SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TADIPATRI ENGINEERING COLLEGE

KADAPA ROAD, VEERAPURAM (V), TADIPATRI
515411
tec.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tadipatri Engineering College was established at Tadipatri in Anantapuram District, Andhra Pradesh, India, with an objective of providing quality and value education to the students. It is one of the flagship institutions started by the well known Philanthropist Sri. Ramesh Reddy K.,and Sri. Suresh Reddy.K Secretary and Correspondent along with his young and energetic committee members.

Tadipatri Engineering College (TECH) established in the academic year 2010. Affiliated to the Jawaharlal Nehru Technological University Hyderabad, the college offers B.Tech, M.Tech, and diploma courses across various specializations, such as Civil Engineering, Computer Science Engineering, Electrical, and Electronics Engineering, Electronics and Communication Engineering, and Mechanical Engineering, etc.

Vision

The vision and mission statement of the institution on the nature of governance, perspective plans, and participation of the teachers in the decision-making bodies of the university

VISION

To impart futuristic Technical Education, advance knowledge, research and instill high pattern of discipline that will best serve the nation and the world in the contemporary century.

Mission

MISSION

To provide students with an extensive and exceptional education that prepares them to excel in their profession, guided by dynamic intellectual community and be able to face the technically complex world with creative leadership qualities.Committed in creating and disseminating knowledge, to the students hailing from both, rural and urban areas of Andhra Pradesh and from other parts of India. Endeavors to develop in each student, the ability and passion to work creatively with relevance to real-world problems.

QUALITY POLICY

TECH strives to establish a system of quality assurance to continuously address, monitor and evaluate the quality of education offered to students, thus promoting effective teaching-learning processes for the benefits of our students and making our institution a Centre of Excellence for Engineering and Technological studies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A sufficient number of fully-equipped laboratories and classrooms with ICT facilities. Experienced, skilled, committed, dynamic, and competent faculty members with a drive for excellence in their profession. Hands-on laboratory courses based on projects. Teaching approach aligned with industry standards. Environment free from ragging. Establishment of IQAC for quality assurance, continuous assessment, and enhancement. Encouragement of student involvement in community development initiatives through NSS. Ongoing faculty and professional development initiatives. Placement opportunities provided to all eligible students. The campus offers a spiritual, pleasant, and intellectually stimulating atmosphere. Programs for faculty development and enhancement of skills. Access to computational resources and internet connectivity. Emphasis on promoting co-curricular and extra-curricular activities. Full intake of students with high ranks in qualifying exams. Well-stocked library with a wide range of knowledge resources.

Institutional Weakness

There is a decrease in the number of student entrepreneurs, while there is an increase in behavioral problems among students at the initial stage. The communication skills of students are not satisfactory, especially those from rural backgrounds. Additionally, the contribution of industries to patents and cutting-edge research is minimal.

Institutional Opportunity

1. Strategies to enhance the pool of eligible students for job placements. Launching new start-up initiatives. Embracing cutting-edge ICT-enabled methods in education. Increasing industry partnerships. Enhancing resources to improve student success rates. Upgrading laboratories with the latest technology. Being situated in a bustling city, students have access to part-time job opportunities. The National Education Policy paves the way for the college to transition into a State University and eventually a Research University. Abundant research prospects exist, with the college offering funding for research projects. Introduction of job-oriented courses to enhance employability. Fostering research and development activities and fostering collaborations with industry entities.

Institutional Challenge

Drawing in high-caliber students' participation within the state government's current technical education landscape. Inspiring students to pursue careers in key industries. Prolonged wait for government scholarship funds. Revamping strategies and procedures to enhance student outcomes is imperative. With the rise in engineering institutions, the focus should be on attracting academically proficient students. The emphasis on exam-centric activities makes promoting holistic learning a hurdle. Motivating students to contribute to industries in need.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic institution provides educational programs through traditional face-to-face instruction as well as online platforms, catering to a diverse range of students worldwide. The curriculum development is a collaborative effort among faculty members, ensuring constant innovation and enhancement of the syllabus. Emphasizing academic freedom and flexibility, the institution encourages creative curriculum modifications to align with its vision of academic excellence. Key aspects include strict adherence to the Academic Calendar, implementation of the Reservations Policy, and offering scholarships to economically disadvantaged students. Gender equality, ethical values, and social responsibilities are promoted through various activities for both faculty and students. New courses are introduced based on directives from JNTUA, while elective courses and industrial/value-added certificate programs provide academic flexibility to students. The academic calendar is meticulously crafted in accordance with JNTUA guidelines. Feedback from stakeholders, including students, faculty, parents, and alumni, is actively sought to enhance the curriculum. A structured feedback mechanism allows students to share their perspectives on course content, with highlights presented to the Institute for further input. Continuous improvement processes are regularly reviewed, with a focus on holistic development activities such as community service, environmental stewardship, creative learning, foreign language acquisition, and fostering innovative ideas.

Teaching-learning and Evaluation

Teachers employ a combination of traditional teaching methods and modern teaching aids in their instructional approach. The faculty not only prepares lecture plans but also maintains a weekly log to document the actual content covered in the classroom. Additionally, teachers have the opportunity to enhance their pedagogical skills by participating in Orientation and Refresher courses, as well as utilizing the resources provided by the Department of Education. Feedback from students is actively sought to ensure that teaching remains student-centric. Remedial classes are organized for students who require additional support in keeping up with the coursework. Many teachers utilize innovative teaching methods, learning management systems, and ICT tools to actively engage students in the learning process. The institute boasts a team of qualified and experienced faculty members who adhere to established norms. Faculty members are encouraged to enhance their qualifications and actively participate in research activities. The evaluation process is transparent, with students being assessed through a continuous assessment system that includes written examinations, class seminars, and assignments. To address individual learning needs, faculty members allocate specific time slots in their weekly timetables for discussions with concerned students. Furthermore, group activities such as mock interview sessions, group discussions, debates, and practice sessions for competitive exams like GRE, GMAT, IELTS, etc., are organized to promote participative learning. All disciplines have defined course outcomes (CO) that contribute to program outcomes (PO) and program-specific outcomes (PSO). The attainment levels of CO, PO, and PSO are calculated and used to determine if any corrective action is required.

Research, Innovations and Extension

Fieldwork, assignments, project reports, educational tours, and field visits are integral components of the academic curriculum at both undergraduate and postgraduate levels. Students are encouraged by their academic supervisors to engage in research-oriented work focusing on local issues. Dissertations are carefully chosen from recent and relevant research areas to contribute to the betterment of society. The college has established partnerships with industries, academic institutions, and professional organizations to facilitate the sharing of research resources and collaborative research projects, resulting in significant academic benefits. State-of-the-

art research facilities, computer labs tailored for research purposes, language labs, and smart classrooms have been set up to foster innovative learning environments. An incubation center has been established to promote knowledge transfer and innovation within the institute. Efforts are consistently made to enhance knowledge transfer through workshops, faculty development programs, international conferences, and other initiatives. Additionally, the institute has an Intellectual Property Rights (IPR) cell and regularly organizes workshops and seminars on IPR and innovative practices in the industry-academia interface.

Infrastructure and Learning Resources

1. The college has made significant investments in recent years to enhance the infrastructure of classrooms and laboratories, as well as to expand the collection of books, journals, and online resources for teaching, learning, and research purposes. The campus is monitored by CCTV cameras, and there is a dedicated maintenance cell that follows a well-organized procedure to upkeep the physical, academic, and support facilities. Additionally, the institution boasts a spacious computerized library with a wide array of resources such as books, e-books, ejournals, e-materials, and educational videos, complemented by a browsing center. The library operations are automated through integrated Library Management System software. Furthermore, the administrative office is well-equipped with computers and internet connectivity for all personnel, along with ample storage space for records. Communication skills are honed in the English Language Lab, and a communication skill course is offered by the career counseling and placement cell. The institution also houses an Incubation Center and Entrepreneurship Development Cell under TECH, which provide guidance to students on incubation and start-ups through various activities like boot camps, idea generation competitions, and workshops. It is crucial to maintain adequate infrastructure facilities to ensure the smooth functioning of educational programs, aligning the growth of infrastructure with academic advancements. The campus offers supportive facilities to create a conducive environment for curricular, extracurricular, and administrative activities. Policies and strategies are in place for the effective deployment and maintenance of technology, with ICT facilities and other learning resources readily available for academic and administrative use. Staff and students have access to technology and information retrieval services for staying updated on current and relevant issues, with ICTs being utilized across various activities within the institution.

