



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAMALA INSTITUTE OF TECHNOLOGY AND SCIENCE

KAMALA INSTITUTE OF TECHNOLOGY AND SCIENCE, SINGAPUR,
HUZURABAD
505468

www.kitssingapuram.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- Kamala Institute of Technology and Science (KITS), Singapur was established in 1997, by Vodithala Education Society, Hyderabad. It is located on a 26.25 acre campus, on Warangal–Karimnagar highway, at a distance of 35km, from both the district headquarters. The campus is lush green, with a quiet and scenic ambience conducive for learning.
- The institute is approved by AICTE, New Delhi and affiliated to JNTUH, Hyderabad.
- The institute provides quality technical education to the rural students of north Telangana. It offers five undergraduate engineering programmes in Civil, Electrical and Electronics, Mechanical, Electronics and Communications and Computer Science with a yearly enrolment of 540 and a PG programme, M.Tech (Advanced Manufacturing Systems) in Mechanical Engineering with an enrolment of 18 students.
- 12 institute buses facilitate student transport. The location is also convenient for public transport.
- The campus accommodates around 500 students in its hostels. The hostels have solar water heaters of 6200 liter capacity.
- Principal's residence, staff quarters and a well furnished guest house exist on the premises.
- Spacious, well-ventilated lecture halls, state-of-the-art laboratories, computer centre, A/C seminar halls exist in three academic blocks. Indoor games complex with gym station, provision for outdoor sports, canteen are other facilities that make a supportive learning environment.
- The institute is a member of DELNET, NDL and has INFLIBNET to access e-books.
- The central library is automated through LIBSYS software and is open for students from 9 am to 7 pm on all working days.
- The Library is well-stocked with 8200 titles, 47319 volumes which include 4878 under the SC/ST book-bank scheme, 55 national and 24 international journals, 457 e-journals.
- The institute implements the academic calendar of JNTUH, Hyderabad.
- The institute's strength is in its strong support service systems like:
 1. An effective student counseling system.
 2. Training & Placement Cell to address professional concerns like communication/interview/soft skills.
 3. Department associations and student chapters of professional bodies to conduct workshops, guest lectures, internships, industry visits etc.
 4. The entire campus is Wi-Fi connected.
 5. Two roof top grid connected solar plants of generation capacity 200KWp.

Vision

The institute aims to provide quality technical education to its students by expanding the horizons of knowledge, innovation and character-building in local and global perspective.

Mission

- To disseminate technical knowledge of highest order to meet the professional challenges.
- To nurture the students for technical and global economic competitiveness.

- To impart leadership qualities among the students and make them responsible to the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Our visionary management has 38 years experience in extending service to society by establishing educational institutions. They have also established two technical institutes, Kakatiya Institute of Technology and Science (KITS), Warangal (Telangana), Kavikulaguru Institute of Technology and Science (KITS), Ramtek (Maharashtra) and two high schools with CBSE affiliation.
- The state-of-the-art laboratories help students learn even beyond the scope of the syllabus.
- The students can learn in a rural environment that is pollution free and distraction free.
- The institute has experienced faculty with an average experience of more than 10 years.
- Recruitment, promotion, examination and evaluation procedures are transparent.
- Partial power requirement is met through 200KWp roof top solar panels.
- NSS and NCC wings give additional strength to our institute.
- The institute is equipped with student support services which help them become independent and lifelong learners.
- MOUs with industries to help students to undergo internships and to carry out live project work.
- Membership with professional societies like ISTE, IETE, IIPE, SESI, CSI etc.
- Tutorials are planned to sharpen time management, study and test-taking skills.
- Student counseling that helps them identify and overcome their own limiting beliefs both personally and professionally. Industrial tours to strengthen experiential learning.
- Indoor games complex and outdoor space for games and sports.
- The institute's Student Activity Center (SAC) is responsible for planning, promoting and executing extracurricular activities.
- Training and Placement Cell (T&PC) to help develop communication, employability and interview skills.
- Department associations that support in conducting technical events for skill development.
- Staff support services that add strength to the institute.
- Transparent administrative procedures and protocols through documented administrative manual.
- Management support for upgrading qualifications.

Institutional Weakness

- Majority of the students who enroll for the programmes are from rural background. This requires long time for the students to adjust in engineering environment.
- Being a non-autonomous institute, it has limited scope on curriculum revision and academic freedom.
- Weak academic-industry interactions.
- Weak alumni interaction.
- Relatively less number of faculty with doctorates.
- Attracting students from other states.
- Absence of recognition as a center of excellence.

Institutional Opportunity

- The institute has the scope to establish incubation center.
- The government of the newly formed State of Telangana has planned to extend IT industry into Tier-II and Tier-III cities which could create job opportunities.
- There are opportunities for small scale start-ups to come up in the surrounding rural regions.
- The institution's location creates an opportunity to introduce value added courses like Agricultural Engineering for rural development.
- The scope for enriching the academic training to help students face competitive exams like GATE, TOEFL, GRE, IELTS, Business English etc is high.
- Institution can become autonomous under UGC and can avail academic autonomy.

Institutional Challenge

- Training students of rural background for desirable attributes like communication skills, analytical skills, problem solving skills etc is a challenge for faculty.
- Developing educational options that are sensitive to the special needs of students coming from a rural back ground within the framework of the curriculum.
- Attracting professionals with good academic profiles from industry is difficult as this place offers less scope for preferred social and recreational opportunities.
- Obtaining consultancy assignments from industries.
- Drawing a large number of alumni participation for the alumni meet.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Institute is affiliated to Jawaharlal Nehru Technological University Hyderabad (JNTUH), Hyderabad.
- The Institute strictly adheres to the academic calendar of JNTUH and implements the syllabus through the lesson plan/teaching schedule prepared by the faculty concerned.
- Subjects are allotted to teachers based on their specialization and experience.
- Traditional teaching practice of blackboard and chalk is generally used along with OHP, PPT, and NPTEL course materials etc. for better understanding. Additionally, teachers are encouraged to implement pedagogical innovations through presentations, assignments, group discussions, workshops, seminars and industry visits.
- Meeting with class representatives are conducted twice in a semester, once with Principal and Academic In-charge of the institute and other with head and academic coordinator of the department. Students raise questions related to shortfall of academic and other facilities which are recorded and maintained for actions to be taken.
- Manual feedback from students is collected at the end of every semester regarding the performance of teachers and ensured that their feedback is considered and put it into action.
- Students are encouraged to participate in various symposiums, workshops, seminars to improve their knowledge and skills.
- Students are encouraged to join in subject related certificate courses which enhance their placement chances.
- Value added courses like environmental science, gender sensitization, human values and professional ethics which are mandatory are imparted to students as per JNTUH curriculum.

- Feedback from faculty, parents and alumni are collected and ensured that their feedback is considered and implemented.

Teaching-learning and Evaluation

- The students' admission process is in accordance with the State Government norms through EAMCET / ECET for UG and GATE or PGECET for PG programs.
- The institution strictly follows the academic calendar prepared by affiliated university, Jawaharlal Nehru Technological University Hyderabad (JNTUH), Hyderabad.
- The institute maintains required faculty–student ratio as per norms of AICTE, New Delhi.
- Teaching schedules are prepared by the faculty before the commencement of each semester. Faculty maintains a course file consisting of syllabus copy, course objectives and course outcomes, teaching notes, subjective and objective questions and answers, assignment and previous examination question papers with solutions.
- The teaching-learning practices are student centric and address the students of diverse backgrounds. Group discussions, debates, seminars, workshops, presentations, and use of ICT resources are the instructional methods.
- Faculty is encouraged to attend workshops, seminars, and conferences and publish papers in recognized journals. Financial assistance is also provided for these activities.
- The faculty is encouraged to improve their qualifications.
- Remedial classes are arranged for slow learners. Revision classes for students having backlogs are held after institute hours.
- Wi-Fi access is provided for faculty and students
- Students have access to DELNET, NDL, INFLIBNET, NPTEL video lectures, e-journals, and e-books.
- Student counseling, placement training, career counseling and training in communication skills and aptitude are provided to help in qualitative improvement.
- The Central Library has an open access system and is equipped with about 8200 titles, 47319 volumes, 24 international journals, 55 national journals, 457 e-journals through DELNET and Springer, 18 magazines, and 6 daily newspapers.
- The institute arranges guest lectures, field visits, industrial tours and internships for students to get hands–on experience and bridge the gap between theoretical knowledge and practical application.
- The institute practices fair and transparent mechanism in examination and evaluation process.
- The institute has a redressal cell for attending the grievances regarding the evaluation process both at the institute level and university level.
- Internal evaluation takes place as per the guidelines of JNTUH to which the institute is affiliated.

Research, Innovations and Extension

- A Research and Development (R&D) Cell is constituted to coordinate the research activities of the various disciplines in the institute.
- The institute has established the code of ethics to check malpractices and plagiarism in research.
- The institute promotes publication of research papers in peer reviewed, UGC approved journals and conferences.
- Financial support is provided towards registration when a faculty presents paper in National and

International Conferences and Seminars.

- Seven faculty members are supervising the research scholars in various Universities.
- The faculty members are encouraged to complete their Ph.D. by providing on duty facility.
- The NCC and NSS wings of the institute help conduct extension activities, to train students in social responsibility.
- Workshops, technical seminars and industry oriented training sessions are periodically conducted to encourage research oriented approach of learning in students.
- The institute has collaboration with industries through MOUs for ease of interaction.
- Industrial and site visits are arranged for students and faculty, which gives hands on experience in their specialization.
- As a part of curriculum, students work on mini projects in various industries to enhance their practical experience.
- Students are encouraged to go for internship.

Infrastructure and Learning Resources

- The Institute has all the necessary facilities with good academic ambience, experienced and well qualified faculty to develop the young minds. The infrastructural facilities are sufficient for an annual enrollment of 540 students.
- Academic blocks with state-of-the-art laboratories, workshop, standby 200KVA and 75 KVA generators, hostel facilities for 500 boys and girls, principal quarter, staff quarters and guest house are some of the infrastructural facilities available on campus.
- The institute has domain centric laboratories as per the regulations of AICTE and our affiliating University, JNTUH. It also provides active platform for learning Language Communication through Globarena and online courses of NPTEL and SWAYAM.
- The institute library has collection of 47319 Volumes with 8200 titles and subscribes 457 e-Journals, 55 National and 24 International journals. Students can access DELNET, NDL, NPTEL videos, e-books etc.
- Games and sports activities are encouraged through facilities like indoor games complex, gymnasium, open playgrounds and the guidance from qualified full-time Physical Director.
- The Institute Student Activity Center (SAC) established in the year 2014, helps to build efficient and competent behaviors in students. It organizes technical and non-technical events.
- For effective teaching and learning, the institute provides adequate ICT facilities. The entire campus is Wi-Fi enabled. The institute has 628 systems with internet connectivity. A maintenance team supervised by project engineer evaluates the maintenance of classrooms, library, indoor games complex and laboratories.
- The institute has 200 KWp roof top, grid connected solar power plant.
- RO mineral water plant with discharge capacity of 2000 liters per hour is also made available to cater to the needs of entire campus.

Student Support and Progression

- Kamala Institute of Technology and Science provides each student with an ambience necessary for holistic development, success in academics, career, community and life.
- The induction program for the first year students is designed to engage them in academic, co-curricular and extracurricular activities. It helps enthuse, encourage, benefit and prepare students of diverse

backgrounds for a career in engineering.

- www.kits24by7.in portal is used to keep parents informed about student attendance and performance. Every teacher acts as a counselor for 20 students to help them achieve their goals.
- Class Review committee (CRC) helps in identifying and addressing the problems related to academics.
- Assignments are set, evaluated, and followed by a feedback mechanism to help in student progression. Evaluation and grading of mid-term examinations is as per University norms. Remedial classes are conducted for slow learners.
- Tutorial classes are conducted as per university norms.
- T&P cell provides pre-placement guidance, career guidance, and soft skills training. It also gives practice in resume writing, group discussions, JAM, mock interviews to help them face interviews.
- Through the student forums of professional bodies like SESI, CSI, IETE, ISTE, IEI, the institute conducts activities like paper presentation, technical quiz, poster presentation, idea presentation, etc for the enhancement of their competencies. Programs like Hackathon, design sprint etc help students prove their designing and programming capabilities.
- Department student associations also help in conducting expert lectures, seminars workshops, and other development programs. Alumni interactions are part of this process.
- The Women Protection Cell, Grievance Redressal Cell and the Anti ragging Committee of the institute help in maintaining a harmonious environment on campus.
- Students are encouraged to carry out live mini and major projects to get industrial exposure.
- The Games and sports facilities on campus are supportive in encouraging students to participate in intra murals, inter-collegiate, zonal, district, state and national level competitions.
- A reasonable number of students who graduate each year get diversified into higher education in India and abroad, entrepreneurship, and employment.

