15. R&D Activities – Research Publications - Value based education
16. Cultural & Sports Activities to showcase students' innate talent – Student Activity Cell
17. Various Cells and Committees to ensure democratic, decentralised and transparent governance.
18. IQAC to monitor, Guide and ases various initiative of the institution at regular intervals and suggest necessary corrective measures for effective implementation.

## Concluding Remarks :

Khammam Institute of Technology & Sciences (KITS), Khammam The Institute is established to create, nurture and shape students as technical professionals and leaders to create an inclusive and sustainable society in a global perspective.

KITS provides a high-end undergraduate education in new frontiers of Engineering and Technology with special focus towards the rural students having Leadership & Innovation skills. Students are provided with opportunities for interaction with the experts from the Industry through Guest Lectures, Industrial Visits, Add-On Training, internships, student chapters of International Professional bodies, research oriented academic projects etc. To align with the curricula, we have committed faculty, state-of- the-art infrastructure and laboratories. Spacious green campus, good collection of books in library and peaceful atmosphere ensures that learning becomes a wonderful experience.

To achieve the vision of the institution we launched undergraduate engineering degree programs that produced many vibrant and challenging professionals equipped with skills to face the social, economic and technical issues of our country.

At this juncture, KITS is aimed at assessment of its quality in its processes such as Teaching – Learning, Research, Social responsibility and institutional governance.

We could prepare the document successfully With the dedication and sincerity of all the Staff and students. A detailed criteria-wise analysis of the institution is presented in the Self Study Reports which is uploaded on the NAAC portal. We are delighted to present the document for assessment and accreditation by NAAC. This document (SSR) has been prepared with the support and inspiration from management. The members of management of this Institution have valuable and varied experience in running educational institutions since 30 years. Their guidance promises a great future to this institute. The management has taken keen interest in development of infrastructure, faculty development and delivery system.

We take this opportunity to thank the management, HODs, the members of steering committee, coordinators, teaching and non-teaching staff for their continuous support in the process of document preparation and organization of various activities. As a Principal, I have given my sincere efforts and hope is the best outcome of it.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.3 | **Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** <br><br> 1. **Academic council/BoS of Affiliating university** <br> 2. **Setting of question papers for UG/PG programs** <br> 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** <br> 4. **Assessment /evaluation process of the affiliating University** <br><br> Answer before DVV Verification : B. Any 3 of the above <br> Answer After DVV Verification: D. Any 1 of the above <br> Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. |
| 1.2.2 | **Number of Add on /Certificate programs offered during the last five years** <br><br> 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** <br> Answer before DVV Verification: <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>8</td><td>7</td><td>7</td><td>6</td><td>6</td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>02</td><td>00</td><td>01</td><td>00</td></tr></table> <br> Remark : HEI has not provide attendance documents, The Campus Recruitment Training(CRT)-Technical Training etc., no considered as add-on course. The HEI was requested to attach syllabus of each of the claimed courses, highlighting the content that is considered imparting transferable and life skills, with a remark as to how this is imparting transferable and life skills. |
| 1.2.3 | **Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** <br><br> 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** <br> Answer before DVV Verification: <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>960</td><td>840</td><td>720</td><td>900</td><td>660</td></tr></table> <br> Answer After DVV Verification : |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00      | 172     | 00      | 120     | 00      |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

| 1.3.2 | **Average percentage of courses that include experiential learning through project work/field work/internship during last five years** |
|-------|---|

**1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 112     | 115     | 130     | 120     | 140     |

Answer After DVV Verification :

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

Remark : Each of the UG programme has one mini project and one main project. Similarly MBA has project work at the end of Ist year and in the final year.These 12 courses of experiential learning through project work/field work/internship have bee considered as per the syllabus of the affiliating University provided in the supporting documents.

| 1.3.3 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** |
|-------|---|

**1.3.3.1. Number of students undertaking project work/field work / internships**
Answer before DVV Verification :  1059
Answer after DVV Verification: 455

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification. As per the List of students undertaking the field projects / internship program-wise in the last completed academic year provided by the HEI along with the details of title, place of work. Data of year of offering 2018-19 only considered.

| 1.4.1 | *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* |
|-------|---|