Student Support and Progression

The Institution has always prioritized the needs and development of its students. Student mentoring and support are at the forefront of the institution's mission, and the residential aspect of the institution has made this mission a reality. From the moment of admission until the completion of their program, students receive guidance and mentorship at various levels. Each class is assigned a teacher who serves as a counselor and mentor for the students. Hostel residents have access to their officials at any time of the day or night. Throughout their stay, students have access to a range of support systems and services, including information, academic and career guidance, financial assistance, co-curricular and extracurricular activities. The academic calendar and handbook provide information on the schedule and curriculum. Students can utilize both the Central and departmental libraries for reference work, as well as computer and internet services for browsing. Students actively participate in academic and administrative decisions at the institute level. The scholarship section provides information on various financial support programs. The Equal Opportunities Cell caters to the welfare of SC/ST students, providing information about financial support and conducting special classes to prepare students for NET, SLET, and civil services examinations. The Placement Cell facilitates campus recruitment. The institution has well-defined procedures for resolving student problems through the Grievance committee, anti-ragging committee, and anti-sexual harassment committee. Students from all branches enthusiastically

participate in sports. The institution also offers personality development programs, spoken classes, and preparation for IELTS and TOEFL to ensure students' overall progress and readiness for the future.

Governance, Leadership and Management

The Institution has always prioritized the needs and development of its students. Student mentoring and support are at the forefront of the institution's mission, and the residential aspect of the institution has made this mission a reality. From the moment of admission until the completion of their program, students receive guidance and mentorship at various levels. Each class is assigned a teacher who serves as a counselor and mentor for the students. Hostel residents have access to their officials at any time of the day or night. Throughout their stay, students have access to a range of support systems and services, including information, academic and career guidance, financial assistance, co-curricular and extracurricular activities. The academic calendar and handbook provide information on the schedule and curriculum. Students can utilize both the Central and departmental libraries for reference work, as well as computer and internet services for browsing. Students actively participate in academic and administrative decisions at the institute level. The scholarship section provides information on various financial support programs. The Equal Opportunities Cell caters to the welfare of SC/ST students, providing information about financial support and conducting special classes to prepare students for NET, SLET, and civil services examinations. The Placement Cell facilitates campus recruitment. The institution has well-defined procedures for resolving student problems through the Grievance committee, anti-ragging committee, and anti-sexual harassment committee. Students from all branches enthusiastically participate in sports. The institution also offers personality development programs, spoken classes, and preparation for IELTS and TOEFL to ensure students' overall progress and readiness for the future.

Institutional Values and Best Practices

Undergraduate students are required to participate in NCC/NSS/YRC in order to instill social responsibility. These organizations have undertaken various activities such as AIDS awareness programs, blood donation camps, health camps, and socially relevant initiatives. To address grievances, an SMS-based Grievance Redressal Cell is in place, where students can send their complaints and receive immediate assistance. Additionally, squads are available to resolve student grievances. The institution has also implemented decentralized governance by forming committees to create a more inclusive environment. These committees address different issues including exam reforms, security, projects, consultancies, purchase, anti-ragging, sexual harassment, hygiene, and sanitation. This practice has resulted in increased emotional investment, improved governance, faster grievance resolution, and better decision-making. The institute allocates a significant portion of its budget towards green practices, such as water conservation through rainwater harvesting and proper waste disposal, as well as maintaining a plastic-free green campus. The college has established partnerships with various industries to enhance students' knowledge, regularly inviting industry experts to deliver lectures and conduct training programs. National festivals and important anniversaries of Indian personalities are celebrated annually. The college maintains transparency in all its activities, including financial, academic, administrative, and auxiliary functions. The college also promotes social responsibility through innovative projects like Social Innovation and Engineering Exploration, and fosters entrepreneurship through the Centre for Innovation and Entrepreneurship (CIE). Furthermore, the college is committed to providing equal opportunities for all genders and takes steps to promote sensitivity towards this matter.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TADIPATRI ENGINEERING COLLEGE
Address	KADAPA ROAD, VEERAPURAM (V), TADIPATRI
City	TADIPATRI
State	Andhra Pradesh
Pin	515411
Website	tec.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	E V SUBBA REDDY	091-8886688076	8886688076	-	tectdp@gmail.com
IQAC / CIQA coordinator	M C BHANU PRSAD	-	8886688072	-	iqaccell@tec.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	[View Document](#)

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	29-06-2023	12	

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	KADAPA ROAD, VEERAPURAM (V), TADIPATRI	Rural	13.8	12561.82

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,Computer Science And Engineering,	48	inter	English	180	175
UG	BTech,Mechanical Engineering,	48	inter	English	30	0
UG	BTech,Electronics Communication Engineering,	48	inter	English	90	90
UG	BTech,Electrical Electronics Engineering,	48	inter	English	30	14
UG	BTech,Computer Science And Engineering Data Science,	48	inter	English	60	36
UG	BTech,Civil Engineering,	48	inter	English	30	0
PG	Mtech,Computer Science And Engineering,SOFTWARE ENGINEERING	24	B.Tech	English	18	9
PG	Mtech,Mechanical Engineering,CADCAM	24	B.Tech	English	18	0
PG	Mtech,Electrical Electronics Engineering,POWER ELE	24	B.Tech	English	18	13

	CTRONICS						
PG	Mtech,Digital Electronics And Communication Systems,M.Tech DIGITAL ELECTRONICS AND COMMUNICATION SYSTEMS	24		B.Tech	English	18	11

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	21				5				97			
Recruited	21	0	0	21	3	2	0	5	46	51	0	97
Yet to Recruit	0				0				0			

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				69
Recruited	41	28	0	69
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				69
Recruited	41	28	0	69
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	7	2	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	21	0	0	0	0	0	0	0	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	2	0	46	51	0	102
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	148	0	0	0	148
	Female	220	0	0	0	220
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	23	0	0	0	23
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	19	40	10	28
	Female	58	37	15	21
	Others	0	0	0	0
ST	Male	7	8	1	7
	Female	3	5	0	2
	Others	0	0	0	0
OBC	Male	87	134	57	98
	Female	79	71	51	63
	Others	0	0	0	0
General	Male	27	68	37	63
	Female	42	52	43	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		322	415	214	336

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our Institute fully embraces the Vision of National Education Policy, which aims to provide high-quality education and develop human resources as global citizens. The faculty members have initiated a discussion on the key principles of NEP, including diversity in curriculum and pedagogy, integration of technological innovations in teaching and learning, and the promotion of logical decision making, innovation, critical thinking, and creativity. As an affiliated institution of Jawaharlal Nehru Technological University Anantapur, we have redesigned our academic programs to include multidisciplinary/interdisciplinary courses as electives, which are now being offered to our

	students. In order to foster holistic academic growth, we have proposed an inter-disciplinary curriculum that allows students to choose their preferred options from a range of programs offered by our institution. All our courses follow the Choice Based Credit System (CBCS), and some of them also incorporate value-based and environment-based subjects such as professional ethics, environmental studies, principles of management, and project management. We have designed our programs in a way that provides students with maximum flexibility to choose elective courses offered by other departments and through MOOCs on platforms like SWAYAM. It is evident that our Institute is actively working towards implementing the suggestions outlined in the NEP Guidelines.
2. Academic bank of credits (ABC):	TADIPATRI ENGINEERING COLLEGE was established in 2010 and is affiliated with JNTUA, Anantapur. The college has implemented the Choice Based Credit System (CBCS) since the academic year 2019-20. This system includes Professional elective and Open elective courses in the curriculum, providing a multidisciplinary approach to solving engineering problems. Students have the option to choose open elective/professional elective subjects in association with NPTEL Courses (MOOCS), which are minimum 8 weeks long and contribute to the credit-based system. The University has defined the Structure of Assessments as follows: - For Theory Courses, two mid exams are conducted, each carrying a weightage of 30 marks in a semester. Out of these 30 marks, 15 marks are allocated for descriptive questions, 10 marks for objective questions, and 5 marks for submitting assignments. The final marks are calculated by taking 80% of the higher-scoring mid exam marks and 20% of the remaining mid exam marks. - For Practical Courses, day-to-day evaluation is carried out for 15 marks based on the individual experiments prescribed in the syllabus It includes 5 record marks. An internal test is conducted at the end of the semester for 15 marks, The final internal assessment marks (30 marks) are awarded according to the University guidelines. Project Work is evaluated by the Project Review Committee (PRC), which consists of an internal guide, Senior faculty, project coordinator, and Head of the Department. The project carries a total of 200 marks

	and is assessed by the Head of the Department, internal guide, and an external examiner appointed by the University. Comprehensive viva-voce is conducted for 140 marks, while internal evaluation is for 60 marks. Project marks are awarded based on the theme, relevance, design and implementation, project report, attendance, and problem-solving ability.
3. Skill development:	1. The enhancement of skills involves consistent and prolonged endeavors to enhance one's proficiency in carrying out work-related tasks. These skills are developed through intentional, methodical, and continuous efforts to effectively and flexibly perform complex tasks or job responsibilities that encompass cognitive, technical, and interpersonal abilities. Recognizing, practicing, and internalizing these skills are crucial for their successful execution. Examples of such skills include teamwork, communication, critical thinking, networking, working under pressure, and a willingness to learn. Skill development is universally acknowledged as essential for fostering productive employment. Therefore, it plays a vital role in boosting productivity, promoting inclusive economic growth, reducing poverty, diversifying the economy, and driving structural changes towards higher productivity levels. Achieving these goals necessitates a highly skilled and adaptable workforce capable of attracting both domestic and foreign investments. Integrating skills development into broader education and employment strategies and systems is imperative to ensure relevance, policy coherence, coordination, and alignment. Skill development for employment within an educational framework that supports lifelong learning refers to the productive competencies acquired through various forms of learning and training, including formal, informal, and on-the-job settings. The acquisition of these capabilities is influenced by factors such as a high-quality lifelong learning system and a conducive learning environment. Employment-related skills can be categorized into basic and foundational skills, which are cultivated through learning processes like active learning, oral and written expression, reading comprehension, literacy, and active listening. These prerequisites are essential for acquiring additional skills that enhance the potential for long-term employment. Transferable skills, which encompass