Governance, Leadership and Management

- Management of Kamala Institute of Technology and Science (KITS) is committed to foster the future by creating socially responsible and ethically conscious qualified engineers. An environment of learning is created in adherence with the vision and mission of the institute.
- Various clubs, committees and associations are established which offer ample opportunities for the academic nourishment as well as the holistic growth of the students.
- Various staff committees are assigned with specific responsibilities to assist the Principal in formulation and implementation of decisions taken by the governing body for better functioning of the institute.
- The organization is structured by decentralizing and delineating authority and responsibilities by providing ample opportunities for leadership, growth at all levels in the organization and encourages the second level of employees to take up the mantle with ease in the times of need.
- The administration is active in pursuing the avowed objectives of the institute in promoting continuous professional advancement of the faculty.
- Various schemes are implemented diligently for the welfare of both teaching and non-teaching staff. Institute has a streamlined process to ensure optimal utilization of financial resources. Financial audits are done regularly by internal auditor as well as ICAI recognized external agency, ensuring transparency in financial management.
- Institute has an Internal Quality Assurance Cell (IQAC) which diligently implements various strategies for the continuous improvement of professional competency of the faculty, thereby enhancing teaching-learning process.
- Overall, every measure is taken by the organization to make learning an enriching experience for the

students, and make them contribute meaningfully to the nation.

Institutional Values and Best Practices

The institute operates in a manner relevant to the changing national and global contexts reflected through the values and best practices it continues to implement. Certain practices that are now its recognizable attributes and have led to qualitative improvement of the institute and its student community are:

- Installation of two roof top solar power plants of 200KWp for power generation as an eco-friendly alternative.
- Use of LED lamps across the campus to conserve energy.
- Generation of compost for soil conservation and increased yield of flowers & fruits on campus through effective organic waste management.
- Rain water harvesting to help recharge groundwater and avoid water crisis during peaking needs.
- Extensive plantation and landscape gardening to present a picturesque and naturalistic effect to the campus.
- Promotion of gender equity practices and special facilities for divyangjans to instill the value of non-discriminatory behavior on its premises and in the society as well.
- Organization of seminars and workshops on gender equity, women empowerment etc, to inculcate the value of respect for women in society.
- Engagement with and contribution to the development of local community through social & health awareness programs and to infuse the value of social responsibility.
- Organization of blood donation camps, plantation, help the helpless, personal and community hygiene awareness programs etc, under the guidance of NCC, NSS and departmental associations.
- The institute promotes the culture, heritage and the glorious past of the nation through national and religious festivals. Teachers' day, women's day, and engineers' day, birth and death anniversaries of great national leaders are other activities conducted for the promotion of universal values.
- The institute maintains academic and financial transparency in its functioning and also provides a comfortable environment that is prudently engaging.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMALA INSTITUTE OF TECHNOLOGY AND SCIENCE
Address	Kamala Institute of Technology and Science, Singapur, Huzurabad
City	KARIMNAGAR
State	Telangana
Pin	505468
Website	www.kitssingapuram.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	V. RAJESHWAR RAO	0870-2575755	9440555095	-	hodhs@kitssingapuram.ac.in
Principal	K. SHANKER	091-9177670003	9000181003	040-23702222	principal@kitssingapuram.ac.in

Status of the Institution	
Institution Status	Self Financing and Private

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	28-08-1997
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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	16-04-2018	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Kamala Institute of Technology and Science, Singapur, Huzurabad	Rural	26.25	29010

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,Electrical And Electronic Engineering	48	Intermediate or Plus two	English	120	84
UG	BTech,Civil Engineering	48	Intermediate or Plus two	English	60	60
UG	BTech,Mechanical Engineering	48	Intermediate or plus two	English	120	46
UG	BTech,Electronics And Communication Engineering	48	Intermediate or Plus two	English	120	120
UG	BTech,Computer Science And Engineering	48	Intermediate or Plus two	English	120	120
PG	Mtech,Mechanical Engineering	24	B.Tech or B.E	English	18	8

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	13				25				73			
Recruited	7	1	0	8	14	3	0	17	53	20	0	73
Yet to Recruit	5				8				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	16	3	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				53
Recruited	52	1	0	53
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	26	1	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	5	2	0	2	1	0	18
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	9	1	0	68	21	0	99

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	343	4	0	0	347
	Female	207	0	0	0	207
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	3	0	0	0	3
	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	39	33	40	39
	Female	23	30	25	22
	Others	0	0	0	0
ST	Male	21	14	16	4
	Female	4	6	11	3
	Others	0	0	0	0
OBC	Male	190	229	227	223
	Female	117	158	129	108
	Others	0	0	0	0
General	Male	74	74	88	103
	Female	83	67	89	96
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		551	611	625	598

3. Extended Profile

3.1 Program

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

Response: 301

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	8	9	8

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2128	2165	2123	2002	1886

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
283	291	298	306	319

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
565	522	503	465	441

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	152	152	137	139

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	152	152	137	139

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 38

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

2017-18	2016-17	2015-16	2014-15	2013-14
317.50	293.23	455.40	313.08	263.24

Number of computers

Response: 628

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:

- Kamala Institute of Technology and Science(KITS), Singapur was established in 1997. It is approved by AICTE and affiliated to Jawaharlal Nehru Technological University Hyderabad, Hyderabad(JNTUH).
- The institute offers five undergraduate engineering programmes in Civil, Electrical and Electronics, Mechanical, Electronics and Communications and Computer Science with a yearly enrolment of 540 and a PG programme, Advanced Manufacturing Systems in Mechanical Engineering department with an enrolment of 18 students.
- The institute facilitates curriculum implementation as per the affiliating university, JNTUH.
- The subject workload is distributed to teachers based on their specialization and experience. They prepare teaching schedules, course files and subject files which are endorsed by the Head of the Department.
- Apart from black board and chalk, the teachers are encouraged to use innovative methods like usage of ICT tools to promote effective delivery of information to the students.
- Bridge courses are conducted for diploma students.
- The syllabus coverage takes place as per JNTUH academic calendar.
- The institute prepares a calender of events by keeping the JNTUH academic calendar in view.
- A Class review committee consisting of the head, academic coordinator, and class coordinators meets periodically with the student representatives to solve the issues related to syllabus coverage and problems in academics.
- A counseling system(mentor-ward system) exists to monitor students' social, emotional competencies, personal and professional problems. Each teacher acts as a counselor(mentor) and monitor 20 students.
- Internal evaluation (25%) is as per the norms of JNTUH. The average of two internal exams, each with 10 marks for subjective evaluation, 10 marks for objective evaluation and 05 marks for assignments is considered for internal assessment. The external exams are evaluated for 75 marks (75%).
- Slow learners are identified through mid exam result analysis and remedial classes are planned for them.
- Evaluation of teaching-learning process is through a review meeting of the Institute Academic Committee after the first mid examination in each semester.
- Student progression is monitored by communicating the attendance and marks to parents through www.kits24by7.in portal, which is an initiative of ICT enabled teaching-learning process by our staff and students.
- Parent Teacher meetings are conducted once in a semester to make the parents aware of their ward's performance.
- Student evaluation of teacher's performance on a 10 point scale is collected at the end of each semester. Quality enhancement measures like special training, encouraging them to attend faculty

development programmes etc are adopted for teachers who score below 6.

- Employability skills of students are enhanced through Training and Placement cell (T&P cell).
- Real-world life experiences are taught to students by inviting guest speakers both from the academia as well as industry.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 8

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 1.37

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	00	00	01

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 100

1.2.1.1 How many new courses are introduced within the last five years

Response: 301

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 6

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 38.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
924	1154	688	591	646

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Apart from professional progression, students need to be trained to become responsible for the society in which they live. Gender equality, Conservation of environment and sustainability, Human Values and Professional Ethics are courses that help prepare students for a life of social responsibility. JNTUH has duly introduced these courses into its curriculum and the institute is promoting their effective delivery. The curriculum is being implemented with the help of teachers who are trained at workshops held at the University level. Teachers use ICT enabled classes for effective delivery of such value-added courses. Student activities like NCC/NSO and NSS are also included in the curriculum as mandatory courses.

S. No	Value Added Course	Branch	Year - Sem
1	Human Values & Professional Ethics	ME	III - I
2	Gender Sensitization	CE, EEE, ME, ECE, CSE	II - I
3	Environmental Studies	CE, EEE, ME, ECE, CSE	II - II
5	Environmental Science	CE, EEE, ME, ECE, CSE	II- II
6	Disaster Management	CE, EEE, ME, ECE, CSE	III - I
7	Gender Sensitizations	CE, EEE, ME, ECE, CSE	II - I
8	Environmental Science and Technology	CE, EEE, ME, ECE, CSE	II – I, II- II
9	Gender Sensitization Lab	CE, EEE, ME, ECE, CSE	II – I, II- II
10	Professional Ethics	CE, EEE, ME, ECE, CSE	III - I
11	Intellectual Property Rights	CE, EEE, ME, ECE, CSE	III-II

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

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

Response: 11

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

years	
Response: 11	
File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 25.14	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 535	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>
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File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	1	0	3

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 82.75

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
551	611	625	598	522

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
666	684	702	720	750

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

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

Response: 77.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
231	244	252	228	200

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

2.2 Catering to Student Diversity

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

Response:

- The institute ensures transparent admission process as per the norms of Telangana State Council of Higher Education (TSCHE), Government of Telangana.
- The institute's philosophy is to **reach the unreached**.
- The institute is committed to provide **quality** and value based technical education to many students coming from the surrounding villages, most of whom are first generation learners.
- In the orientation day lecture, the Principal educates the freshers of the institute about the academic programs, associated academic and evaluation schedules and various student support services available on the campus.
- The learning level of students is assessed through regular interaction between the students and teachers and also through internal examinations.
- Curricular, co-curricular and extra-curricular activities and competitions such as elocution, quiz, poster making, soft skills, employability skills, and computer application skills are conducted to keep them motivated.
- The teachers provide additional reading and learning material to advanced learners in the form of reference books, journals, links to websites, etc. in order to prepare them for future careers.
- The teachers undertake keen interest in enhancing the learning ability of slow learners through remedial teaching, extra coaching, personal attention and interaction.
- Peer teaching by advanced learners is encouraged which in turn makes them confident and learn more. Industry Oriented Mini Project and Project Work are mandatory courses, which enhances research orientation, develops social consciousness, and cultivates analytical skills, scientific temper, creativity and critical thinking.

- To keep the advanced learners motivated, open – ended assignments are given. Reference books that are beyond-grade-level are also suggested for exploration.
- The institute has one counselor (mentor) for every 20 students to guide them on personal & professional problems and issues. The counselors have adopted appropriate therapies to help and guide the students to improve their academic growth and make them emotionally strong.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 14.38

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.05

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View 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:

- Student centric method of teaching is the most approved pedagogy followed by the institution.
- The institution takes appropriate measures to cover the syllabus and also improve the student's general academic knowledge and technical skills. The traditional method of teaching is supplemented by experiential learning and participative learning.
- The entire campus is Wi-Fi enabled. It helps the faculty and students to familiarize with digital libraries, ICT, NPTEL video lectures and registering for MOOCS (Massive Open Online Courses).