*1) Students*

*2)Teachers*

*3)Employers*

| | |
|---|---|
| | *4)Alumni* <br><br> Answer before DVV Verification : A. All of the above <br> Answer After DVV Verification: E. None of the above |
| 1.4.2 | **Feedback process of the Institution may be classified as follows:** <br><br> **Options:** <br><br> 1. **Feedback collected, analysed and action taken and feedback available on website** <br> 2. **Feedback collected, analysed and action has been taken** <br> 3. **Feedback collected and analysed** <br> 4. **Feedback collected** <br> 5.  **Feedback not collected** <br><br> Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website <br> Answer After DVV Verification: E. Feedback not collected |
| 2.1.1 | **Average Enrolment percentage (Average of last five years)** <br><br> 2.1.1.1. **Number  of students admitted year-wise during last five years** <br> Answer before DVV Verification: <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>519</td><td>505</td><td>540</td><td>647</td><td>717</td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>323</td><td>364</td><td>399</td><td>616</td><td>750</td></tr></table> <br> 2.1.1.2. **Number of sanctioned seats year wise during last five years** <br> Answer before DVV Verification: <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>600</td><td>540</td><td>660</td><td>840</td><td>840</td></tr></table> <br> Answer After DVV Verification : <br><br> <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>720</td><td>720</td><td>738</td><td>960</td><td>960</td></tr></table> <br><br> Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. As per the supporting documents the HEI admitted 750 students in year 2014-15. |
| 2.1.2 | **Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)** |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 181 | 267 | 277 | 414 | 363 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 192 | 240 | 258 | 330 | 336 |

Remark : As per the HEI documents provided in 2.2 the HEI has 50% of the 70% of the total sanctioned seats year wise. Number of actual students admitted from the reserved categories year-wise is restricted in upper limit by the Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise as in 2.2

| 2.3.3 | **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**<br><br>2.3.3.1. Number of mentors<br>Answer before DVV Verification :  155<br>Answer after DVV Verification: 116 |
|-------|-------|
| 2.4.2 | **Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.  during the last five years  (consider only highest degree for count)**<br><br>2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.*  year wise during the last five years**<br>Answer before DVV Verification:<br><br>{{TABLE1}}<br><br>Answer After DVV Verification :<br><br>{{TABLE2}} |
| 2.4.3 | **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**<br><br>2.4.3.1. **Total experience of full-time teachers**<br>Answer before DVV Verification :  653<br>Answer after DVV Verification: 443<br><br>Remark : As per the HEI statement in the response dialogue box and the data attached with the |

Table for 2.4.2.1 (Answer before DVV Verification):

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 4 | 3 | 2 |

Table for 2.4.2.1 (Answer After DVV Verification):

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 3 | 3 | 2 |

| | |
|---|---|
| | Metric and with 2.4.1 during clarification. |
| 2.6.3 | **Average pass percentage of Students during last five years**<br><br>2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**<br>Answer before DVV Verification: |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 331 | 422 | 430 | 362 | 230 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 300 | 334 | 500 | 346 | 259 |

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 459 | 618 | 565 | 433 | 295 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 535 | 631 | 740 | 623 | 354 |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

| 3.1.1 | **Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**<br><br>3.1.1.1. **Total Grants from Government and non-govermmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**<br>Answer before DVV Verification: |
|---|---|

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 1.94 | 1.58 | 2.35 | 1.7 | 0.5 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 000 | 00 | 00 | 00 | 00 |

| 3.1.2 | **Percentage of teachers recognized as research guides (latest completed academic year)** |
|---|---|

3.1.2.1. **Number of teachers recognized as research guides**
Answer before DVV Verification :  2
Answer after DVV Verification: 1

| 3.1.3 | **Percentage of  departments having Research projects  funded by government and non government agencies during the last five years** |
| --- | --- |
| | |
| | 3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years** |
| | Answer before DVV Verification: |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| --- | --- | --- | --- | --- |
| 4 | 3 | 5 | 5 | 2 |

Answer After DVV Verification :

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

3.1.3.2. **Number of departments offering academic programes**
Answer before DVV Verification:

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

| 3.2.2 | **Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years** |
| --- | --- |
| | |
| | 3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years** |
| | Answer before DVV Verification: |

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

Answer After DVV Verification :

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

| 3.3.1 | **Number of Ph.Ds registered per eligible teacher during the last five years** |
| --- | --- |
| | |
| | 3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years** |
| | Answer before DVV Verification :  8 |
| | Answer after DVV Verification: 00 |
| | 3.3.1.2. **Number  of teachers recognized as guides during the last five years** |
| | Answer before DVV Verification :  2 |