	the ability to learn and adapt, solve problems, effectively communicate ideas, think critically and creatively, as well as manage oneself and others, enable individuals to adapt to various work environments and improve their career prospects. Technical and vocational skills, on the other hand, refer to specialized knowledge, abilities, or know-how required to perform specific tasks or duties, particularly in a professional setting. Additionally, professional and personal skills, including attributes such as honesty, integrity, reliability, work ethic, and judgment, are crucial for success in the workplace. Interaction with the world of work is also vital for enhancing the quality of learning and training activities, thereby making skills training programs more appealing. One approach to actively involve employers in skills development and contribute to improving quality is through apprenticeship training. To enhance delivery capacity, it is necessary to establish mechanisms that efficiently recognize, validate, and accredit skills. Such a system should allow for multiple pathways for further learning and training, as well as facilitate workforce mobility. Moreover, the development of these mechanisms should involve active participation from labor market stakeholders.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Integration of Indian knowledge system is very important to motivation and focus on teaching in Indian Language, culture, using online course. Our faculty will have training by motivation in participation of orientation courses and in faculty development programs particularly on Indian knowledge system. Some faculties are already got awareness through UGC conducted faculty development programs and by participating in conferences, workshops, and seminar.
5. Focus on Outcome based education (OBE):	TADIPATRI ENGINEERING COLLEGE has embraced outcome-based education within a student-centered learning framework, enabling faculty members to strategize course delivery and assessment by keeping the end goal in sight. This approach involves identifying curriculum gaps and incorporating values to address these gaps. The OBE system has been in place at our institution since its establishment. Through meticulous policy development and training, TECH OBE has been refined and integrated into our academic structure.

	We have successfully implemented a teaching-learning methodology that aligns with TECH Traditional OBE and the JNTUA curriculum, emphasizing objective and outcome measures based on bloom's taxonomy. Course objectives, PEOs, program-specific outcomes, POs, course outcomes, and knowledge acquisition are all meticulously crafted. Program outcomes and domain-specific outcomes are also carefully designed. To support students who may require additional assistance, we provide simplified learning materials and encourage engagement through various innovative teaching methods such as Flipped classroom, think-pair-share, demonstrations, CDIO, Project expo, and prototype design. At TECH, our focus is on preparing students for their future positions in employment, higher education, or entrepreneurship post-graduation. We strive to train, support, and transform our students to achieve their goals through awareness and skill development. Our Vision and Mission are structured to be measurable, appropriate, realistic, time-bound, and achievable. The programs at TECH are tailored to meet the needs of all stakeholders, including students, parents, employers, society, and faculty members. We conduct thorough analysis of learning outcomes at the conclusion of each course and continuously strive for improvement. By restructuring our curriculum to enhance both knowledge and skills, we aim to ensure the employability of our TECH graduates. TECH OBE is a student-centered model that places a strong emphasis on assessing student performance.
6. Distance education/online education:	TADIPATRI ENGINEERING COLLEGE, affiliated with Jawaharlal Nehru Technical University Anantapur, does not offer any distance or online programs. However, our institution strongly encourages faculty members to embrace innovative teaching methodologies in addition to traditional methods. We provide various tools such as PowerPoints, working models, video lectures, Microsoft Teams, Google Classrooms, and Zoom calls for teaching purposes. Moreover, we utilize platforms like WhatsApp, Gmail, and Google Forms for note sharing and quiz practices. Our institute consistently promotes student engagement through group discussions, seminars, quizzes, interactive sessions, and project-based learning to enhance

critical thinking skills. The COVID-19 pandemic has significantly emphasized the importance of online education, disrupting traditional in-person learning and compelling students and educators to rely on online platforms. With fully equipped digital classrooms and reliable internet connectivity, our institution enables faculty members to deliver lectures seamlessly. This allows students to access course materials and attend classes from anywhere, at any time, as long as they have an internet connection. Furthermore, online education empowers students to learn at their own pace and customize their learning experience according to their individual needs and goals.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The TADIPATRI ENGINEERING COLLEGE has established the Electoral Literacy Club in Tadipatri. Its main purpose is to educate the student community about their democratic rights, particularly the importance of voting in elections. To provide a practical understanding of the democratic system, we organize mock polling activities. Additionally, we arrange poster presentations, debates, essay writing, and various other programs to raise awareness about electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral Literacy Club (ELC): 1. V.BRAHAMAIAH 2. K. MANIKANTA 3. G. HARISH 4. K.R.SAI AKSHAYA 5. A. ANJUM THASLEEMA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. The ELC of TECH engages in activities such as organizing Voter Awareness Campaigns to educate the public in nearby villages. 2. Workshops are conducted by the ELC of TECH to foster awareness and interest among faculties and students. 3. The ELC of TECH provides hands-on experience to educate targeted populations about voter registration, the electoral process, and related matters.
4. Any socially relevant projects/initiatives taken by	1. To help the target audience understand the value of

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students aged 18 and above, who are eligible to vote, are educated about their democratic rights, such as participating in elections. To provide a hands-on learning experience of the democratic process, we organize mock polling activities. Additionally, we arrange poster presentations, debates, essay writing, and other events to raise awareness about electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1086	1063	992	1044	883

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 239

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	106	109	108	103

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
137.9	130.1	119.2	111	76.1

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

TADIPATRI ENGINEERING COLLEGE is affiliated with Jawaharlal Nehru Technological University Ananthapur (JNTUA). Curriculum and syllabi framed by University are being followed by all programs. COLLEGE ACADEMIC CALENDER : The college Academic Calendar encompasses not only the JNTUA Academic Calendar but also includes Curriculum, CoCurriculum, and Extra-Curriculum activities. These additions are made to ensure the effective delivery of the curriculum and to promote Outcome-based Education (OBE).

Departmental Academic Calendar: It includes Departmental activities, Workshops, Guest Lectures, Seminars, Field visits, Project Reviews, Parent Teacher Meetings, Campus Recruitment Training, Skill development Programs, Alumni Meet, Add-on programs, Co-curricular/extra-curricular activities for student enrichment.

Induction Program: Induction Program is conducted to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and selfexploration

The quality of classroom teaching involves offering students materials and experiences for reflection. The teacher educator utilizes an 'eliciting' approach instead of an 'informing' approach, focusing on content delivery, interaction, discussions, examples, applications, and the integration of modern ICT tools and projects..

Summer/Winter internship: In our Institution, we provide internships under two categories i.e. Summer Internships and Winter Internships. The main focus is to help the student's harness skills.

Course file: It contains course Objectives, syllabus, COs, POs Lesson plans, Notes, Assignments, Assessment details, Topics beyond the syllabus, use of ICT, CO-PO mapping, and attainments.

Project-Based Learning (PBL): The institute has taken the wide-ranging decision to implement the concept of Project Based Learning(PBL). With this approach students actively explore real-world problems and challenges and acquire a deeper knowledge.

Tutorial and Remedial Classes: Tutorial and Remedial Classes motivate and help the academically weaker students to realize their weaknesses and help them to improve in academics

Student-Centric Advanced Teaching Techniques: Teachers are encouraged to impart the curriculum through Student-Centric learning methods such as Presentations, Assignments, Group discussions, Quizzes, Seminars, Projects, Service learning, Knowledge sharing program, Debate, and quiz are organized regularly.

Subject Allocation: HOD Conducts departmental meetings to assign the subjects to the faculties based on their performances, experiences, area of specialization, and previous result analysis of the subject.

Student counseling: Each new student is encouraged to have an advising session with an academic Counsellor. The session includes guidance in selecting an appropriate plan of study, reviewing students' progress on the core curriculum, and providing other appropriate guidance.

IQAC: It plays a vital role in academic planning and monitoring curriculum delivery.