- The digital library has surplus collection of e-journals (457) and e-books to cater to the needs of the current generation of students who find e-learning as a convenient mode.
- The teachers as facilitators interact and encourage the students to come up with innovative ideas in the class.
- The students are encouraged to prepare models, charts, collages and they are displayed on the notice board or kept for view of other students at a noticeable spot in the campus, for the motivation of other students.
- The students are encouraged to attend in house and inter - collegiate technical symposiums, workshops, seminars and present technical papers in these events.
- Students are encouraged to do live Industry Oriented Mini Project and Project work as part of the fulfillment of the course work, which is mandatory.
- Add on courses in the University curriculum are given as extra subjects to the students who are ready to empower themselves for the industry.
- Students are taken on industrial visits to get hands-on experience and clarify their doubts on the emerging technologies in their areas of interest.
- Group discussions, JAM, technical quiz, programming contests are conducted to promote academic excellence and psychological relaxation to the students through department associations.
- Students are given case studies and problem solving topics to encourage them to think out of the box.
- Class seminars and peer reviews are encouraged to cultivate the habit of independent and collaborative learning.
- The students are made to learn content beyond the syllabus to keep them abreast of trending areas in the industry.
- Students are given independent skill based responsibilities like organizing Technical events, Cultural Fest and Food Fest within the campus. This inculcates the students to attain leadership qualities, organizing abilities and team building capacity.
- Eminent personalities from academia and industry are invited to supplement the theoretical knowledge of the students with their practical experience.
- Students are guided by the faculty on various career prospects, competitive examinations and selection of special choice based subjects in the beginning of the academic year.
- The institute has various clubs to promote independent learning such as Student Activity Centre and Photography Club.
- Educational tours are organized by all departments.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 148

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

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

Response: 14.38

2.3.3.1 Number of mentors

Response: 148

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

- Traditional teaching is supplemented by ICT for better results in the class.
- The interest and motivation for learners as well as trainers is eventually through learning.
- The faculty put their best efforts to use the class as a powerful medium for gaining varied learning strategies.
- Teachers encourage active learning and discourage passive learning procedures. To this extent, the institute sanctions academic freedom to the faculty to be innovative in the class.
- The institute has introduced e-learning platforms to facilitate independent learning wherein students can access course contents online, fill the gaps in classroom learning, and also supplement advanced learning.
- The available e-learning platforms include DELNET, NPTEL videos, Shodhganga, and SWAYAM. It is mandatory for teachers to use these facilities and inform their students of the web links for reference.
- This innovative teaching-learning method has been found to encourage the students in developing working models. This kind of support has enhanced their creative ideas and innovative skills, which is visible in some of the working models they developed, like

1. **kits24by7.in - a portal developed by CSE students for sending attendance and internal marks to the parents.**
2. **Solar tricycle, Solar Sprayer, Mini car, Effi car - developed by Mechanical students, out of which one creativity won the Best Aesthetics Award at SAE Effi Car competition held in Chandigarh.**
3. **The students developed a web application for Online Caste Certificate Verification System for Government of Gujarat, which was selected for Grand Finale in Smart India Hackathon**

2018 - A National Level Student Innovation Program held at Sagar Institute of Research, Bhopal, Madhya Pradesh.

4. **The students developed a web application for Waste Management and Parijana, which was selected for Grand Finale in Smart City Hackathon 2018 - A Telangana State Level Student Innovation Program, held at Gokaraju Rangaraju Institute of Technology & Science, Hyderabad.**
5. **The students developed mobile apps as part of their Industry Oriented Mini Project, which are useful to the society.**

The following are the ICT facilities for effective teaching and learning at our institute:

- All departments are equipped with ICT-enabled facilities for teaching.
- LCD projectors within convenient range of access.
- Wi – Fi access.
- Digital Library helps in using the resources and online content for teachers and students to update their knowledge.
- Two-way Video Conferencing facility.
- Faculty and students use e-learning resources like NPTEL Videos / pdf and open e-learning resources.
- Digital Cameras.
- Camcorders.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years	
Response: 10.4	
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years	

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	15	14	11

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.92

2.4.3.1 Total experience of full-time teachers

Response: 1320

File Description	Document
Any additional information	View Document

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

Response: 0.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	00	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.41**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	4	4	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The Institute follows the guidelines of Jawaharlal Nehru Technological University, Hyderabad for internal evaluation and assessment.

The university has adopted major reforms in evaluation by introducing Choice Based Credit System (CBCS) from the academic year 2016-17.

The method of continuous assessment for the academic performance of students is used.

Continuous assessment in Theory Subjects:

For theory subjects of Under Graduate programs (R15, R16 and R18 Regulations), the institute conducts two mid (internal) examinations for 25 marks each, comprising of 10 marks for descriptive, 10 marks for objective and 5 marks for assignment. The average of both the mid (internal) is considered as internal marks. End Semester Examination is conducted for 75 marks by the university.

For theory subjects of Post Graduate program (R17 Regulation), the institute conducts two descriptive internal examinations for 25 marks each. The average of both the internals is considered as final internal marks. End Semester Examination is conducted for 75 marks by the university.

After the completion of internal examination, the faculty evaluates and distributes the answer scripts to the students. If any discrepancy is noticed by the students, the corrections are incorporated. The faculty submits the corrected scripts to the examination branch and displays the marks on the notice board. The same is intimated to the parents through www.kits24by7.in portal.

Continuous assessment in Practical Subjects:

For practical subjects of both Under Graduate programs (R15, R16 and R18) and Post Graduate program (R17), the institute conducts continuous internal evaluation during the semester for 25 marks. Day-to-day evaluation is carried out for 15 marks and internal practical examination for 10 marks at the end of the semester. The External laboratory examination for UG is conducted for 50 marks as per R15 regulation and 75 marks as per R16 and R18 regulations. For PG, it is conducted for 75 marks.

Continuous assessment in projects:

For Project Work, the institute follows the guidelines prescribed by the affiliated University. Department Project Review Committee (PRC) consisting of head of the department, project coordinator and two senior faculty members conduct two review meetings for the continuous assessment in project work and evaluate for 50 marks. The university appoints the external examiner for conducting end semester project work evaluated for 150 marks.

The students' performance in **Seminar and Comprehensive Viva** are evaluated based on the parameters like, communication skills, use of modern tools, critical thinking skills, problem-solving skills, ability to work in teams, leadership qualities etc.

Reforms in the Evaluation process:

Faculty conduct slip test, unit test, snap test, collaborative learning practices, project-based assignments, tutorial classes, remedial / extended classes, and study hours to evaluate students' performance and attain better results.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institute follows complete transparency in the internal assessment as per the academic evaluation rules framed by the affiliated university, JNTUH.

- At the beginning of the semester, faculty members educate the students about the assessment process.
- The internal assessment test schedules are given by the university and communicated to the students well in advance.
- The schedule of each semester is approximately 16 weeks.
- Each course is divided into 5 units. After 8 weeks of instructions, I mid (internal) test will be conducted for the first two and half units. The question paper comprises of two parts, one is evaluated for descriptive test and the other is a quiz. The descriptive question paper consists of four questions, out of which two are to be attempted and is evaluated for 10 marks. The quiz question

paper consists of 20 questions, 10 fill in the blanks and 10 multiple choice questions and evaluated for 10 marks. The classroom assignments carry 5 marks. The II mid (internal) test is conducted for the remaining two and half units in the same pattern. The average of the two mid (internal) tests is awarded as internal marks.

- The corrected answer scripts are randomly verified by HoD to ensure the standard evaluation process.
- The corrected answer scripts are distributed to the students for verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board and sent to parents through www.kits24by7.in portal.
- The marks obtained by the students in internal assessment tests are uploaded at end of the semester to the university web portal.
- Laboratory records of students are regularly verified by the faculty concerned.
- Day-to-day performance of the students is assessed for every experiment which includes regularity, performance, viva and promptness in submitting the record.
- For laboratory courses, the marks / grades scored by the student for each experiment is indicated in the observation / record. The independent learning, practical approach to the real-time applications is tested by viva-voce for laboratory courses.
- For ensuring quality of the projects done by the students, the evaluation is done by Project Review Committee with the project guides.
- To ensure transparency and curb the malpractices, the university has introduced jumbling system in the end examinations.
- The end examination for the laboratory and projects shall be conducted with internal and external examiner appointed from the cluster institutes decided by the university.

File Description	Document
Any additional information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The Examination Grievance Redressal Cell (EGRC) registers grievances regarding evaluation of internal answer scripts and grievances regarding the external examinations. The redressal cell comprises of Principal, Head of Departments, and In charge of Examination Branch. The students can approach the cell for any issues regarding the evaluation of their scripts.

The mechanism of redressal is through the following process.

At Institute level:

In the first step, the teacher distributes evaluated answer scripts to students, and clarifies or addresses grievances related to the evaluation. The internal marks are then displayed on notice board. If any discrepancy is noticed, the faculty will resolve it, and necessary corrections are taken. If a student is not satisfied with the marks awarded even after this, they may represent it to the EGRC through the concerned

HoD. All such representations are taken positively and are re-assessed by another faculty, if necessary.

All the parents are informed about their ward's performance by SMS through the institute portal www.kits24by7.in.

Students are counseled by the mentors, and remedial classes are conducted for students who fail in internal examinations.

Students who were absent for internal examinations due to genuine reasons or those who are not satisfied with the marks secured can apply for the computer-based test conducted by the University.

At University level:

The students can express their grievances by applying according to the university norms.

Question paper

If questions in the external examination are outside the syllabus, the information will be represented to EGRC by the faculty concerned on behalf of the students. The Principal represents the problem to the university for necessary action.

Re-counting

If the students are not satisfied with the marks awarded in the external examination, they can apply for re-counting within a week from the declaration of results through the examination branch of the institute. The results of re-counting will be announced by the university.

Re-evaluation

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results, if they doubt the valuation process. The results of re-evaluation will be announced by the university.

Challenge Valuation

If a student is not satisfied with the result, he/she can also apply for challenge valuation within a week after the announcement of the results. This valuation process is carried in the presence of the student by two subject experts, one from the institute and other from the university.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- The institute strictly follows the academic calendar prepared by the affiliating university, JNTUH for two semesters of an academic year.
- Quality is maintained in implementing Continuous Internal Evaluation (CIE) as prescribed in academic regulations.
- The academic calendar provides the information about the date of commencement of class work, instruction period, internal and external examination duration, vacation period, Parent -Teacher meeting, last date for submission of internal marks, and last date of instruction.
- The institute prepares a calendar of events to happen by keeping the JNTUH academic calendar in view.
- The class work commences on the day mentioned in the academic calendar.
- Before commencement of the ensuing semester, HoD finalizes the allocation of courses based on the faculty choice and their area of specialization.
- Faculty members prepare the teaching schedules and teaching plans before the commencement of the semester and prepare the assignments to be given to students.
- A course file for each course is prepared by the faculty, which includes course objectives, course outcomes, teaching schedule, teaching plan, suggested references, study material and solved previous examination papers. Students are informed of the course schedule in the beginning of the semester, providing the awareness about the subject and plan of teaching.
- Time Table in-charge of each department prepares the time-table as per the guidelines given by the university. It is uploaded in the institute website and also displayed on the respective department notice boards.
- The performance of the student is assessed on a continuous basis by conducting two mid (internal) examinations per semester as per university norms. The average marks of both mid (internal) examinations are considered for internal assessment. Assignments, laboratory courses and Project Work are also part of CIE.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

- The Institute follows the Program Outcomes (POs) as specified by Accreditation Board for Engineering and Technology (ABET).
- The Program Specific Outcomes (PSOs) and Course Outcomes (COs) are defined by the department. These are displayed on the institute website and communicated to the teachers and students.
- The mechanism of communicating the specified POs, PSOs and COs is stated below.
- The **Program Outcomes (POs), Program Specific Outcomes (PSOs)** are displayed through

banners / display boards at the following locations.

1. Department Entrance
2. Prominent places in the department like Head of the Department's office
3. Laboratories
4. Department notice board
5. Laboratory manuals
6. Course file of faculty

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

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

Response:

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

Process of attainment for COs-POs, PSOs mapping

The process of attainment of COs-POs, and PSOs is done by defining the appropriate COs for each course in the undergraduate and postgraduate programs.

All faculty members handling the course indicate the course outcomes based on the prescribed syllabus by the affiliated university, JNTUH.

A correlation is established between COs-POs, PSOs on the scale of 0 to 3.

- 0 indicates, no correlation
- 1 indicates, low correlation
- 2 indicates, medium correlation
- 3 indicates, high correlation

The matrix for COs-POs and PSOs is prepared for all courses in the program.

Evaluation of COs-POs and PSOs attainment

The mapping matrix of COs - POs and PSOs is prepared for all the courses and finally these matrices are

merged to form a Program level CO - PO and PSO Matrix.

The two assessment methods used for evaluating the attainment level of COs with POs and PSOs are

1. Direct Assessment
2. Indirect Assessment

Direct Assessment: Marks of final mid (internal) examination, performance in laboratories and external examinations are considered for direct assessment.