Answer after DVV Verification: 00

| 3.3.2 | **Number of research papers per teachers in the Journals notified on UGC website during the last five years** |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13 | 28 | 27 | 19 | 16 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 02 |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The HEI was requested to provide Web-link in the template which redirects to the journal webpage published in the Actual link of UGC for specified journal(s). The details provided by the HEI are not complete with UGC list /the UGC link, hence the respective publication cannot be considered. Only 02 papers are on researchgate journals list.

| 3.3.3 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 3 | 2 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 2 | 01 | 0 | 01 |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.Only Books/ Conference proceeding with valid ISBN considered. Conferences published by Elsevier considered.

| 3.4.2 | **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years** |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 3.4.3 | **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)** |
|---|---|

3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 03 | 02 | 03 |

| 3.4.4 | **Average percentage of students participating in extension activities at 3.4.3. above during last five years** |
|---|---|

3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1522 | 1435 | 1801 | 1803 | 1521 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 218 | 316 | 316 | 236 | 173 |

| 3.5.1 | **Number of Collaborative activities for  research, Faculty exchange, Student exchange/ internship per year** |
|---|---|

**3.5.1.1. Number of Collaborative activities for  research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 9 | 18 | 25 | 28 | 34 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

| 3.5.2 | **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years** |
|---|---|

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 7 | 7 | 5 | 6 | 1 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| 00 | 00 | 0 | 0 | 0 |

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification :  27
Answer after DVV Verification: 19

Remark : HEI was requested that Number of classrooms with wifi/LAN without LCD OR Class rooms with LCD alone do not form ICT enabled teaching learning facility. the HEI photographs show some rooms with portable projector. The HEI was requested to provide copy of the stock register for the LCD's. The HEI to provide Geo-tagged photographs of ICT enabled class rooms /seminar halls with caption. Only classrooms and/or seminar halls with ICT enabled facilities were eligible. It was clarified that the photographs must show the LMS/LCD in each of the Class Room/Seminar halls listed. The HEI was requested to ensure photographs of ALL the classrooms and seminar halls with LCD clearly visible and the Room Number is marked. The HEI was to indicate whether fitted with LCD, LAN and wi/fi. The HEI was requested to provide the building or location where the ICT enabled room is located. Only 19 Leture Halls and seminar halls considered. The HEI

did not provide copy of the stock register as requested.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13 | 9 | 30 | 17 | 23 |

Answer After DVV Verification :

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

Remark : The HEI was requested to reconcile and Provide a consolidated audited income/ expenditure UNDERLINING (not highlighting) specific expenditure for infrastructure augmentation, excluding salary component. The certificate to be duly certified by the CA and counter signed by the principal.As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The HEI has provided income expenditure statement with 4.2.3, 4.4.1 and with the Metric. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise in the balance sheets is considered.

| 4.2.2 | **The institution has subscription for the following  e-resources** |

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

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

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

Answer before DVV Verification:

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

| 3.32 | 7 | 18.54 | 4.43 | 4.33 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1.1 | 1.3 | 01 | 1.52 | 0 |

Remark : The HEI was advised that it had not provided Audited finance documents showing the Annual expenditure for purchase of books and journals year-wise during the last five years. As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The attached balance sheet does not show expenditure on purchase of books/ journals. Based on the bills and Delnet and NList subscription

| 4.2.4 | **Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**<br><br>4.2.4.1. Number of teachers and students using library per day over last one year<br>Answer before DVV Verification :  465<br>Answer after DVV Verification: 105<br><br>Remark : The HEI was requested to provide Certified copies of the entries log made while entering the library. The requested documents have not been provided. |
|-------|--------|

| 4.3.3 | **Bandwidth of internet connection in the Institution**<br><br>Answer before DVV Verification : A. ?50 MBPS<br>Answer After DVV Verification: A. ?50 MBPS |
|-------|--------|

| 4.4.1 | **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** |
|-------|--------|

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 24 | 28 | 39 | 16 | 13 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13.8 | 15.5 | 19.7 | 11.7 | 10.2 |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. The HEI has provided income expenditure statement with 4.2.3, 4.1.4 and with the Metric. Expenditure incurred on maintenance of infrastructure (physical facilities and

| | |
|---|---|
| | academic support facilities) excluding salary component year-wise in the balance sheets is considered. |
| 5.1.2 | **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**<br><br>    5.1.2.1. **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**<br>Answer before DVV Verification: |