Conduct of continuous internal assessment: Question papers are prepared as per bloom's taxonomy level and JNTUA guidelines. Department Academic Committee moderate question papers. The question paper is descriptive in nature. Two unit tests covering 2 Cos and Assignments covering the remaining Cos are conducted. A schedule is prepared for the smooth conduction of the lab internally.Project Evaluation: Mini and major projects are guided by internal guides and evaluated with the help of the project review committee. Project reviews are conducted in a well-planned manner.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 132

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 81.47

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
931	777	846	788	787

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institution firmly believes that addressing overarching issues related to Human Values, Gender, Professional Ethics, Environment, and Sustainability plays a crucial role in achieving the comprehensive development of students, staff, and the sustainable progress of the nation. The institution enhances the university's Curriculum by offering specialized courses such as Gender Sensitization, Environmental Studies, and Human Values. Professional Ethics: Professional ethics are essential standards that must be deeply instilled in the minds of young students to transition them from the heavily polluted commercial environment they are exposed to. Students are taught to respect others, practice honesty, exhibit self-discipline, work hard, embrace learning, and value diversity. Objectives: 1. Acquire skills to enhance self-confidence. 2. Develop self-awareness and the ability to appreciate others. 3. Learn about Law and Ethics. 4. Cultivate innovative thinking and problem-solving skills. 5. Explore Human Resource Management and entrepreneurship. 6. Understand Organizational Behavior. Gender Equality: The institution has established a "Women Grievance Redressal Cell" led by a senior female faculty member as the convener, with other faculty members as members. This cell is dedicated to ensuring the safety and security of female students and staff at the Institute. About Women Grievance Redressal Cell (WGRC): The cell addresses cases/complaints of sexual harassment and any other form of harassment involving female students, teaching staff, and non-teaching women staff at the Institute. Members investigate the issues, gather evidence, and take appropriate action against the perpetrators. The cell maintains a vigilant watch over the entire campus.

Events:

1. Self-defense training program.

2. Women Hygiene Awareness program.

3.International Women's Day

Human Rights: Our institution has established a human rights cell to promote and uphold the principles of human rights. This cell aims to raise awareness among students about the concept of human rights and its significance in today's society. The cell focuses on various aspects of human rights, including the right to life and liberty, freedom of opinion and expression, the right to work and education, and more. By keeping these guidelines in mind, we empower and encourage students to exercise their rights and responsibilities to the best of their abilities. Additionally, the cell conducts surveys and formulates case studies to help students understand the concept of human rights better. It also organizes seminars and workshops to raise awareness about human rights issues. Furthermore, our institution has an Anti-ragging Committee that actively works towards preventing ragging, as it is a violation of fundamental human values and rights. Environment and Sustainability: Our institution is committed to creating a sustainable and environmentally-friendly campus. We have implemented various environmental policies that aim to inspire students to take the lead in bringing about positive change. Through co-curricular and extra-curricular initiatives, we motivate students to actively participate in preserving the environment and ensuring a pollution-free, green, and clean campus. The college is striving to develop the institution in a self-sustaining manner, particularly in the areas of electricity, water, and sanitation. We also emphasize the importance of teaching students about environmental issues and the significance of ecological balance for sustainable development. Within the institution, we prioritize the preservation of natural

systems and resources. Additionally, we educate students about the impacts of developmental activities and the measures taken to mitigate them.

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

1.3.2

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

Response: 82.87

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

Response: 900

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
322	417	214	336	266

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	492	492	492	492

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 71.97

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
133	249	133	219	162

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

2022-23	2021-22	2020-21	2019-20	2018-19
249	249	249	249	249

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 8.98

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experimental Learning:
In the realm of experimental learning, students engage in interdisciplinary domains, gain an understanding of customer needs, and tackle real-world problems. This product-based learning process begins in the first year of engineering and continues throughout the four-year program within the entrepreneurial ecosystem.

The objectives of this approach include:

1. Encouraging students to work on projects in interdisciplinary domains.
2. Developing a curriculum that fosters innovation and entrepreneurship.
3. Designing skill-based courses to enhance students' abilities.
4. Establishing incubator programs to support the sustainability of these projects.

To provide practical training, students are given opportunities to visit industry sites, engage in industry-oriented mini projects, and participate in internships facilitated through Memorandums of Understanding (MOUs) with various industries. Additionally, case studies are discussed to further enhance their understanding.

Participative Learning:
In order to prepare students for future placements, the institute offers Campus Recruitment Training starting from the second year. This training equips students with the necessary skills and knowledge to excel in the job market by keeping them updated on the latest trends and innovative technologies. Workshops, guest lectures, and seminars are organized to facilitate this learning process.

To foster participative learning, various techniques are employed. Students are assigned problems to solve in groups, followed by an analysis of the problem and the application of knowledge to find solutions. These solutions are then discussed within the group, encouraging collaborative learning and critical thinking.

The problem-solving methodologies at DEI are unique and student-centric. These include compulsory research projects at the postgraduate level, final year projects at the undergraduate level, design engineering and theme development projects, product manufacturing projects, rural engineering projects, seminars, and tutorials. DEI also promotes social entrepreneurship through nano enterprises and frugal innovation to allow students to earn while they learn. Meritorious students are awarded Undergraduate Research Awards to encourage research in all fields of study. Daily home assignments and ICT-enabled tools, such as online resources, are utilized for effective teaching and learning. Teachers are incorporating technology into traditional instruction methods to engage students in long-term learning. The Institute leverages Information and Communication Technology (ICT) to enhance education delivery, with tools like ICT-enabled classrooms, digital seminar rooms, printers, scanners, online classes through various platforms, and access to digital library resources like DELNET and J-Gate.

Faculty members are encouraged to utilize PowerPoint presentations in their teaching methods by utilizing LCDs and projectors. Additionally, they have access to digital libraries and websites to create impactful presentations. In terms of student counseling, Zoom and Google Meet applications are utilized. Furthermore, faculty members create online quizzes for students using Google Forms upon the completion of each unit.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	106	109	108	103

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 15.72

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	17	16	16

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

This process examines issues pertaining to the evaluation of teaching, learning, and assessment procedures and reforms in order to enhance the efficiency and effectiveness of the system. The institute follows an academic calendar that includes a schedule of internal assessments, assignments, and other activities. Academic calendars and timetables are distributed at the beginning of each semester.

Theory:
- The institute conducts 2 unit tests and 5 assignments. The first unit test is conducted after the completion of 2 units. The second unit test is conducted after the completion of 3,4 and 5th unit.
- The faculty prepares the question paper and evaluation scheme, which are then reviewed by the department committee to ensure syllabus coverage and alignment with the revised Bloom's Taxonomy. The answer scripts are evaluated within 2 days of the completion of the exam schedule. The finalized internal marks are displayed on the notice board.

Assignment:
- An assignment is an academic task or piece of work that provides students with an opportunity to learn, practice, and demonstrate their achievement of learning goals.
- Assignments can focus on the output, process, or performance of individual skills. They are given to students well in advance of the mid-term exams. Students submit their assignments by referring to various textbooks and other resources.

Lab:
- Labs offer students a hands-on experience with course concepts and the chance to explore different methods.
- Viva sessions stimulate student thinking.

- It is the faculty's responsibility to ensure safety standards in labs.
- At the end of each lab session, the faculty conducts an internal assessment followed by the prescribed guidelines of JNTUA.

Project:
- Project work enhances and improves students' cognitive abilities over time. It emphasizes their cognitive abilities and helps them become better learners.
- The evaluation and awarding of internal marks for projects are based on problem statements, literature surveys, the scope of the project, proposed methodologies, and presentation skills.

Technical seminars: Students have the opportunity to select an innovative technology or the latest topic and thoroughly explore it. The evaluation of the seminar's performance is based on various parameters such as literature survey, technical content, presentation skills, and the ability to handle questions and provide answers. External assessment: The external assessment is conducted by the JNTUA. This assessment serves as a mechanism to address any grievances related to internal or external examinations. Mechanism to deal with internal/external examination-related grievances: For general grievances related to internal examinations, students can approach their respective faculty members to request corrections in totaling and evaluating marks. In case of any discrepancies in aggregate marks, the student can escalate the issue to the Head of the Department (HOD), who then instructs the internal assessment committee to resolve the matter. Similarly, for general grievances related to external examinations, the JNTUA is responsible for addressing them. If a student has any issues regarding external valuation, they can request a photocopy of their answer script by paying the prescribed fees to the university. The university provides the photocopy, which the student can then review with the concerned faculty. If necessary, the student can submit a claim for revaluation to the university. The university declares the revaluation result within 60 days.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

In accordance with the goals of Outcome Based Education (OBE), the department responsible for the program develops the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) after thorough discussions with faculty and stakeholders. These outcomes are communicated to students through various channels such as the website, principal's office, curriculum materials, classrooms, department notice boards, laboratories, student induction programs, meetings with

employers, parent meetings, faculty meetings, alumni meetings, placement cell activities, professional body meetings, and the library. Heads of Departments (HODs) play a key role in raising awareness about POs, PSOs, and COs among students, while faculty members, class teachers, mentors, course coordinators, and program/ISO coordinators also educate students on the importance of achieving these outcomes.