Attainment on the basis of Internal Assessment

The average marks for the students are awarded based on the two mid (internal) examinations.

the attainment process is

If the number of students who secured 60% of the maximum marks is greater than or equal to 80% of the total students, attainment level is 3

If the number of students who secured 60% of the maximum marks is in between 70% to 80% of the total students, attainment level is 2

If the number of students who secured 60% of the maximum marks is in between 60% to 70% of the total students, attainment level is 1

else attainment level is 0.

Attainment on the basis of External Assessment

If the number of students who secured 40% of the maximum marks is greater than or equal to 80% of the total students, attainment level is 3

If the number of students who secured 40% of the maximum marks is in between 70% to 80% of the total students, attainment level is 2

If the number of students who secured 40% of the maximum marks is in between 60% to 70% of the total students, attainment level is 1

else attainment level is 0.

Final CO-PO and PSO attainment is calculated by the formula:

$$\text{CO attainment} = (0.25 * \text{Internal Assessment}) + (0.75 * \text{External Assessment})$$

CO attainment is calculated for the entire courses in a program and merged to calculate the PO & PSO attainment.

Indirect Assessment: It is carried out by collecting surveys from students on rolls, employers, parents and alumni.

Final PO & PSO attainment is calculated using the formula:

$$\text{PO \& PSO attainment} = (0.8 * \text{Direct Assessment}) + (0.2 * \text{Indirect Assessment})$$

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 67.58

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

Response: 396

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

Response: 586

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4.73

3.1.2.1 Number of teachers recognised as research guides

Response: 7

File Description

Document

Any additional information

[View Document](#)

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

Response: 0

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

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge**Response:**

To enhance research orientation in faculty, the institute evolved a support system which provides

- The entire campus is Wi-Fi enabled.
- A common computer center is provided to staff and students.
- Access to e-journals, international and national journals is provided.
- DELNET and INFLIBNET facility helps to explore e-journals and reference books needed for research.
- Incentive is provided for paper presentations and book publications.
- Faculty members are encouraged to attend and conduct workshops, technical seminars, conferences through financial support.
- The institute has collaborations with professional bodies like ISTE, IETE, SESI, CSI etc under which workshops/seminars/conferences are conducted.
- Our faculty are invited by other institutes to give extension lectures on emerging fields.
- Students are supported for doing and exhibiting live projects. Best project work is recognized with a letter of appreciation.
- Industrial and field visits are arranged to provide real world interaction.
- Access to well stocked library exists; students can refer to journals, e-journals and e-books.

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response: 1**

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 7

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	29	07	19	13

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

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

Response: 0.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	05	06	03

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

3.4 Extension Activities

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

Response:

The institute was established with an objective of serving the rural and backward regions of Telangana. Apart from providing quality technical education, the institute also aims at teaching students social responsibility through activities that extend to the community around.

- Students are encouraged to involve actively in various social service activities. This enables them recognize their capacity to help others in improving their quality of life, contribute to sustainable development and solve social problems.
- The faculty and students of the institute teamed up in organizing tree plantation programs under the name Haritha Haram within and around the institute premises.
- Through Shramadhan event, students helped dig water recharge pits.
- The student and faculty, in collaboration with NSS unit and NCC wing, have actively participated in Swacha Bharath Abhiyaan scheme to promote awareness of Clean India movement in the nearby villages.

- Students of our campus are educated about the fact that blood donation is a safe and simple way of making a big difference in people's lives, so blood donation camps are organized regularly assisted by NSS and NCC volunteers.
- National Yoga day is conducted to spread the awareness that yoga is a means of increasing stamina, focus and reducing stress.
- Prevent Cancer programs were organized to help people ward off general fears of cancer.
- An awareness program was conducted on digital payments, GST and tax payments for merchants of nearby areas.
- To educate about fundamental duties, National Voter's day is conducted on January 25th every year.
- "Help the Helpless" team from the institute regularly visits orphanages and old age homes, donates both in cash and kind to help improve their living conditions and give moral support.
- The institute's physics department, in collaboration with Indian Association of Physics Teachers (IAPT) conducts extension activities in schools and institutes of surrounding regions of north Telangana. These include stage shows, hands-on experiments, physics exhibits etc. to provide better understanding of fundamentals of physics.
- The institute conducts a techno cultural fest 'KITSOZEN' every alternate year to help students network with peer group from other institutes at the national level.

File Description	Document
Any additional information	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	00	00	00

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during

the last five years**Response: 53**

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	11	10	9	5

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

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

Response: 11.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
850	45	290	40	00

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

3.5 Collaboration

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

Response: 191

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

2017-18	2016-17	2015-16	2014-15	2013-14
59	38	46	22	26

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 47

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 (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	6	3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Kamala Institute of Technology and Science (KITS) is a 26.25 acre campus with 29010 square meter built-up area.
- It is an eco friendly campus with sufficient infrastructure helpful for a career in engineering. 38 spacious, well-ventilated and facilitated lecture halls exist; 15 of these are ICT enabled. A total of 61 well equipped laboratories exist. Minimum electricity is consumed as light and air is naturally available.
- A good number of books for the prescribed syllabus and also for reference exist in the central library. The students are permitted to borrow books on membership cards issued during first year. Access to e-journals, e-magazines and research papers is given to the students to update their knowledge. The time table provides a free slot to help students watch NPTEL video lectures and use the library.
- The entire campus has Wi-Fi connectivity.
- Internet connectivity through LAN exists for all users of the campus.
- The laboratory is furnished according to statutory norms. Laboratories are maintained well and are equipped with resources needed to conduct two cycles of experiments as per syllabus. Advanced equipment helps to go beyond the scope of the syllabus. All safety measures are taken. Lab assistants are present during all sessions to provide necessary support in all aspects.
- 628 computers in the institute serve the needs of all students and staff of each department.
- Computer labs (18) of all departments are installed with the prescribed software.
- A/C seminar halls, conference hall and departmental libraries are other facilities that help students in their academic progress and skill enhancement.

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

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

Response:

The institute provides resources to encourage students to participate in games & sports and extra-curricular activities. This ensures their all round development. Students are trained in games & sports under the guidance of a qualified full time physical director. Every week, one hour is allotted for the sports in the time table enabling the students to pursue sports. Hostel students can access the sports facilities in early hours of the day and late in the evening.

Students who are exceptionally good at sports are identified and are given special training and financial support to participate in various competitions at inter-university, state and national level events. Intra-institute events are also organized. Track suits and all sporting wear are provided to the students for major events. Participation certificates, cash prizes, shields and medals are the various forms of rewards.

SPORTS & GAMES FACILITY:

Play fields for the following outdoor games are available:

- Volley ball
- Basket ball
- Throw ball
- Cricket nets
- Kabaddi

FACILITIES FOR INDOOR GAMES:

- Two Wooden Floor Shuttle Courts
- Table Tennis
- Carroms
- Chess
- High jump mattresses

ACHIEVEMENTS IN SPORTS:

At JNTUH Zonal level sports competitions

- Winners - Volley Ball (Men)
- Winners - Inter-Institute Football (Men)
- Winners - Inter-Institute Basketball (Women)
- Winners - Inter-Institute Volley Ball (Men)
- Winners - Inter-Engineering Institute Volley Ball
- Runners-Up - Inter-Engineering Institute Volley Ball

YOGA CLASS

Yoga training is provided which helps in stress handling.

CULTURAL ACTIVITIES

The institute believes in all-round development of its students. It constantly encourages them to take part in extra-curricular activities and cultivate leadership qualities as well as team spirit. Every year, the institute conducts cultural programs on various occasions. Activities conducted include dance (solo and

group), ramp walk, singing, pot breaking and traditional day, skits etc. The Student Activity Centre (SAC) plays an active role in organizing these activities.

File Description	Document
Any additional information	View Document
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

Response: 39.47

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

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

Response: 58.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
145.01	191.27	165	238.02	176.06

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

To make the functioning of library easy and effective, the institute has automated the operations using LIBSYS 3.1.2 Software.

The software consists of various modules on acquisition, cataloging, circulation, serials control, and Online Public Access to Cataloguing (OPAC) which automates library functionalities.

The library assists faculty and students for accessibility to:

- DELNET
- NDL
- SWAYAM
- INFLIBNET
- Digital library service
- Book bank service (SC/ST)
- NPTEL
- OPAC(Online Public Access to Cataloguing for book search) service
- Reference service
- Journals
- e-journals
- Current awareness services/Daily News Papers
- Previous question papers
- e-book
- Reprographic service (xerox and printing)
- Reports of best projects carried out by students

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

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

Response:

The institute maintains a wide selection of non-academic and rare books to provide faculty and students an enriched experience.

The non-academic books cover a wide range of topics that contribute to the development of faculty and students. The different topics include,

- Personality development.
- Books on history and literature of India and Telangana.
- Biography and autobiography of eminent personalities.
- Books related to GATE, CAT, GMAT, GRE, IELTS and TOEFL and other competitive examinations.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 14.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
7.96	14.98	22.98	7.88	16.34

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 6.15

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 140

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Kamala Institute of Technology and Science regularly upgrades and updates its IT facilities.

- The entire campus is Wi-Fi connected
- The teaching learning process is ICT enabled.
- The internet bandwidth of the institute is 50 Mbps.
- All the computers of the institute are in the network.
- The institute keeps upgrading the internet bandwidth based on the requirement.
- The institute has 628 computers with good configuration and institute regularly updates the computers. Recently 30 ACER computers with a configuration of i5 processor, 8GB RAM, 1TB HDD, LED flat monitor were bought.
- The institute updates its website on all working days
- Software tools and packages exist as per curriculum requirements.

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

4.3.2 Student - Computer ratio

Response: 3.39

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 36.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
155.8	114.77	120.73	102.84	89.65

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

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

Response:

The institute has streamlined the procedures for maintaining the infrastructure and promotes a good teaching-learning environment. It plans well in advance for the optimum use of physical, academic and support facilities. Every lab, sports and other offices have one coordinator or in charge, to take care of the resources and their maintenance. Stock books, DPR for each department are maintained for transparency for the purchases made. The issue registers are maintained in each lab.

The institute also ensures the availability of infrastructure facilities that meet the requirements of physically challenged students. For them, the classes are arranged in the ground floor. Ramps are provided for easy movement of wheel chairs. The institute has a beautiful, neat and well-maintained campus. The institute has appointed staff exclusively for maintenance and repair.

Building Maintenance:

Maintaining the institute campus and buildings is the responsibility of the project office. This department is well equipped with supervisor, electricians, plumbers, welders and skilled workers. They take care of daily needs of all departments and attend to maintenance and repair works. The up-keeping of campus and buildings is carried out by skilled labour.

Campus keeping and Garden development:

Well trained gardeners work to maintain the aesthetic look of the campus.

Drinking Water Supply

The drinking water requirement of all the staff and students is met through 2000 liter per hour capacity RO plant.

Power supply, Electrical and UPS Maintenance, Air Conditioners Maintenance:

Electricians under the control of project office look after the electrical power related problems. Two generators each with 200KVA and 75 KVA cater to the needs of the campus in case of power cuts. Lightning arresters are fixed in the buildings and their earth resistance is ensured once in 6 months.

Surveillance cameras, Fire extinguishers and Transport facilities:

In order to keep the campus secure and safe, surveillance cameras are installed at several vital locations inside the campus. The institute has 12 bus shuttles for the convenience of faculty and students. An Ambulance also serves transport in case of medical emergency.

Portable fire extinguishers and hose reels are placed at appropriate locations in the campus as a fire safety precaution. The fire extinguishers are periodically inspected and refilled. Safety charts and instructions are displayed in appropriate places in the campus.

Computer Maintenance:

All the computers and peripherals are covered under warranty or maintained by computer maintenance division working under the control of head department of CSE.

File Description	Document
Any 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 the last five years

Response: 60.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1312	1324	1277	1182	1113

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

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

Response: 6.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
129	135	148	132	103

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 20.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
456	438	359	431	394

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[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:** 24.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
164	149	96	88	126

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

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

Response: 2.3

5.2.2.1 Number of outgoing students progressing to higher education

Response: 13

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 61.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	26	39	10	11

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	42	43	28	26

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	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.				
Response: 0				
5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
Response:	
Kamala Institute of Technology and Science (KITS) provides ample opportunities for students to become part of various academic and administrative bodies constituted for the progress of the institute.	
Anti Ragging Committee	
This is a faculty level committee having student representatives as the members. The committee members assist in strictly enforcing the anti-ragging act to make a ragging-free campus.	
National Service Scheme (NSS)	

The student members of NSS take active part in extending social service and creating social awareness.