<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>352</td><td>419</td><td>457</td><td>425</td><td>394</td></tr>
</table>

Answer After DVV Verification :

<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>89</td><td>120</td><td>154</td><td>144</td><td>127</td></tr>
</table>

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Amount of fee concession less than 2500 is not considered as this is goodwill not counted as scholarship.

| | |
|---|---|
| 5.1.3 | **Capacity building and skills enhancement initiatives taken by the institution include the following**<br><br>    1. **Soft skills**<br>    2. **Language and communication skills**<br>    3. **Life skills (Yoga, physical fitness, health and hygiene)**<br>    4. **ICT/computing skills**<br><br>    Answer before DVV Verification : A. All of the above<br>    Answer After DVV Verification: B. 3 of the above<br>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. |
| 5.1.4 | **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**<br><br>    5.1.4.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**<br>Answer before DVV Verification: |

<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>1084</td><td>1106</td><td>1207</td><td>1268</td><td>987</td></tr>
</table>

Answer After DVV Verification :

<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
</table>

| 189 | 136 | 169 | 173 | 95 |
|-----|-----|-----|-----|----|

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

| 5.1.5 | **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases** |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------|

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

| 5.2.2 | **Average percentage of students progressing to higher education during the last five years** |
|-------|---------------------------------------------------------------------------------------------|

5.2.2.1. **Number of outgoing student progression to higher education during last five years**
Answer before DVV Verification : 67
Answer after DVV Verification: 42

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

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9 | 3 | 4 | 1 | 1 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 4 | 0 | 1 | 1 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 6 | 2 | 2 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 6 | 2 | 2 |

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 5 | 5 | 5 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 00 | 00 |

Remark : The HEI was requested to provide e-copies of award letters and certificates at Senior level and only t inter-university / state / national or international achievements. As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification.

5.3.3 **Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 14 | 13 | 11 | 13 | 13 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 07 | 02 | 02 | 02 |

| 5.4.2 | **Alumni contribution during the last five years (INR in lakhs)**<br><br>Answer before DVV Verification : A. ? 5 Lakhs<br>Answer After DVV Verification: E. <1 Lakhs |
|---|---|
| 6.2.3 | **Implementation of e-governance in areas of operation**<br><br>   1. **Administration**<br>   2. **Finance and Accounts**<br>   3. **Student Admission and Support**<br>   4. **Examination**<br><br>   Answer before DVV Verification : A. All of the above<br>   Answer After DVV Verification: B. 3 of the above<br>  Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Only Tally for finance and Student Admission & Support and Examination considered. |
| 6.3.2 | **Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**<br><br>  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**<br>     Answer before DVV Verification:<br><br>     <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>04</td><td>19</td><td>14</td><td>04</td><td>16</td></tr></table><br>     Answer After DVV Verification :<br><br>     <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>6</td><td>1</td><td>0</td><td>3</td></tr></table> |
| 6.3.3 | **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**<br><br>  6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**<br>     Answer before DVV Verification:<br><br>     <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>7</td><td>5</td><td>5</td><td>5</td></tr></table><br>     Answer After DVV Verification : |

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

| 6.3.4 | **Average percentage of teachers undergoing online/ face-to-face  Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).** |
|---|---|
|  | 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 115 | 132 | 152 | 162 | 143 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 0 | 00 | 00 |

Remark : The HEI data contains only 01 FDP which by Infosys is of 02 days and not eligible as per the SoP. The HEI wa requested to attach e-copy of the certificates issued by the agency conducting Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs at the end of the program.

| 6.4.2 | **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** |
|---|---|
|  | 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 4 | 5 | 6 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| 6.5.3 | **Quality assurance initiatives of the institution include:** |
|---|---|
|  | 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** |
|  | 2. **Collaborative quality intitiatives with other institution(s)** |