Program-specific outcomes (PSOs) are the specific skill requirements and accomplishments to be Fulfilled by the students at the micro level and by the end of the program.Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program.Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution utilizes various mechanisms to communicate the outcomes of the program, program-specific outcomes, and all courses offered on the website. This information is shared with teachers and students well in advance. Course outcomes are carefully reviewed and approved by the Department Advisory Committee and the Head of the Department. Each course outcome is then aligned with the program outcomes and program-specific outcomes based on three levels of correlation: low, medium, and high. The average relevance of course outcomes to a specific program outcome or program-specific outcome is used to determine the course's contribution. The institution evaluates the attainment of program outcomes and course outcomes. TECH has introduced outcome-based education to focus on assessing student performance through results. By following a specific approach, course outcomes, program outcomes, and program-specific outcomes are calculated to evaluate students' knowledge, skills, and behavior for continuous improvement of course and program quality. All course outcomes are primarily categorized using the Bloom taxonomy, and correlation matrices for course outcomes with program outcomes and program-specific outcomes are established for all program courses. Each course outcome has a defined target attainment level.

Assessment Tools used are direct and indirect:

1. Direct Assessment Tools: Assignment: The assignment serves as a qualitative performance evaluation tool designed to assess students' understanding of engineering practices and problem-solving skills. To measure students' comprehension of the learning objectives related to the current scenario, an analytical rubric was developed. The assignment contributes a total of 5 points to the internal evaluation. Multiple-choice questions (MCQ) and an "objective" exam format that includes fill-in-the-blanks offer a straightforward approach to evaluating students' proficiency in key course elements. The internal evaluation is based on the overall score obtained from this objective exam, which is 10. The internal descriptive marks are calculated by summing up the 15 points from this descriptive exam. The assignments, Objective and Descriptive Exams, and the overall internal assessment each carry a weightage of 30 marks. Exam at the Conclusion of the Semester: The end-of-semester exam adopts a descriptive format to primarily assess the achievement of program and course objectives. 2. Indirect Assessment Tools: Survey reports can be easily incorporated by including them at the end of the course evaluation form, alumni survey, and employer survey. Graduate/Exit Survey: A graduate/exit survey is administered to final-year students during the program. Alumni Survey: A survey is conducted with graduates one year after their graduation. Employer Survey: The results of the employer survey are evaluated one year after graduation. Finally, when evaluating the course outcomes, we consider the average of the 20% indirect assessment and 80% direct assessment.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 80.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
257	156	218	117	112

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

2022-23	2021-22	2020-21	2019-20	2018-19
225	204	296	176	167

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 15.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.92	3.87	1.71	3.2	2.94

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution fosters an environment conducive to the advancement of the Innovation Ecosystem. It offers all essential amenities and provides guidance to both students and faculty. Support is available for Documentation, Research Paper Publications, and securing patents. Start-up & Innovation involves creating a business model centered on product or service innovation, ensuring scalability, replicability, and self-sufficiency. Innovations are closely linked to the realm of start-ups. Emphasis is placed on knowledge, with significant intellectual effort dedicated to preserving knowledge texts. Various processes are utilized in navigating experiences related to laws, recovery, and rejuvenation. Awareness meetings, workshops, seminars, and guest lectures are conducted through the Intellectual Property Rights Cell (IPR). Students have the opportunity to engage directly with distinguished experts in their respective fields. Product Service Training is offered to raise awareness on trademarks, technology transfer, and advancements in IPR within India. The Institute has established an incubation center, research and development cell, and entrepreneur development cell. The goal is to design and implement an

Entrepreneurship Development curriculum at various levels, including undergraduate and postgraduate courses at the parent institution and other regional institutes. Visits to industries are arranged for aspiring entrepreneurs, along with guidance and support in obtaining project approvals and execution. Entrepreneurs are provided with testing, calibration, quality assurance, design, and other necessary facilities, in addition to expertise in intellectual property rights (IPR), patent searches, and more. Skill development training programs are conducted to empower individuals in pursuing self-employment and launching start-ups.

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

3.2.2

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	10	11	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.72

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the**

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
72	76	70	95	98

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	30	21	30	26

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The Institute places great emphasis on the involvement of its students in extension programs, aiming to instill in them social values and responsibilities. It also actively encourages both students and faculty to participate in service-oriented programs.

The primary objective of the Institute is to nurture professionals who possess strong ethics and human values, with the ultimate goal of contributing to the betterment of society. Additionally, the Institute strives to establish itself as a center of excellence in producing skilled technocrats and individuals who are dedicated to making a positive impact on the world.

To achieve these goals, the National Service Scheme (NSS) cell of our Institute organizes a wide range of extension activities that address various social issues faced by the local community. These activities serve to promote long-lasting social cohesion and include events such as Swacch Bharat, Harithaharam, water conservation, women's day celebrations, voter's day, and programs focused on girl and women safety, such as self-defense programs. The Institute also runs programs related to AIDS, Covid-19, and Kill Cancer.

The NSS cell maintains its commitment to social cohesion through the organization of camps and other activities. One notable initiative is the annual Blood Donation camp, which sees a significant number of students, faculty, and villagers voluntarily donating blood. This campaign, aptly named "Blood Save Life," has made a substantial impact on the community.

Furthermore, the Institute actively participates in environmental initiatives such as Harithaharam and Swacch Bharat, which have resulted in the college campus and neighboring villages becoming cleaner and more hygienic.

The Institute also conducts voter awareness camps, which have proven to be effective in increasing voter participation during elections.

In addition to these initiatives, TECH, a division of the Institute, organizes free eye-checkup camps and provides free eyeglasses to underprivileged individuals, thereby improving their vision. The Institute also promotes digital transaction awareness campaigns in nearby villages, aiming to reduce cash transactions and promote a more secure and efficient financial system.

During National Pharmacy week, the Institute conducts health awareness programs that have significantly contributed to the reduction of disease spread in the community.

By actively participating in various tasks under NSS activities, students have the opportunity to develop confidence, leadership skills, and gain exposure to individuals from diverse backgrounds. This involvement also allows them to identify and address the needs and problems of the community, fostering a sense of responsibility and problem-solving skills.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The primary objective of the Institution is to create a conducive environment that caters to the physical, intellectual, and social well-being of its students and staff, while also instilling moral values to shape them into responsible citizens. Additionally, the Institute actively engages in extension activities aimed at fostering the intellectual growth of our students and sensitizing them towards service-oriented learning. The NSS unit of the Institution plays a crucial role in involving students in a diverse range of social service and developmental activities alongside their regular academic curriculum. Furthermore, the Institute has been honored by the government and recognized organizations for its commendable outreach endeavors.

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

3.4.3

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	11	9	13	12

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

3.5 Collaboration

3.5.1

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

Response: 39

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institution is spread over 13.8 acres of land with a built-up area of 12561.82 sq.mts , surrounded with lush green Lawns, plants, and trees. The institution provides admirable infrastructural facilities for teaching-learning experiences and value-added programs as per the AICTE and JNTUA.

Class Rooms:

The institution has spacious and well-equipped classrooms with LED projectors and ICT facilities for an effective Teaching Learning process. The optimal utilization is ensured by encouraging innovative teaching–learning practices inside the Classrooms through well-experienced teachers. The institution has a sufficient number of tutorial rooms to conduct tutorial classes for weak students.

Laboratories:

Spacious and well-furnished laboratories with updated equipment in good condition are available. The latest software and Tools labs are utilized beyond college hours. The institute has an adequate number of computer laboratories with Wi-Fi and ICT facilities.

Library:

The college library is occupied on the Third floor of the building. The Library has 16185 books. Institute has 30 digital library systems with online resources, audio/video materials, e- books, electronic journals, DELNET, J-gate, National and International journals, and NDL subscriptions. Digital Library with access to NPTEL and SWAYAM courses.

Computing Resources

The institute has well-developed 350 computer systems 10 scanners,20 printers,servers, and CD/DVD writers. The institute has a language laboratory to support the student's communication skills. Institute has 200 Mbps broadband dedicated connectivity by fiber.ICT-enable facilities such as smart classes, Learning Management Systems (LMS)Spacious, well-ventilated classrooms and a seminar hall with comfortable seating arrangements are available for the smooth conduct of classes. The institute has an adequate number of computer laboratories with Wi-Fi and ICT facilities. classrooms also equipped with

audio/visual technology viz.,Sports and games :Sport is an integral part of the curriculum. Various sports facility is provided to the students within the campus. Various sports competitions such as interdepartmental and inter-collegiate help in developing team spirit in students. The college has indoor game facilities such as Chess and Carom. Badminton, Kabaddi, Tennicoit, Kho-Kho, Cricket ground and Volleyball courts as outdoor games.Gymnasium :A sophisticated gymnasium is also facilitated by the college for the students and staff.

Yoga center:We have a Yoga Classroom where students and faculty members do meditate and even practice yoga.

Cultural activities :Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Fresher day, Annual Day ,Farewell, etc.

Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimicries, etc., We got some clubs/ Committees to enhance the hidden talent of the students.Additional facilitiesThe institute has a stationary store, medical dispensary, canteen with quality and hygienic food, and purified drinking water coolers on every floor . The Institute is supported by a 125 KVA generator to ensure continuous power supply and also spacious ground.