National Cadet Corps (NCC)

The institute has an NCC army wing of 9(T) battalion, Karimnagar with a total strength of 100 cadets including girl students.

Alumni Association

All the students who acquire their engineering degree from this institute register in Alumni Association by paying a nominal fee. This association has an executive body headed by the president and supported by alumni coordinators of various departments.

Class Review Committee

In the beginning of every academic year, two merit students, one boy and one girl are nominated from each class as Class Representatives (CRs). The Institute Academic Committee (IAC) and the Department Academic Committee (DAC) interact with CRs twice in a semester to get a feedback in executing the academic schedule, syllabus coverage and other related issues.

Departmental Association

Departmental Associations exist in the institute to help organize various activities like technical quizzes, JAMs, Group discussions, guest lectures, seminars etc. The association consists of President, Vice President, Treasurer and student members from each class who are guided by a faculty coordinator.

Student Activity Center (SAC)

The SAC motivates the students to participate in wide variety of activities during all the important occasions like institute day, fresher's day, state festivals, cultural fests, Independence day, Republic day etc. This committee also organizes seminars and workshops to help the students to get good academic exposure.

Popular Science Club

All the first year students are members of Popular Science Club. It organizes seminars/talks in humanities and basic sciences.

Photography Club

Photography club enables the students to become skilled at photography and short film making. The members of the club are also responsible for capturing and documenting various events organized in the institute.

Professional Bodies

Students are members of professional bodies like ISTE, IETE, SESI, CSI and IEI. They conduct various activities under the guidance of faculty members. This helps in the holistic development of students.

File Description	Document
Any additional information	View Document

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

Response: 1.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	1	1

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

5.4 Alumni Engagement

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

Response:

The Alumni Association includes all former students of the institute. Alumni association is a liaison to communicate and seek cooperation from other universities, academic institutions, research organizations, donor agencies, government and non government organizations etc in India and abroad to help the institute in achieving its goals. The association works for the cause of improving the quality of the learning environment in the institute.

The alumni of our institution are placed in reputed organizations like TCS, J.P. Morgan, GE, NIKE, IBM, WIPRO, INFOSYS, ADP, MICROSOFT, VITECH, AMAZON, COGNIZANT, Tech Mahindra, HCL, ACCENTURE, CISCO, SASKEN, CAPGEMINI, TSGENCO, TSTRANSCO, NTPC, DRDO, DRDL, ORACLE Banking Sector and Various other Government Services.

The executive body periodically organizes alumni meets on the campus. They help the students by sharing their knowledge and experience of latest technology and also encourage students in developing entrepreneurship skills. They represent the institute and promote its reputation. The alumni working abroad

report their work experiences at the alumni meets and also provide suggestions for improvement.

Every department has a practice of organizing reconnect program with its own alumni. Through these sessions, students derived great benefit through book donations, motivational lectures, development of positive attitude and career guidance. Alumni association works for organizing invited lectures, seminars, workshops, training programs for the purpose of overall development of students and staff of the institute. It also works to impart knowledge about the latest technologies to the students of this institute who are largely from a rural set up. Some alumni gave referrals for placements.

The association helps in providing specialized training to the youth in various aspects of computer technology. It also renders possible assistance to staff engaged in teaching, training, research, governance, administration and other matters.

File Description	Document
Any additional information	View Document

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

The institute aims to provide quality technical education to its students by expanding the horizons of knowledge, innovation and character-building in local and global perspective.

Mission:

- To disseminate technical knowledge of highest order to meet the professional challenges.
- To nurture the students for technical and global economic competitiveness
- To impart leadership qualities among the students and make them responsible to the society.

Kamala Institute of Technology and Science (KITS) was established in 1997, with a vision to nurture quality professionals, with employability skills necessary for the fast paced technological and industrial developments across the globe. Management of KITS, with their vast experience in the field of education and deep commitment to impart quality technical education, especially to the students hailing from rural areas established the institute at Singapur village. The institute, 35 km away from city traffic snarls, provides a right ambience to ignite creative ideas.

Over the last 20 years, as a pioneering institute of technical education in this region of Telangana, KITS has evolved continuously keeping with the times to achieve its vision of providing quality and value based technical education.

The institute has carved a niche for itself and is a much sought-after destination for engineering education. The focus and commitment of the management has been to create socially responsible and ethically conscious qualified engineers with outstanding performance in their endeavors. It aims to achieve this by incorporating experimental and project based learning, with Industry-Institute Interaction.

Students are exposed to the finest learning experience using theory, practical sessions, assignments, remedial classes for slow learners, interactions with industry experts, debates and group discussions, which enhances the quality of the students and hones their skill sets.

All facilities provided in the institute empower the students with latest knowledge that is demanded by the industry. The NSS and NCC activities at the institute help to mould them into socially and ethically conscious professionals and citizens. The governance of the institute with well defined policies strongly supports in accomplishing its vision.

An environment that fosters teamwork, cooperation and mutual support to excel in all the assignments is created. Each student is mentored individually with an emphasis on discipline and punctuality, and is monitored closely in academics, personality development and also in terms of enhancing the employability

quotient. Thus, a robust mentorship is implemented to inculcate ethical values in budding engineering professionals, leading to a better society.

Some of the best practices which have created a positive impact on the functioning of the institute are:

- Separate book bank facility for SC and ST students.
- Remedial classes for slow learners.
- Students and faculty are encouraged to use e-journals.
- Each department has its own departmental association, which conducts various intra-departmental and inter-departmental activities and competitions on a regular basis to impart knowledge and enhance leadership skills.
- Student Activity Centre (SAC) celebrates all national and religious festivals spreading an awareness of the rich cultural past of the nation, thereby, enhancing unity and team spirit.

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

6.1.2 The institution practices decentralization and participative management

Response:

Kamala Institute of Technology and Science (KITS) has a well defined organizational structure which encourages decentralization and nurtures team spirit, fosters leadership skills via delegating authority and decision making power to various levels of employees, but at the same time, works in tandem with the authorities, to carry out challenging assignments. Further, the structure of the institute provides ample opportunities for leadership growth at all levels and encourages every staff member to play an active part in the success of the institute.

Many committees are formulated to decentralize the academic and administrative activities, to empower the staff and encourage participative management.

Principal conducts meetings with heads of all the departments and various sections in charges to discuss various departmental issues. The heads monitor the day-to-day activities of the department. They nominate various in charges from the staff of the department to take care of time tables, attendance, student counseling, examinations, department student associations, placements, etc.

Resolutions are made in the meetings of various departments and the staff members are assigned the responsibility of implementing them. Every staff member is encouraged to come up with innovative and out of the box ideas for the betterment of the students and institute.

Case study:

The institute celebrates a three-day national level Techno-cultural and sports fest KITSOZEN,

biennially, to provide a platform to students and staff alike. It gives an opportunity to students to excel not only academically but also to gain a rich cultural and diverse experience for holistic growth. The event provides a perfect platform to interact with experts and peers from other institutes of repute, to develop creativity, exhibit professional & soft skills, leadership and other key life skills that are essential in future. This event promotes leadership skills among faculty too, as they take part in organizing various competitions. The event forms the basis of training oneself for greater tasks in their career.

Principal consults the heads of all the departments, various sections incharges like academics, examinations, etc. and senior faculty and nominates three staff coordinators to discuss the tentative dates for the event. Then, these faculty coordinators, along with the principal and in charges of various committees like cultural club, sports club, etc convene a meeting with the final year students, active pre final years and class representatives of various branches and years, and nominate three overall student coordinators for the event. Staff and student coordinators, then form separate committees for various competitions, comprising of staff and students. These committees regularly meet, plan and take the event to completion.

These committee incharges and overall coordinators update the principal regularly. Thus, every faculty member is involved in the conduction of this mega national event which gives them a sense of ownership and responsibility, fine tunes their innate leadership, organizational skills and prepares them to take up major responsibilities in the future without any apprehensions.

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

6.2 Strategy Development and Deployment

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

Response:

Development is an on-going process with targets, strategies, action plans, evaluation and corrective measures. The institute has a strategic plan for the development of students in tune with its vision and mission. Perspective plans, supported by dynamic annual plans, are prepared to enhance the overall development of each student. In an effort to create a quality engineering workforce and upgrade the institute, sustainable long term training plans are prepared.

Faculty members are sponsored for higher education to bring in qualitative improvement in their teaching methods and skill sets.

An environment of learning and development is created for the students to learn and grow. At the end of every academic year, an academic audit is carried out. The assessment is made on the basis of attainment levels. After assessing the achievements and shortcomings of the current academic year, plans and strategies for the ensuing year are modified, keeping in view the changing policies and needs of the

academics and industry. A continuous performance appraisal is done and changes are incorporated to suit the needs of the academia and industry.

Strategic Activities that led the institute into a successful path are:

- Roof top 200 KWp grid connected solar power plant.
- Excellent lush green ambience of the institute.
- Student counseling.
- Enhancement of infrastructure (buildings, laboratories, internal BT roads).
- Faculty members enhancing their qualification and obtaining doctorates.
- Well equipped central library.

The institute has perspective plans in the following areas:

- Creating an ambience for research and development.
- To acquire autonomous, UGC 2(f) & 12(B) status.
- To expand consultancy services and collaborations with industry.
- To offer more number of value-added certification courses.

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

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

Response:

The organizational structure of the institute is created in adherence to the rules of JNTUH, Hyderabad. Chairman, Secretary and Principal are members of the Governing Body by virtue of their positions, i. e. ex-officio. Key policy decisions are taken by the members of the Governing Body that meets at least once in every six months to discuss various key issues and to ensure judicious allocation of financial resources and also oversee the delivery of strategic vision and mission of the institute.

The Heads of various departments, Incharges of examinations, academics, Training & Placements, Registrar, Project Engineer, Physical Director, Senior Wardens and Librarian will report to the Principal.

Principal ensures that the decisions taken by the Governing Body percolate to all the levels for effective implementation. Principal plays a vital link between the management, faculty and administrative staff.

Heads of the departments are responsible for all the academic activities of their departments. They guide

and monitor the faculty and students for the smooth functioning of the department.

Heads delegate the authority to various faculty to organize technical and co-curricular events, guest lectures, workshops, seminars and conferences. In charge of examinations takes care of the conduct of internal and external examinations fairly, assisted by the faculty members of various departments.

Incharge of academics takes care of the academic activities such as subjects offered by the University, monitoring student's attendance, detention, etc and maintains all the records related to academics.

Training and Placements Officer (TPO) is responsible for organizing various technical and soft skills training sessions for the students by hiring external trainers. TPO acts as a link between the industry HR recruiters and the institute, and is responsible for the placements of the students.

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

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

The institute administration system has various committees and cells, which report to the principal to achieve the vision and mission of the institute and help in its smooth functioning.

List of committees:

1. Governing Body
2. Internal Quality Assurance Cell
3. Institute Academic Committee
4. Training & Placement Cell
5. Career Guidance Cell
6. Industry-Institution Interaction Cell
7. Research & Development Cell
8. Professional Bodies Committee
9. Entrepreneurship Development Cell
10. Anti-ragging Committee
11. Grievance Redressal Cell
12. Alumni Committee
13. Renewable Energy Committee
14. Women Protection Cell
15. Welfare Committee

Example of an activity (Career Guidance Cell):

- Training and Placements Officer is also the coordinator of Career Guidance Cell and one senior faculty member from each department, nominated by the principal are the members of the committee.
- Members of the committee meet at least once in a semester. Members assess and discuss the academic performance of the students and also discuss the current trends in the industry.
- Members identify eminent people working in the government organizations, industry successful alumni, career guidance experts and invite them to address and interact with students.
- Awareness is given to students of different engineering branches on the opportunities available to them, and also information regarding higher education, scholarships, institutional financial support, etc.

Experts from academics and industries are invited to address the first year B.Tech students on goal setting and focused preparation.