|  |  |
|---|---|
|  | 3. **Participation in NIRF**<br>4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**<br><br>  Answer before DVV Verification : B. 3 of the above<br>  Answer After DVV Verification: D. 1 of the above<br>  Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Only ISO is considered. The HEI has not provided copy of the original minutes of the IQAC meetings . |
| 7.1.2 | **The Institution has facilities for alternate sources of energy and energy conservation measures**<br><br>1. **Solar energy**<br>2. **Biogas plant**<br>3. **Wheeling to the Grid**<br>4. **Sensor-based energy conservation**<br>5. **Use of LED bulbs/ power efficient equipment**<br><br>  Answer before DVV Verification : B. 3 of the above<br>  Answer After DVV Verification: D. 1 of the above<br>  Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. As per the supporting documents.Use of LED is considered |
| 7.1.4 | **Water conservation facilities available in the Institution:**<br><br>1. **Rain water harvesting**<br>2. **Borewell /Open well recharge**<br>3. **Construction of tanks and bunds**<br>4. **Waste water recycling**<br>5. **Maintenance of water bodies and distribution system in the campus**<br><br>  Answer before DVV Verification : A. Any 4 or all of the above<br>  Answer After DVV Verification: D.1 of the above |
| 7.1.5 | **Green campus initiatives include:**<br><br>1. **Restricted entry of automobiles**<br>2. **Use of Bicycles/ Battery powered vehicles**<br>3. **Pedestrian Friendly  pathways**<br>4. **Ban on use of Plastic**<br>5. **landscaping with trees and plants**<br><br>  Answer before DVV Verification : Any 4 or All of the above<br>  Answer After DVV Verification: D. 1 of the above<br>  Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Only landscaping with trees considered. |
| 7.1.6 | **Quality audits on environment and energy regularly undertaken by the Institution and any** |

|  | **awards received for such green campus initiatives:** |
|---|---|
|  | 1. **Green audit** |
|  | 2. **Energy audit** |
|  | 3. **Environment audit** |
|  | 4. **Clean and green campus recognitions / awards** |
|  | 5. **Beyond the campus environmental promotion activities** |
|  | Answer before DVV Verification : A. Any 4 or all of the above |
|  | Answer After DVV Verification: D.1 of the above |
|  | Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. Only lBeyond the campus Environmental promotion activities considered. |
| 7.1.7 | **The Institution has disabled-friendly, barrier free environment** |
|  | 1. **Built environment with ramps/lifts for easy access to classrooms.** |
|  | 2. **Disabled-friendly washrooms** |
|  | 3. **Signage including tactile path, lights, display boards and signposts** |
|  | 4. **Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment** |
|  | 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** |
|  | Answer before DVV Verification : C. 2 of the above |
|  | Answer After DVV Verification: C. 2 of the above |
|  | Remark : As per the data provided through the links Built environment with ramps/lifts for easy access to classrooms and Provision of Scribe are considered. |
| 7.1.10 | **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** |
|  | 1. **The Code of Conduct is displayed on the website** |
|  | 2. **There is a committee to monitor adherence to the Code of Conduct** |
|  | 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** |
|  | 4. **Annual awareness programmes on Code of Conduct are organized** |
|  | Answer before DVV Verification : A. All of the above |
|  | Answer After DVV Verification: C. 2 of the above |
|  | Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric in clarification. |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of courses offered by the Institution across all programs during the last five years** |
|  | Answer before DVV Verification: |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 330 | 331 | 323 | 273 | 259 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 273 | 275 | 283 | 301 | 264 |

| 1.2 | **Number of programs offered year-wise for last five years** |

Answer before DVV Verification:

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

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 07 | 07 | 12 | 12 |

| 2.1 | **Number of students year-wise during last five years** |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1723 | 1939 | 2107 | 2178 | 2147 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1723 | 1992 | 2105 | 2111 | 2147 |

| 2.2 | **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** |

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 303 | 273 | 333 | 424 | 424 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 252 | 252 | 258 | 336 | 336 |

| 2.3 | **Number of outgoing / final year students year-wise during last five years** |

Answer before DVV Verification:

| | | | | |
|---|---|---|---|---|

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 395 | 470 | 507 | 396 | 232 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 535 | 668 | 787 | 626 | 489 |

| 3.1 | **Number of full time teachers year-wise during the last five years** |
|-----|----------------------------------------------------------------------|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 164 | 176 | 188 | 184 | 160 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 132 | 168 | 195 | 198 | 178 |

| 3.2 | **Number of sanctioned posts year-wise during last five years** |
|-----|------------------------------------------------------------------|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 164 | 176 | 188 | 184 | 160 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 164 | 183 | 210 | 204 | 180 |

| 4.1 | **Total number of classrooms and seminar halls**<br>Answer before DVV Verification :  41<br>Answer after DVV Verification : 45 |
|-----|------------------------------------------------------------------------------------------------------------------------------|

| 4.2 | **Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)** |
|-----|------------------------------------------------------------------------------------------|

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 36 | 44 | 54 | 25 | 15 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 459 | 444 | 414 | 375 | 301.3 |