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

4.1.2

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

Response: 19.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.67	17.8	29.2	22.12	32.97

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library, as the cornerstone of the academic and learning environment, is situated on the Third floor for easy access to all users. Its primary goal is to support the generation of new knowledge by acquiring, organizing, and disseminating information resources, as well as offering value-added services. Operating for 11 hours a day (from 8 am to 7 pm), the library houses a core collection of 16,185 volumes and 665 titles for Engineering. Additionally, it provides access to 20 general and technical periodicals, 103 national journals, DELNET, J-Gate, Management Science Online Journals, and national/regional newspapers. The Librarian adheres to AICTE and JNTUA standards when managing transactions related to textbooks, reference books, and journals. At the beginning of each academic semester, textbooks and reference materials are procured based on the syllabus requirements of each department. An advisory committee oversees the library's operations, recommending student hour allocations for optimal library use and proposing the implementation of E-learning resources. The committee also advocates for subscriptions to journals, periodicals, and competitive magazines.

The library is equipped with New Gen Lib, a web-based digital library software that is specifically designed for libraries. It is compatible with all versions of Windows and can function locally, even with internet access. New Gen Lib plays a crucial role in enhancing and optimizing library operations in a more efficient manner. Through this program, both instructors and students can easily check the availability of books. The Library Vision aims to be a welcoming and accessible hub for globally connected knowledge and information sources, serving as a focal point for technology-based learning. The Library Mission is to provide all readers with friendly and knowledgeable service that supports teaching and learning, while promoting intellectual growth through access to information resources, research assistance, and guidance in developing essential research skills for information retrieval and evaluation. The library's diverse collection includes textbooks, reference books, book banks, general reading materials in English, as well as collections for competitive examinations such as GATE, UPSC, MPSC, GRE, and TOEFL. Additionally, the library offers back volumes of journals, e-books, e-journals,

project reports, NPTEL video lectures, and more. In addition to technical subjects related to various disciplines and courses, the library also houses books on general interest topics like management, education, library science, mass communication, and computer science. To cater to the research needs of its students, the library has the capacity to accommodate over 150 readers simultaneously.

The librarian is responsible for acquiring Text Books, Reference books, and Published Journals in accordance with the guidelines set by AICTE & JNTUA. Additionally, before the start of each semester, the library also procures Industrial related books, motivational books, and competitive books. The selection of text books and reference books is based on the syllabus requirements of each department. Subsequently, the librarian prepares a comparative statement by evaluating the quotations received from different publishers for the purchase of books and journals. The library offers various services to students, including book and journal issuance, access to back volumes, project reports, photocopying, and digital library access.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution boasts a total of 350 systems with a connectivity of 100 Mbps bandwidth, ensuring internet access for both students and faculty members. A 24X7 Wi-Fi facility is available throughout the college campus and hostel, allowing individuals to connect to the internet from any location. The fully networked campus provides students with access to email, web browsing, downloading/uploading web-based applications, as well as assistance with project and seminar preparation.

All key areas such as the Principal's Office, Administrative Office, Examination Section, Training and Placement Cell, and various Departments are equipped with computer systems, scanners, printers, reprography machines, and Wi-Fi routers with advanced configurations. The computer labs in each department are internet-enabled and equipped with licensed software tailored to meet syllabus requirements and student needs, including programs like MAT Lab, AutoCAD, and Turbo C++.

Any data created, accessed, or stored on the campus network by users on personal devices is subject to the same policies and guidelines as data on college-owned devices. In response to technological

advancements and academic demands, the institution has upgraded its IT infrastructure by acquiring a Server and Firewall, transitioning from CRT to LCD Monitors, increasing RAM capacity, and boosting internet bandwidth to 200 Mbps. Additionally, Wi-Fi routers have been installed across the entire campus, LED Projectors and Smart Interactive Boards have been procured for classrooms and seminar halls, and Bio-Metric devices have been implemented for monitoring faculty and staff. Safety measures such as 24/7 UPS, Generator, and AR iConditioners, CCTV's are also inducted throughout the campus in perception of electronic surveillance.

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

4.3.2

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

Response: 2.86

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

Response: 380

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 20.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
29.45	30.9	25.5	8.84	22.34

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
836	814	730	762	739

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 92.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
928	952	1046	1036	706

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 80.26

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
93	147	151	107	112

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
157	156	218	117	112

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File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response: 7.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	6	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 142

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*

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	20	27	25

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 12

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	11	12	12

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has established an official Alumni Association to foster a strong connection between the alumni and current students. Through interaction, financial support, guidance, and placement assistance, the alumni provide valuable support to the students. Many of them hold prominent positions in various private and public sector organizations in India and abroad, bringing honor to the institute. The majority of the alumni consistently contribute their expertise and assist the institute in diverse ways. The primary objective of the Alumni Association is to cultivate a mutually advantageous relationship between the Institute and its alumni.

The primary goal of the Association is to connect college students with alumni. Alumni mentor juniors, engaging in conversations about business and entrepreneurship prospects. Throughout these discussions, alumni emphasize the significance of staying updated on market trends and offer guidance on career paths in various industries. Entrepreneurial alumni offer insights on initiating new ventures and transitioning into roles as employers. They also assist with campus placements, as well as summer and winter internships. Gifted alumni are expected to possess a vast amount of knowledge and expertise to impart to present students through lectures and newsletters.

Version 1: The Association's main aim is to bridge the gap between the college and its alumni. Alumni provide guidance to juniors on business and entrepreneurship opportunities. They stress the importance of staying informed about current market trends and advise students on potential career paths in various fields. Entrepreneurial alumni offer advice on starting new ventures and becoming job creators. They also support campus placements, summer and winter internships. Talented alumni are expected to have a wealth of experience and skills to share with current students through talks and newsletters.

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

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The vision and mission statement of the institution on the nature of governance, perspective plans, and participation of the teachers in the decision-making bodies of the university

VISION

To impart futuristic Technical Education, advance knowledge, research and instill high pattern of discipline that will best serve the nation and the world in the contemporary century.

MISSION

To provide students with an extensive and exceptional education that prepares them to excel in their profession, guided by dynamic intellectual community and be able to face the technically complex world with creative leadership qualities.Committed in creating and disseminating knowledge, to the students hailing from both, rural and urban areas of Andhra Pradesh and from other parts of India. Endeavors to develop in each student, the ability and passion to work creatively with relevance to real-world problems.

QUALITY POLICY

TECH strives to establish a system of quality assurance to continuously address, monitor and evaluate the quality of education offered to students, thus promoting effective teaching-learning processes for the benefits of our students and making our institution a Centre of Excellence for Engineering and Technological studies.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

TECH has an organized hierarchy which leads to the sustainable, consistent, and effective involvement of external members in various Committees. The principal is the head of the institution along with experts in prominent positions in the hierarchy are responsible for decision-making, and policy framing. The management has always welcomed the views and suggestions expressed by the faculties in taking the institution ahead. The presence of the faculty can be found in all the following Committees

1. Governing body Committee
2. Research and development of cell

3. Finance and Purchase Committee

4. Student training and Placement cell

5. Students Affairs, Welfare & Alumni cell

6. Disciplinary Committee

7. Women Welfare Committee

8. Library Committee

9. Canteen Committee

10. Grievance Redressal Committee

11. Anti-ragging Committee

12. Anti-sexual harassment committee

13. Right to information cell

14. College Academic Committee

15. Transport Committee

16. Sports & Games Committee

17. NSS cell

18. Hostel Committee

19. Social welfare Committee

20. Industry Institute Interaction cell

21. Intellectual Property Rights Cell

22. Public Relations (press, media & publications Committee)

23. Examination/ timetable Committee

24. Entrepreneurship Development Cell

25. Website/ ICT/Self-learning Committee

26. Internal Quality Assurance Committee

27. Professional Societies Committee

28. Renewable Energy Committee

29. Maintenance Committee

30. Anti-Drug Committee.

The institution operates with various Committees dedicated to decentralized management activities in order to enhance efficiency and promote effective learning among students. The principal serves as the highest-ranking official, followed by the vice-principal and department heads who are responsible for assigning academic and administrative tasks. Decentralization and delegation of responsibilities to the principal, HODs, committee members, exam branch controller, administration officer, and TPO form the basis of good governance. Service Rules and Recruitment procedures are outlined in the Service. Staff grievances are promptly addressed to maintain their motivation and ensure optimal performance and satisfaction. The institution's Committees for decentralized management activities facilitate smooth operations and effective learning for students. The Training and Placement Cell has established a comprehensive policy to provide students with training in soft skills and domain areas to secure placements in reputable MNCs. The Library Committee has developed a policy to ensure the Institutional Library is well-stocked with prescribed books across all functional areas. The Examination Cell has established policies for exam valuation, paper setting, and conducting exams, as well as addressing malpractices and releasing results. The Academic Committee has formulated policies aligning academic practices with industrial requirements. The Disciplinary Committee has implemented policies to combat ragging and maintain a ragging-free campus environment. Additionally, there are policies governing faculty conduct, employment procedures, joining and separation protocols, maternity benefits, leave entitlements, internet usage, and Performance Management standards. Students are briefed on these policies during orientation, and faculty members regularly remind them of the importance of compliance. Faculty members are kept informed of these policies through regular communication.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution places great importance on the implementation of an effective performance appraisal system. It firmly believes that such a system is crucial for maximizing the contributions of individual faculty members and aligning them with the institutional Vision & Mission. The primary objective of this system is to facilitate the personal and professional growth of employees, which directly impacts the

success of students. To avail the associated benefits, faculty members are required to fulfill the stipulated criteria and parameters outlined in the appraisal system. The self-appraisal submitted by employees undergoes a thorough review and evaluation process, conducted by the IQAC, followed by the Director and ultimately the Management. Based on the evaluation report, suggestions for improvement are communicated to the concerned faculty members. Annual increments are awarded to faculty members based on their performance scores in the Annual Performance evaluation. Additionally, the teaching-learning process and its effectiveness are also evaluated as a method of assessing faculty members. The appraisal of non-teaching staff is based on their regularity, punctuality, and sincerity in carrying out their duties. The key criteria for non-teaching staff include their attendance record and the pursuit of further qualifications to enhance their roles and responsibilities.