File Description	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:

- Various welfare schemes are provided for the benefit of teaching and non- teaching staff of the institute.
- It encourages teaching and non-teaching staff to participate actively in workshops, conferences and Faculty Development Programmes (FDPs) for their professional and personal enhancement.
- Institute supports in conducting training programs.
- Institute provides paid leaves to attend workshops/ conferences/seminars/FDPs.
- Fee concession is given for the children of supporting staff studying at KITS.
- Free uniform for class IV employees.
- Institute provides maternity leaves for women employees.
- Promotions and increments are given to the teaching and non-teaching staff based on seniority as well as on the performance appraisal.
- Teaching and non-teaching staff opting to stay in hostel and on-campus are given accommodation with concession and amenities like subsidized electricity.
- Encourages the faculty members to publish research papers in journals and offers incentives for such publications.
- Special academic leave for pursuing Ph.D. is granted.
- Sponsoring for higher education through Quality Improvement Program (QIP).

File Description	Document
Any additional information	View Document

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

Response: 8.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	7	19	8

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	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: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	4	1	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

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

Response: 24.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
58	42	38	28	15

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

1. Performance appraisal system for teaching staff:

The institute has the practice of evaluating the performance of the faculty members based on self appraisal and confidential report of the heads of individual departments. Every year all the faculty members are given a self assessment questionnaire, which consists of the following details:

- Improvement of academic qualifications in-service.
- Promotions received since joining.
- Subjects/papers taught in each semester.
- Semester wise pass percentage/performance of the students.
- Preparation of lab manuals.
- Use of additional sources of knowledge while teaching the subject.
- Details of research papers published/presented.
- Co-curricular activities undertaken.
- Professional development activities undertaken.
- Extra-curricular activities undertaken.
- Administration/ Additional duties performed at the department/institute level.

The faculty members submit the self appraisal form to their head. Later, confidential part is filled by the head concerned keeping in view the points like regularity, punctuality, relation with other faculty etc. and submits to the principal. Then, principal scrutinizes and evaluates the performance of each faculty member based on their self appraisal, confidential report of the head of the department and the students feedback collected by the Institute Academic Committee.

2. Performance appraisal system for the non-teaching staff:

The non-teaching staff performance is evaluated on the basis of:

- i) Their performance in the laboratories.
- ii) Ability and sincerity in discharging various responsibilities assigned to him/her by the head of the department or section in charge.
- iii) Ability to work for extra hours with responsibility.

On the basis of these parameters, the head of the department/section in charge submits a report on each employee to the principal who then evaluates the performance.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Head of every department, with the help of senior faculty prepares the annual budget for every financial year, which contains recurring and non-recurring expenditure requirements for the entire academic year. A detailed estimate of the requirement is submitted to the principal by all the heads of the departments and in charges. Accounts officer prepares a detailed budget at the institute level. All the departments, institute level requirements are discussed in the heads meeting and the total recurring and non-recurring budget requirements are finalized. Then the comprehensive budget proposal is placed for the final approval of the Governing Body.

The Governing Body of the institute consisting of university nominee, management representatives, industry and academic members discuss upcoming financial year's recurring and non-recurring budget details. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building and infrastructure, sports facilities and other maintenance expenses. Institute internal auditor audits and verifies the accounts regularly. The institute has a chartered accountant from SCV & Associates (Reg. No. 003666S) an external auditing agency. He audits the accounts every year and these financial documents are used for all statutory purposes.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The major source of income for the institute is the funds through tuition fee paid by the students. As and when there is a requirement of additional funds, society provides the amount. It also generates income by offering the facilities for the various competitive examinations like TCS on-line and off-line exams, TSPSC on-line exams, staff selection committee and PSU banks. Funds are also generated by offering consultations.

Optimal utilization of funds is ensured through following:

- Adequate funds are allocated for FDPs, orientation programs, workshops, etc. to ensure quality in education.
- Requisite funds are allocated for enhancement of the library facilities.
- Adequate funds are utilized for development and maintenance of the infrastructure.
- Certain amount is allocated to procure suitable equipment for innovative student projects.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) was established in the year 2014 as per the norms of NAAC, for channelization of quality assurance strategies and processes.

- IQAC is implementing its quality assurance strategies through Institute Academic Committee (IAC) and other important cells and committees.
- IAC meets at regular intervals for evaluating the regularity and performance of students in mid-term and end-semester examinations and takes the necessary measures like arranging remedial classes.
- IQAC audits various departments regularly to review their academic performance and give suggestions for improvement.
- IQAC is instrumental in installing solar power plant and also in improving the infrastructural and

other facilities like library, hostels, transportation etc.

- To empower the students with latest practical knowledge, IQAC takes measures like updating laboratories, arranging industrial visits, workshops, guest lectures etc.
- It focuses on all round development of students through department associations, SAC, NCC and NSS.
- It also monitors the quality of student projects and their societal responsibility through department Project Review Committees.
- IQAC is motivating the faculty members towards outcome based education.
- IQAC is encouraging staff members and students towards research through R&D cell by way of publications, organizing as well as attending FDPs, conferences and workshops.
- IQAC monitors the performance of staff members through student feedback and performance appraisal.

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

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

Response:

The institute reviews its teaching-learning process at regular intervals, by various means. The institute has an Institute Academic Committee (IAC) consisting of Principal, Registrar, heads of all departments and in charges of various sections. IAC evaluates the performance of the students and also staff members. The committee discusses about the regularity of the students to the class work and also their performance in internal examinations. Remedial classes are conducted for slow learners. Similarly advanced learners are encouraged by involving them in delivering seminars, organizing events at institute/department level and participating in competitions at other institutes to update themselves. The committee also analyzes the end semester examination results branch-wise and year-wise and suggests measures to improve the results and improve the performance of slow learners in supplementary examinations.

The committee also focuses on the coverage of syllabi, scope for beyond the syllabi in theory courses as well as practicals. Preparation of course files, counseling files, events organized by the departments, programs organized / attended by the staff members, research publications by the staff members etc are also monitored by this committee.

In addition, the institute nominates senior faculty member as the academic in-charge at the institute level who in turn coordinates with the academic coordinators at the department level to monitor the academic progress of the students. IAC of the institute conducts meetings with class representatives to take the feedback on coverage of syllabi, pace of coverage, understanding of the subject and problems if any. The institute is implementing the practice of collecting feedback from the students, about the performance of the staff members at the end of every semester. These feedback forms are analyzed thoroughly and the analysis report is sent to the individual teacher as well as the head of the department concerned. In case the

feedback is not satisfactory, corrective measures are taken by the principal.

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

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	2	2	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

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

Response:

- Installed 100 KWp grid connected solar power plant on roof top at academic building-I with the aim of “Green Campus” in the year 2015.
- Enhanced the solar power by installing additional 100 KWp grid connected solar power plant on roof top at academic building-II in the year 2017.
- Installed 500 liters/hr mineral water plant to provide safe drinking water for the entire campus in the year 2005.
- Installed 2000 liters/hr mineral water plant to provide safe drinking water for the entire campus in the year 2016.
- Civil Engineering department has been established in the year 2013.
- Internal black top roads were laid throughout the campus.
- Enhanced the capacity of boy’s hostel from 150 in 2013 to 220 in 2018.
- Enhanced the girls' hostel capacity from 250 in 2014 to 300 in 2016.
- Improved the placements from 20% in 2012 to 40% in 2018.
- Started PG course in Mechanical Engineering Department in the year 2013.
- The first batch of girl cadets was enrolled in NCC in the year 2018.
- New building for Engineering Workshop has been constructed in the year 2017.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The management is committed to the goal of reaching out to a large number of rural students and succeeded in their efforts to develop a campus responsive to the needs of both girls and boys. The campus is strongly supported by safety and security services that make it a desired destination for many students.

Security measures:

- A 24x7 hour security service across the campus serves to address the security concerns of boys and girls.
- Intercom access is provided for better security management.
- Manual record of entry to and exit from the campus is maintained by the security personnel.
- Emergency contact numbers are posted on the website as a security measure.
- The campus is secured with CCTV surveillance for better security supervision.

Anti- Sexual Harassment and Women Protection Cell:

- This cell works to maintain a secure and harassment free campus.
- It promotes a campus culture of respect and protection for women through gender sensitization programs, educational videos, seminars, empowerment programs and faculty interactions.
- It receives and registers complaints, conducts enquiry and resolves them.

Anti-Ragging measures:

- The institute enforces the anti-ragging measures through the anti-ragging committee for the safety of girls and boys. This committee is entitled to receive, register and resolve any complaint pertaining to ragging as per the legal acts. The student members are an integral part of this committee.
- Posters of anti-ragging, containing the legal punishments that follow it, are displayed at prime locations as a precaution.
- The student counselors periodically alert the students on the ill-effects of ragging.
- The institute has evolved into a ragging-free zone over the years.

The Grievance Redressal Cell:

- Addresses safety and other grievances related to all employees and students irrespective of gender.
- Helps maintain a harmonious learning and living environment.

Counseling system:

The institute observes an effective counseling system for both genders. 20 students are attached to each counselor who is responsive to their academic and personal concerns. The counseling includes:

- Maintaining proper dress code and regular attendance.
- Goal-setting, character building and avoiding teenage distractions
- Creating a culture of good practices which the subsequent batches would emulate.
- Developing socially acceptable behaviors
- Cultivating and preserving the positive atmosphere of the campus
- Contributing to the institute's quality improvement
- Meeting work related deadlines
- Becoming employable and socially responsible.
- Participating in extracurricular activities.

Common rooms: The management is sensitive to the needs of boys and girls of this age group and facilitated them with common rooms equipped with toilets, chairs, tables, drinking water and hand wash.

Value added course: The institute effectively implements the mandatory course on 'gender sensitization' introduced by JNTUH, Hyderabad to help instill feelings of mutual respect in students.

Health Safety Measures:

- The health care center of the institute is responsive to primary medical needs and the ambulance service helps during emergency.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 61.65

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

Response: 271333.1

7.1.3.2 Total annual power requirement (in KWH)

Response: 440112

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 19.5

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

Response: 8170

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 41890

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:**Waste management:**

The institute follows the best practice of solid, liquid and e-waste management.

Solid Waste Management:

- The institute has an effective organic waste management practice for soil conservation and increased yield of fruits and flowers. The compost needed for this purpose is produced within the campus.
- The bins placed across the campus are used to collect plant parts, dry leaves and organic matter like leftover food, which is used to prepare organic compost.
- The little plastic waste, scrap from all sources, discarded student files, folders, and cartons are collected and disposed for recycling.
- Unusable scrap iron from construction projects on the campus is disposed for recycling.

Liquid Waste Management:

Waste water from RO treatment plant is used for watering the plants.

E-Waste management:

- The computers used by various departments of the campus, after prolonged use become ineffective. They are marked as waste and sold for recycling. The amount generated is credited to the institute's account.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:****Rain water harvesting facilities:**

- It is a well known fact that the world is facing severe water crisis.
- Potable water at one's doorstep is either a distant dream or a scarcity to many. Realizing the value of this precious resource, the institute has adopted the best practice of rain water harvesting.
- This practice helps the institute to sustain ground water levels, avoid water crisis and also helps sustain the vegetation on the campus.
- The institute has many buildings with vast roof expanses. A large amount of water collected from

these rooftops is channeled into the rain water harvesting pits for recharge.

- The institute has extensive plantation across the campus. This helps prevent the water from going waste.
- The presence of vast open space in the institute is a positive factor that allows percolation of rain water into the ground.
- These methods of water recharging help meet the institute's water requirements during peaking needs.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Green practices:

a) **Bicycles:** Few staff members and students residing in the nearby areas commute to the institute by bicycles.

b) Public Transport:

- Many students and staff use the institute bus shuttles.
- The institute encourages public transport. The management obtained permission from RTC and a request bus stop came up at the main entrance, for the convenience of the students and staff. This also minimized the pollution.
- Use of individual vehicles is discouraged as a measure of sustaining the environment.
- Car pooling is encouraged instead of a single user driven vehicle.

c) **Pedestrian friendly roads:** The institute has neatly laid B.T roads which also makes it a low dust zone.

Plastic- free zone:

- The institute is a low plastic using zone.
- It minimizes or discourages the use of plastic in hostels, offices, the canteen and other buildings.
- A small amount of plastic waste that is found on the campus is collected and disposed for recycling.
- There are posters on the campus promoting the slogan **reduce, recycle and reuse**.

Paperless office

The institute is making its best efforts to minimize the use of paper. Automation exists for data preservation and communication. Attendance, mid marks and other required information is communicated to parents through www.kits24by7.in portal. Communication to the staff about meetings, events etc takes place through e-notice boards and intercom.