Welfare measures taken towards the staff reflect the output and selfless contribution towards the tremendous growth of the Institution. In our Institution Staff welfare is given the foremost importance. welfare measures taken for teaching and non-teaching staff are :

1. The institution provides health insurance, medical leave, and maternity leave for eligible staff members. Faculty members can avail earned leave, access the gym, and utilize the medical center. Transport is available at a reasonable cost, along with subsidized mess facilities. TA and DA allowances are provided for FDP, seminars, workshops, and training programs. There is also a provident fund for eligible staff and fee concessions for their wards. The multicultural environment ensures the celebration of all festivals together. Sponsorships are available to attend and present papers in conferences in India and abroad. Internet and free Wi-Fi facilities are accessible on campus for both teaching and non-teaching staff. The club organizes tours and sports activities for the staff. Faculty members have individual cabins and systems for a conducive ambiance. Regular faculty development programs and skill development courses are organized. Attendance and leave are automated using a biometric system. Financial assistance is extended to needy students for higher education. Counseling services are available for staff members to create a healthy working environment, promoting work-life balance and productivity. The Women Empowerment Cell is established to support women members. Overall, the institution prioritizes the well-being and satisfaction of its staff.

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

6.3.2

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

Response: 54.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	58	59	61	54

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 50.35

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
71	75	64	78	69

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	33	32	31

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

1. TECH, a self-financing institution affiliated with JNTUA, derives its income primarily from tuition fees set by the State Government. The college boasts a proficient finance committee that meticulously plans and supervises all financial matters of the institution. The Finance Committee convenes biannually to review accounts and assess proposals for expenses, with a minimum quorum of five members required for each meeting. Any expenditure beyond the budget must receive approval from the Finance Committee. The institution's expenses mainly encompass salaries, laboratory and building infrastructure, and maintenance. A well-established monitoring system ensures the efficient utilization of financial resources for academic and infrastructure development. Budget planning and reviews are ongoing processes conducted three times a year.

The institution consistently monitors the efficient and effective utilization of available financial resources for infrastructure development and the teaching-learning process. Every Rupee spent on development is subject to proper audit by a chartered accountant (CA). The College is governed by a body comprising university JNTUA nominees, management representatives, and other industry and academic members. Budget proposals for each financial year, along with income and expenditure details, are presented to the governing body for review and approval. An internal Financial Committee is in place at the college to scrutinize budget proposals, receipts, bills, vouchers, and supporting documents. The college budget covers both recurring expenses like salaries, electricity, internet charges, maintenance costs, stationery, and other consumables, as well as non-recurring expenses such as lab equipment purchases, furniture, and other development costs. Adequate funds have been allocated for various management events, training and placement facilities, guest lectures, workshops, seminars, industrial visits, international conferences, FDPs, management programs, and subsidized transportation throughout the course duration.

Internal Audit Process: All vouchers undergo auditing by an internal financial committee on a semi-annual basis. Expenses under different categories are meticulously reviewed by cross-checking bills and vouchers. Any discrepancies identified are reported to the committee. This process has been consistently followed for the past five years.

External: The College has submitted budget proposals and income & expenditure statements to the Audit Committee for external audit. The external Audit Committee has conducted a verification of income & expenditure details by visiting the college, and upon completion, will authorize the income & expenditure account for the respective financial year.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The institution's Internal Quality Assurance Cell (IQAC) is responsible for continuously monitoring the quality practices and ensuring compliance with all institutional academic policies. The IQAC's main role is to initiate, plan, and supervise various activities that are necessary to enhance the quality of education provided by the college. The IQAC plays a crucial role in maintaining quality standards in teaching-learning processes and evaluation. Through rigorous initiatives and measures such as Faculty Self-Appraisal, Faculty Development Programs (FDPs), Training Programs for Non-Teaching Staff, Workshops on Outcome-Based Education (OBE), Setting Quality Benchmarks, Key Performance Indicators, Auditing and Impact Mentoring, and Academic and Administrative Audit, the IQAC strategically ensures the quality of teaching and learning practices. As a result, the IQAC continuously monitors and improves the quality of the academic processes.

Key Performance Indicators (KPIs) are essential in evaluating the performance of a department. These parameters are crucial for assessing quality and are regularly monitored. Reports are generated monthly, semesterly, and annually for all departments. Some of the key parameters used to measure quality include academic performance of students, student success rates, academic audits, number of publications, journal quality, faculty PhD awards, funded research projects, total grants received, and patents applied for and granted.

The IQAC has implemented a standard for establishing performance benchmarks at both the Faculty and Department levels. The initial benchmark for faculty members is based on the number of papers published in international journals, as well as the collaboration of doctors in a cluster to work on publications. Other factors considered include faculty development programs, workshops, guidance for higher education, student innovations, outcome-based education, computing CO-PO attainment, and analyzing the impact of the TLP in achieving desired outcomes. Additionally, efforts are made to increase the success rate of students from their first year. The IQAC regularly monitors and evaluates its teaching-learning processes and adopted methodologies to ensure desired outcomes. The roles and responsibilities of the IQAC committee align with those defined by the NAAC. The institution follows a Choice Based Credit System (CBCS) and offers more lab/practice-based courses to students. If the desired Course Outcomes (COs) and Programme Outcomes (POs) are not achieved, necessary changes are made to the teaching methodology. The IQAC ensures the quality of learning outcomes by continuously monitoring the entire process at every stage. The question papers for assessments are designed to align with the knowledge levels described in Bloom's Taxonomy. As a result, the institution periodically reviews its teaching-learning process, operational structures, methodologies, and learning outcomes through its IQAC.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

TECH prioritizes a robust ethical work environment that embraces inclusivity. It upholds the utmost ethical principles in all its endeavors. Regardless of gender, caste, religion, political beliefs, or other opinions, TECH ensures equal opportunities for all individuals. The institution places great emphasis on safety, security, well-being, gender equity, and fostering a welcoming working atmosphere.

Safety and Security

Security checkpoints are provided at all campus entries and exits, Strict implementation of Anti-Ragging measures and keeping the campus ragging-free, and Awareness campaigns on women's safety and gender sensitivity through street plays rallies and camps by NSS volunteers. The college campus is under surveillance with CC cameras installed at prominent locations. A sanitary napkin vending machine and an incinerator are available to maintain health and hygiene. The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee. A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees.

Counseling

Faculty counsel the students during mentoring regarding academic performance, career plans, and personal issues. Internal complaints committee(ICC) members enquire and counsel the students addressing their problems from time to time. Eminent persons from the police departments and constitutional members are invited to counsel the students regarding ragging, eve teasing, and harassment during college events. Faculty Placement Cells and Alumni Placement Assistance Cell extend support in educating the girl students regarding career plans and entrepreneurship policies.

Common Rooms:

Girls' waiting halls and restrooms are provided in each block of the campus with the required facilities. Health Centre is available on campus with qualified physicians.

yoga Day:

TECH celebrates " International Yoga Day " to encourage awareness among the girl students and women faculty of the various advantages of practicing Yoga for developing a steady and focused mind. Yoga is especially beneficial in certain medical conditions typical to women. Yoga may also boost immunity,

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Improve bone health, improve brain functioning, and self-esteem.

The Women's Welfare Committee at TECH aims to enhance the social and economic standing of women in society. This committee has hosted workshops on Health and Hygiene, Human Rights and Laws, as well as self-defense programs. Additionally, it has established Day-Care centers. The committee also collaborates on events such as Women's Day and Bathukamma celebrations.

The DISHA APP, launched by the AP government, is designed to ensure the safety and security of women. It has been installed on all students' mobile phones, and awareness programs have been conducted to promote the use of the DISHA APP for student safety. Various amenities like girls' common rooms and CCTV surveillance are also available.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution is actively working towards creating an inclusive atmosphere. Efforts are being made to enhance education, uplift the economically disadvantaged, and foster communal unity. With students hailing from various socio-economic backgrounds and regions across India, we aim for academic excellence while also encouraging awareness and appreciation of societal, cultural, linguistic, and regional differences through a range of activities outlined below:

The institution provides a conducive environment for students to develop their behavior and personality through participation in cultural clubs and competitions such as debate, quizzes, singing, dancing, fashion contests, rangoli, and poster making. These activities aim to familiarize students with diverse cultures.

TECH promotes the celebration of regional cultural festivals to underscore the significance of respecting various cultures. The goal is to foster an environment where different cultures can be explored, discussions can offer new perspectives, and the presence of all identities and experiences can be celebrated.

At TECH, students and staff from various religions, regions, and castes work together in complete communal harmony. The institution strongly advocates for the service and liberation of all individuals, regardless of their religion, caste, gender, language, or beliefs. Additionally, blood donation camps are organized on campus by the NSS volunteers of the college.

TECH ensures that students and employees of the institution are sensitized to their constitutional obligations regarding values, rights, duties, and responsibilities as citizens. This helps them to behave as responsible members of society. The institution aims to provide students with the necessary knowledge, skills, and values to maintain a balance between their professional and personal lives by offering a conducive, supportive, safe, accessible, and affordable learning environment. Students are encouraged to participate in various NSS activities to enhance their social skills and address issues such as health, cleanliness, environmental conservation, and civic engagement. Additionally, the institute organizes awareness programs on important topics like the ban on plastics, Swachh Bharat, digital payments, and more, involving active student participation. The curriculum includes courses on professional ethics, the Constitution of India, and Indian traditional knowledge, along with mock parliament sessions to familiarize students with concepts like corruption and national education policies. Guest lectures and workshops by experts are organized to educate students on ethics, values, duties, responsibilities, and environmental conservation. Elocution, debates, and class presentations also focus on topics related to ethical values and civic responsibilities.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

1. Title of the practice: Activity-Based - Learning(ABL) :

Activity-Based-Learning is an approach where the learner plays an active role in his/her learning through participation, experimentation and exploration. It is becoming an urge for modern days learner centric,

OBE system.

2. Objectives:

To enhance the learning skill of the students and to impart a deeper understanding of the course. To make the students to understand the course content through application oriented projects. ABL encourages the students in teamwork where communication, collaboration and interaction skill play as an important role. It explore real time applications and challenges to understand the latest technologies that are practiced in the industries /field that is related to the course. To impart skill to address the real time problems by adopting a systematic approach and to derive a realistic solution.

3. The Context:

Activity-Based-Learning leads to "Self Learning" system instead of "Educator Teaching" system. Through Activity-Based-Learning, students will improve their attitudes towards learning and exhibit their individual talents. They understand theoretical information through practical work and develop their critical thinking on problem solving skills.

4. The Practice :

Responsibilities of the students are assigned as per the interest, voluntary attitude of the students in conducting various activities and organizing the programs within the campus successfully which improves their strength and confidence in conducting the events. The ABL exercise is analyzed using date on the participation of students in various activities and practices and the gradual improvement in their performance. There is a common trend that can be observed about skilled students who are self motivated and confident, when they participate in intercollegiate competitions.

5. Strategies for ABL:

Group Discussion: Team work and knowledge sharing increase communication amongst team members. Task given to the students must required varying knowledge so that students are bound to communicate amongst themselves. After sharing of knowledge they can conclude and take decision from their team. They also need to communicate with faculty to solve critical problems.

Best Practice-II

1. Title of the practice: Mentorship and Motivation of Students

2. Objective:

The objectives of the practice followed by the institute are

??To improve the global quality of the students life and economy of the society.

??To improve the problem solving capacity of the students.

??To improve the student teacher relationship.

??Performance of the students should be informed to the parents or guardians by time to time.

??Guiding students to learn new methods and advising them for career.

??Helped to grown a perception of capability and precision of specification.

??Sharing of suggestions, opinion and problems on the personal or professional front.

The upcoming technologies and innovations are impart to the students by conducting workshops, guest lectures and seminars by internal and external academicians and through industrial visits are achieved by this practice to the students.

3. The Context:

The mentorship program is conducted along with the regular academic sessions for students. The program focuses on personal and professional development. This practice is followed to motivate students and develop confidence to take up challenging tasks in their life and contribute to society in nation building. In Tadipatri Engineering College we observed that the students have a peculiar background and level of motivation when enter in college. Students need a set amount of time to break out of their shells to face the demanding world.

4. The Practice:

Mentorship program always strives to help mentee to achieve their professional advancement by facilitating direction, encouragement, historical abetment and motivator. The program allows for working in gray areas to discuss openly with older students and highlight the positive side of an individual. During the discussion, inputs are provided for the betterment of the consultant. In Engineering most of the students were not matured enough to take right decision in the competitive world, this practice is made to take own decision to achieve their best in life. The mentorship program was initiated at Tadipatri Engineering College with a view to share knowledge, advice and resources from mentor to mentee.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The sprawling campus of TECH is spread across a mighty land with spacious and pollution free environment. The campus is a beautiful and serene atmosphere ideally suited for technical education. The infrastructure and facilities available on campus are amongst the very best. It is a wholly selfcontained campus comprising of everything that students on campus would ever require. In order to take care of aesthetic dimensions of the campus, considerable efforts have been made in the recent past to beautify the campus. Greenery in terms of the grass, permanent green plants, trees and flowers have been laid down all over the campus. Horticulture maintenance and development has been meticulously monitored to keep up with the changing weather.

This is the only college was established in this rural area. This institute was established to furnish an opportunity to the rural students of this area especially the rural girl students to pursue the higher education for their development and progress of the family. the institute is stress free environment .This distinctiveness of supporting rural masses in achieving their dreams of leading a good quality life with purpose is unique to our institute. This initiative not only helps rural people meet their aspirations, but more importantly serves as a strong 'growth engine' for the country by tapping huge unexplored talent and energy of rural youth. Also, this distinctiveness is in sync with the institute's Vision and Mission of serving rural community through engineering education. The rural students have some basic issues regarding use of English for communication, apprehensions of living and dealing with the cities, etc. The college atmosphere has been created to enable the rural students to hone and exhibit their engineering skills at par with the industrial expectations. Special attention is paid towards developing communication skills.

Rural colleges are located in the countryside, away from major cities. Rural areas typically have low population densities and are found near small towns or farming communities. Nature lovers, students interested in careers in the outdoors, or those who prefer small and familiar groups of people may enjoy life at a rural college.

Advantages of Going to College in a Rural Area:

1. Focus on Campus Life

2. Access to Nature and Outdoor Activities

3. More Affordable

4. Limited Distractions

5. Peaceful, Slow-Paced Lifestyle

Education is fundamental for achieving full human potential, developing and equitable and just society, and promoting national development. Providing Universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancements, national integration and culture press Nation. Universal high quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of individual, the society, the country and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high quality education opportunities to them will determine the future of our country.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institution boasts a well-developed infrastructure, featuring state-of-the-art laboratories and classrooms. It is located in the serene rural area of Tadipatri, offering a pollution-free environment. Our primary goal is to equip students with the necessary soft skills and foster their personality development, ensuring they are industry-ready professionals. We strive to continuously improve by providing various systems, resources, and opportunities. Encouraging student engagement in co-curricular and extracurricular activities is a priority for us. Additionally, we organize a CareerVision program to assist students in making informed career choices. We actively collaborate with industry, academic, and research institutions through networking initiatives. Our commitment to a green environment is evident through our efforts to develop and promote sustainability. We have adopted a strong academic and industry interface, along with a choice-based credit system, to provide a well-rounded education. The core theme of our institution is 'Think Green', which is reflected in our extensive tree plantation efforts within the college campus and neighboring villages. We prioritize good governance practices, which are instilled in our students through an excellent teaching-learning process and a culture of innovative research. Furthermore, we offer freeships to deserving and economically disadvantaged students, enabling them to pursue their dreams and aspirations.

Concluding Remarks :

The educational programs offered by TECH have developed over time through continuous collaboration between the institute, industry, and academia. These programs are highly relevant and appropriate in today's globalized and competitive environment. TECH places a strong emphasis on practical and hands-on learning, providing students with a distinctive educational experience. Special attention is given to equipping students with the necessary skills to effectively communicate and present themselves in their professional careers. To support this goal, Personality Development Programs are conducted, which include regular assessments in English language, technical subjects, aptitude, reasoning, logic, group discussions, and case studies. Additionally, the College houses a dedicated Training and Placement Cell, which assists final year students in securing suitable job opportunities through campus interviews and other avenues. The performance of TECH students in these interviews has consistently been outstanding. TECH plays a key role in nurturing graduates with a well-rounded blend of technical expertise and interpersonal skills. The institute prioritizes effective teaching methodologies to ensure optimal learning outcomes for students.

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