Green landscaping and plantation:

- The campus is spread across an extensive, green, mango grove of 26.25 acres, which makes it a pollution free zone.
- The campus presents a conducive, healthy learning environment for the pursuit of technical education.
- The management gives prime importance to the best practice of landscape gardening. The campus is visually appealing and presents a sense of peace through its lush green lawns, ornamental plants and various other trees added to the existing mango trees.
- Regular maintenance is carried out to sustain the greenness in all extreme weather conditions.
- Every year, the NSS volunteers and the NCC cadets carry out plantation on the campus, under the scheme “Haritha Haaram”, an initiative of the Telangana government for a sustainable environment.
- The vegetation includes fruit trees like custard apple, papaya, pomegranate, lime, mango and flowering plants like hibiscus, ixora, rose, nerium, mussanda and the like.
- Green audit is done annually.

File Description	Document
Any additional information	View Document

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

Response: 1.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.90	4.33	5.33	6.51	6.68

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	0	1	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

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

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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

Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
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Response: 18

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	3	3

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

- The institute adheres to the values of cultivating patriotism, reverence to the leaders, and the practice of inculcating a sense of responsibility to the nation. The Student activity center (SAC) organizes all national festivals.
- Independence day, Republic day and Gandhi Jayanthi are the main national festivals celebrated at the institute. Rendition of patriotic songs, elocutions, skits and dances promoting national consciousness, games competitions between staff and students are part of these celebrations. The students and staff participate with equal fervor.
- All the staff and students of the institute pay their homage to the honorable freedom fighter, former member of Rajyasabha, a visionary in the political and educational field and the founder chairman of this institute Late Shri Vodithala Rajeshwar Rao on his birth anniversary and death anniversary (29th September and 24th July). He is fondly remembered on these days for his commendable idea of extending engineering education to the remote rural areas of north Telangana.
- The birthday of late Prime Minister Pamulaparathi Venkata Narasimha Rao is celebrated on 28th June. Homage is paid on his death anniversary, 23rd December as a sign of respect for this great economic reformer who hails from this part of North Telangana and is a close associate of the management.
- Teachers' day is celebrated as a mark of respect to *Sarvepalli Radhakrishnan*. Felicitations to staff form part of these celebrations. Faculty who upgrade their qualifications in-service and the employees with best skill contributions to the institute are felicitated on this day.
- Guest lectures are arranged marking the birthday celebrations of Sir Mokshagundam Vishveswarayya as Engineers Day.
- The institute celebrates Science day on 28th February each year. The Popular Science club arranges a guest talk on this day. All the departments come together on this day.
- Ambedkar Jayanthi is celebrated every year a day before 14th April. The employees and students of

the institute assemble and pay homage to the architect of the Indian constitution.

- On 15th October, a tribute is paid by the staff and students, to the missile man, Sri. A.P.J. Abdul Kalam marking his birthday. Students and staff present talks on the significant contributions made by him as an individual and as an eminent scientist.
- Telangana formation day is also being celebrated on 2nd June since the formation of a separate state.

File Description	Document
Any additional information	View Document

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

Response:

- The institute is affiliated to JNTUH, Hyderabad. It abides by the rules and regulations of the university.
- The academic committee, under the chairmanship of the principal takes care of all the academic activities of the institute. An academic audit is done annually.
- The institute website is updated regularly for transparency.
- The services of a certified Chartered Accountant are used to carry out internal and external annual financial audits.
- Financial transparency is maintained for day-to-day payments.
- Regular bill books/vouchers are maintained for all financial transactions.
- Every department maintains stock registers and daily purchase registers, which are inspected by the heads of various departments and endorsed by the principal.
- Transparency in student attendance and marks is also maintained. The fortnight attendance is displayed on the department notice boards. The parents are regularly notified of their ward's performance and attendance through **kits24by7 portal** created by our students.
- The students are shown their answer sheets after evaluation. If the student notifies any discrepancy in evaluation, it is immediately rectified by the teacher.
- The examination redressal cell addresses the grievances in the evaluation process represented to it.

File Description	Document
Any additional information	View Document

7.2 Best Practices

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

Response:

Best Practice I: Social Responsibility and Extension Activities:

Objective:

- To prepare students of this institute to fulfill their responsibilities in an academic community, and also as local and global citizens.
- To develop in them an understanding that engineers, as professionals and as individuals, have the ability to contribute to social development.
- To make them recognize the benefits of engaging in socially responsible behavior, such as service through engineering applications, social awareness activities, campaigns and voluntary services.
- To create an awareness that social responsibility does not merely mean performing beneficial acts, but in extending their efforts for transformation in the knowledge, attitudes and skills of people of the surrounding communities.
- To encourage the faculty to take up extension activities as a help to society.

Context:

- In the current scenario of fast-paced technological advancement, great emphasis is on enrichment of the global quality of life. The institute aims to contribute significantly to this goal.
- The institute, through its best practices educates and trains students to realize their worth as skilled professionals. It guides them to contribute for the greater good of society, through various extension activities.

Practice:

- The institute has made social responsibility an essential learning outcome and created facilities to train the students in all the four years of their course.
- It established a unit of the National Service Scheme (NSS) in 2003, which helps develop in students, a propensity for social service through activities of campus-community linkage.
- The institute's distinctiveness is visible through its NCC wing. It took the initiative of getting a 9(T) battalion, NCC Army Wing sanctioned in 2011, through which discipline, character, patriotism, brotherhood, and the ideals of selfless service are promoted among the students.
- Two value added courses, one on 'Gender Sensitization' and the other on 'Human values & Professional Ethics' introduced in the curriculum by JNTUH, Hyderabad are being strictly implemented by the institute. The faculty members were sponsored for the university training programs to 'train the trainers' on these courses.
- Projects focusing on energy conservation, application of renewable energy sources etc which form part of sustainable development and can be useful to society are encouraged. Students are also encouraged to develop cost effective prototypes that can be extended to the community
- The faculty of the institute involve in extending services to the society in different ways like giving extension lectures, conducting programs in schools etc

Evidence of success:

- The NSS and NCC units of the institute have on record several activities like cleaning, blood donation camps, plantation, stage shows, processions and rallies for creating awareness of social issues, health camps etc.
- NSS unit under the guidance of the coordinator adopted a village, Ippalapally and committedly

carried out extension activities for seven days on digital India, swachh bharat, women empowerment, medical camp & plantation and received appreciation.

- An NSS volunteer, Mr. P.Akashdeep was recognized for **Youth Worker Award** for the contribution towards youth development presented during “International Youth Exchange between India and Srilanka” on 5th December 2017.
- A silver award was given to the principal in 2016-17 by the Telangana State Branch of Indian Red Cross Society for motivating students for blood donation.
- Two NCC cadets, Mr.RaviTeja(2015) and Mr.Dinesh Naik from our institute were selected for the Republic day parade at the national and state levels. The former was also selected for the youth exchange programme in Russia during 21st -27th September 2015.
- So far 217 cadets obtained B and 132 cadets obtained C certifications and the cadets contribute significantly to voluntary services during major community events.
- Recently, a batch of our final year ECE students received appreciation from the Chevella Project team for developing a LED indicator for alerting miners on incoming call in tunnels.
- Indian Association of Physics Teachers (IAPT), Telangana Chapter is headed by one of our faculty. He represents the organization in conducting various programmes for the benefit of teachers and students of this region.
- On 19th August, 2014, Telangana State Government conducted a massive programme “house hold survey” of nearly 84 lakh families in which the faculty and employees of our institute took part and rendered their service in collecting the required data from the surrounding villages.

Problems Encountered: It is difficult to make students understand the need of institute-community linkage and make them realize how social extension activities improve their personality. Many students remain passive to participation.

Best Practice II: **Environmental Sustainability**

Objective:

- To make students understand that sustainability lies in creating and preserving the conditions for harmonious co-existence between people and nature for the benefit of humanity.
- To educate the students on how institutes can play a crucial role in spreading the message of sustainable development.
- To involve and enable students in turning the campus into a model site of sustainability for others to emulate.
- To make the campus a low carbon zone and nurture among the students a touching fondness for nature.

Context:

Environmental sustainability has become a global challenge. Engineering institutes, through their best practices, can inspire students to help create sustainable and impactful engineering solutions for better living.

Practice:

The institute has been

- Encouraging students to carry out projects focused on sustainability.
- Using alternative eco- friendly sources of power generation for partial fulfillment of its power needs.
- Conducting annual green audits and increasing the plantation across the campus.
- Using sprinklers to wet the institute lawns.
- Discouraging drive alone rate by encouraging students and staff to use public transport, and institute shuttle services.
- Encouraging car pooling among staff.
- Minimizing the use of plastic on the premises.
- Harvesting rain water through recharge pits.
- Generating organic fertilizer from organic waste available on the campus.
- Using LED bulbs for lighting.
- Increasing plantation programs with the help of NCC, NSS and other student bodies to make the campus and surrounding areas pollution free.
- Promoting awareness of sustainable development in the surrounding villages through activities, demonstrations campaigning, walkathons etc.
- Implementing the value added course on environmental science as defined by the university.
- Conserving power by switching off fans and lights when not in use.
- Counseling students and employees on water and power conservation.
- Motivating more number of students and staff to go for plantation on campus voluntarily
- Encouraging gifts in the form of plants

Evidences of success:

- 1.7% of the institute's annual expenditure, excluding salary component, is spent on green initiatives.
- 61.65% of the institute power requirements are met through two roof top solar generation units of 200KWp.
- 19.5% of the institute's annual light power is conserved through LED lights.
- Our students developed some sustainable models like solar powered pesticide sprayers, seed sowing machine, lawn mowers, ready to market solar tricycle for the use of divyangjans etc.
- An eco-friendly gearless car with aesthetic design in ergonomics category was designed by the mechanical engineering students under the guidance of Mr.S.Rajpal Singh which got first prize at EFFI –cars expo 2016 at University Institute of Engineering and Technology, Panjab University, Chandigarh during 22-24 Jan, 2016.
- Water crisis was never reported on the campus due to presence of recharge pits.

Problems Encountered:

- Persuading students to understand the spirit of sustainable development is difficult.
- Development of sustainable models needs great creativity. The institute needs encouragement of external agencies to promote such sustainable models.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Kamala Institute of Technology and Science was established in 1997 with a philanthropic vision of making technical education accessible to the rural community for whom technical education was far from reach. The institute's vision includes the following objectives:

- To provide technical knowledge of the highest order to help a graduate meet all kinds of professional challenges in a real time situation.
- To impart the practical training for strengthening their core technical competencies and also socializing abilities.
- To implement the best and innovative practices in teaching that help develop in the students logical, critical, creative thinking and problem solving abilities, needed for innovation.
- To produce skilled engineering professionals with a sense of responsibility, human values, ethics, compassion, accountability and integrity by way of linkage with the local communities.

The institute's targeted beneficiaries are the rural people and the management aims to nurture academically distinct engineering graduates by focusing broadly on their cognitive abilities, values, attitudes, creativity and emotional development. The mission is accomplished by adopting certain practices that continue to increase with the institute's progress.

- The management's primary focus was on the development of robust physical infrastructure. A 26.25 acre mango grove was selected as the site for establishing the institute. Extensive lawns and landscape gardening was done to enhance the aesthetic appeal of the place. This was the first step towards creating a tranquil ambience for inspiring creativity. Subsequently, spacious academic and administrative buildings, indoor sports complex, outdoor courts for various games, canteen, gymnasium, separate hostel accommodation for boys and girls, amenities like common rooms, health care center etc were all built to create a platform for students to work and realize their potential. The management is uncompromising in the creation of facilities.
- To reinforce the learning environment, the following academic facilities were created:

1. Laboratories with advanced equipment
2. Classrooms with good ventilation and that are ICT enabled.
3. An open access computerized library with sufficient content for exploration.
4. Wi-Fi and internet connectivity which is a much needed tool for the present times.
5. DELNET, National Digital Library and INFLIBNET.
6. Membership in professional bodies for external linkage.
7. MoUs with external training agencies for enhanced learning.

8. Strong Training and Placement cell.
9. Department associations to help strengthen technical skill sets.
10. Field projects and internships.

- A key point of focus was pooling the human resources to help students in their progress. The management made all out efforts to pool qualified faculty, technical trainers for effective laboratory teaching and created all the facilities for them to make the teaching learning process effective. The practices that exist in the institute are:

1. Facilitating faculty with access to Wi-Fi, Internet and ICT enabled classrooms.
2. Encouraging faculty for higher education in-service.
3. Mentoring responsibility.
4. Providing access to e-resources and reference books as required.
5. Encouraging to conduct and to participate in workshops/seminars/conferences by providing financial support.
6. Encouraging publications through incentives.
7. Involving staff in participative management such as institute's academic advisory, governing body, technical fests, grievance redressal, anti-ragging committee, women protection cell and the like which take important decisions in the institute.
8. Supporting in extension activities carried out by faculty.
9. Compensating extra working hours through compensatory casual leaves and flexibility in leave sanctioning.
10. Facilitating staff in carrying out 'beyond the curriculum teaching'.

- A number of student support systems were established in the institute to provide a value based living possible. Some such systems are:

1. NSS and NCC units to help establish campus-community linkage and inculcate values of social responsibility and nationalistic feelings.
2. Absence of gender discrimination on campus.
3. Creation of a Student Activity Center promoting all round development.
4. Effective student counseling system to help in addressing personal and professional problems.
5. Encouragement for peer teaching using LCD to help realize their potential.
6. Effective implementation of student appraisal of a teacher for enhancement of quality in teaching.
7. Registered alumni association as a suggestive and motivating system to make the institute lively.
8. Availability of resources for sports & games, yoga training, gymnasium for physical and mental alertness
9. Presence of a temple on the premises to add a spiritual dimension to the campus.
10. Effective implementation of all value added courses that the JNTUH, Hyderabad introduces in the curriculum, which bring about ethical transformation in students.
11. Presence of internal communication system of suggestion boxes on the premises.
12. Organization of national level techno-cultural fest KITSOZEN to help interact with students from other institutes across India.
13. Educational and industrial tours for real time exposure.
14. Department events to help develop socializing and academic skills.
15. Responsive supporting staff who make the campus a comfortable learning and living environment.

- Communication skills is an essential learning outcome that the management gives major thrust to as

most of the institute's intake is students from the surrounding rural areas. The institute facilitates the development of communication skills necessary for success through an advanced lab equipped with LCD projector, English language resources, recording facility (camcorder), public address system, prescribed software and a computer assisted language lab. Sessions like JAMs, group discussions, and oral presentations are conducted as part of the curriculum and beyond to prepare them for the future. Seminars on English language are conducted through Popular Science Club by drawing eminent resource persons. The T&P cell also helps in organizing English training through tie-ups with training agencies. Recently, Certification in Business English through TASK has been implemented. The concentration is more on the weaker students for whom remedial classes are conducted.

- The institute effectively conducts academic review meetings periodically through the institute academic committee. Under the principal's chairmanship, the registrar, academic in charge, heads of various departments review the academic progress. The gaps are identified through healthy deliberations and are addressed with immediate effect for sustaining the quality of education.
- Parent-teacher meetings are organized for involving parents as important stakeholders and contributors for the qualitative improvement of the institute.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

- The institute is accredited by Tata Consultancy Services (TCS).
- Emphasis is on the integrated development of every student. It is ensured through continuous training extended by in-house faculty and also external agencies like Abhyas Educorp, TASK, Trilogic soft solutions etc. The students are nurtured in life skills that would enhance their self-esteem and prepare them for future.
- Placement track record of the institute is reasonably good with TCS, GGK, Infosys, Wipro, Tech Mahindra, Medha Servo Drives, Syntel etc being some companies that visit the campus for recruitment drives.
- The institute is an associate of Telangana Academy for Skill and Knowledge (TASK), a Telangana Government initiative that aims at providing subsidized training to students for skill development. Training programs like Cisco certification, C-DAC, Business English Certification (BEC), Sales Force etc are held through TASK. This initiative also helps faculty upgrade their skills through faculty development programmes.
- The Institute bagged two state level awards from TASK for best performing institute.
- The students are encouraged to do their minor projects and internships in reputed organizations like ECIL, BHEL, NTPC etc, for gaining industry exposure.
- There is a drinking water plant that produces 2000 liters/hr of safe and potable water.
- Frequent parent-teacher meetings are conducted to include the parent as collaborator in their ward's education.
- Two generators of 200KVA and 75 KVA capacities exist for power backup.
- A full-fledged project office exists on campus for managing the inventory, construction and constant maintenance of the campus.
- Health care center with a medical attendant and ambulance exists for medical exigencies.
- BT Roads connect all parts of the campus to ensure a low dust zone.
- Portable fire extinguishers and hose reels are made available in noticeable areas to bail out in case of fire accidents.
- All departments of the institute have MOUs with various training agencies for collaborative learning and continued skill enhancement.
- To keep students on their creative high and put their talents on the roll, a techno-cultural fest "KITSOZEN" is organized every alternate year.
- A diary exists on the campus.

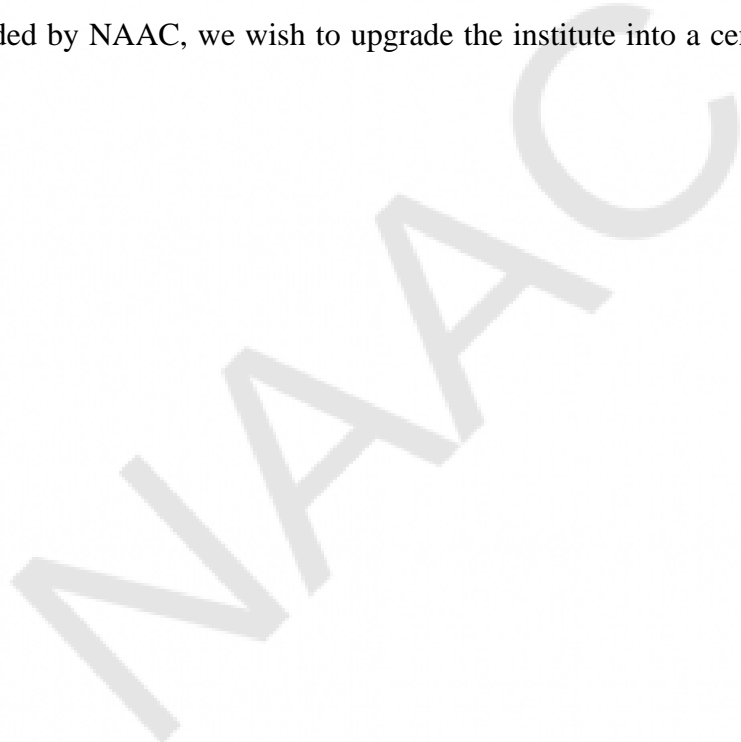
Concluding Remarks :

- KITS Singapur is an institute that firmly believes in service to society through education.
- It facilitates students of rural regions to access quality technical education through student-centric teaching learning practices.
- The faculty and employees of the institute strive to upgrade their qualification to train the students for overall development.
- The initiatives undertaken by the institute help the students in developing all the transferable skills like communication skills, problem solving skills etc needed for a vocation in engineering.
- The visionary management has made far-reaching efforts to pool resources, attract employees to this

work environment and help them in shaping graduates from this institute into conscientious engineering professionals and responsible citizens.

- To compensate the inevitably challenging factors, the organization internally evolved certain best practices that became its strengths.
- Over a period, the institute has evolved into a more sought after destination for engineering education in this region.
- Our alumni, who are successfully placed across various states and nations, are the campaigners of the institute.
- The NAAC accreditation process would provide us an immense scope for continuation of this noble service. The feedback, we receive would certainly help us refine our best practices and achieve distinction.

With the suggestions provided by NAAC, we wish to upgrade the institute into a center for higher education and quality research.



6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>5</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	6	5	2	3	2017-18	2016-17	2015-16	2014-15	2013-14	00	01	00	00	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	6	5	2	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	01	00	00	01																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 103</p> <p>Answer after DVV Verification: 301</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>924</td> <td>1154</td> <td>688</td> <td>591</td> <td>646</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>924</td> <td>1154</td> <td>688</td> <td>591</td> <td>646</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	924	1154	688	591	646	2017-18	2016-17	2015-16	2014-15	2013-14	924	1154	688	591	646
2017-18	2016-17	2015-16	2014-15	2013-14																	
924	1154	688	591	646																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
924	1154	688	591	646																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 32</p>																				

	Answer after DVV Verification: 11																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 511 Answer after DVV Verification: 535</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>285</td> <td>351</td> <td>311</td> <td>234</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>231</td> <td>244</td> <td>252</td> <td>228</td> <td>200</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	285	351	311	234	200	2017-18	2016-17	2015-16	2014-15	2013-14	231	244	252	228	200
2017-18	2016-17	2015-16	2014-15	2013-14																	
285	351	311	234	200																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
231	244	252	228	200																	
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 151 Answer after DVV Verification: 148</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 151 Answer after DVV Verification: 148</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	0	0	1	0										
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	0	0	1	0																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	00	0

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 7

Answer after DVV Verification: 7

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	20	16	12	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
97	105	60	28	32

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
28	29	07	19	13

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

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
48	92	45	64	39

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	05	06	03

Remark : The HEI was requested to provide data in NAAC prescribed format for the Metric as an Excel file. All values in tables/pdf to be serially numbered and was to be signed by the principal. A Survey On - Addressing Big Data Issues With Cloud Computing & Data Mining Concepts, An Advanced Vehicular Traffic Sensor Protocol (TSP), Area efficient BCD adder in quantum dot cellular automata A survey on assistive navigation pedestrian lane detection have been claimed multiple times. The HEI has a total of 45 papers repeated multiple times. Only those books/papers have been considered that have a valid ISBN/ ISSN.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	1	6	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	00	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	14	10	10	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18	11	10	9	5

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2119	1107	1635	1450	810

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
850	45	290	40	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
80	46	52	28	35

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
59	38	46	22	26

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
131.89	191.32	330.86	283.12	176.42

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
145.01	191.27	165	238.02	176.06

Remark : The for infrastructure augmentation, excluding salary year-wise cannot be more than the Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) as in 4.2. Only building construction, Solar station and vehicle purchase have been considered in 2014-15 and 2015-16.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20.66	14.98	22.98	7.88	16.34

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7.96	14.98	22.98	7.88	16.34

Remark : As per the HEI data attached with the Metric in response.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI was advised that the supporting documents attached did not support its claim of existence of Media Centre, Recording facility, Lecture Capturing System (LCS). The HEI has attached photo of video camera system. The facility of Media Centre, Recording facility, Lecture Capturing System (LCS) would be separate one. The HEI has not provided any documents/ photographs or invoice in proof of the claim. The website does not mention the facility. Pic of this facility and link of the lectures on the website may be given. The website does not have any content. What the HEI has included is normal video recording of an activity. The lecture capturing facility must be as per the ugc requirement <https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf> As per the attached data the facility is not as in the ugc link.

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

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
157	114.77	120.73	102.84	89.65

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
155.8	114.77	120.73	102.84	89.65

Remark : The HEI did not attach the required document but attached the same document as at 4.2.4. The Values have been calculated based on the Audit sheet attached with 4.2 (Extended Metrics).

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: A. 7 or more of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1469	1310	1308	1220	840

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
456	438	359	431	394

Remark : As per the HEI data attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
175	190	112	95	142

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
164	149	96	88	126

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	31	14	18	23

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	5	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	1	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	15	7	23	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	7	19	8

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
93	84	42	42	51

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
58	42	38	28	15

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

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

Answer before DVV Verification : 271333.1

Answer after DVV Verification: 271333.1

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 440112

Answer after DVV Verification: 440112

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

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

Answer before DVV Verification : B. At least 6 of the above

	Answer After DVV Verification: B. At least 6 of the above																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	12	12	12	12	12	2017-18	2016-17	2015-16	2014-15	2013-14	01	01	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	12	12	12	12																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	01	00	00	00																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>6</td> <td>6</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	10	6	6	6	7	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	4	3	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
10	6	6	6	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	4	3	3																	

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 425</p> <p>Answer after DVV Verification : 301</p>										
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>367</td> <td>333</td> <td>255</td> <td>230</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	300	367	333	255	230
2017-18	2016-17	2015-16	2014-15	2013-14							
300	367	333	255	230							

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
283	291	298	306	319

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
565	522	503	465	441

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
565	522	503	465	441

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
151	161	152	140	140

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
148	152	152	137	139