

**HIMACHAL PRADESH TECHNICAL UNIVERSITY, HAMIRPUR (HP)**

**Self-Study Report (SSR) for Academic Audit of Colleges**

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**SELF STUDY REPORT (SSR)  
(PART-I & PART-II)**

For

**Academic Audit**

By

**Affiliating Colleges/Institutions**

**Name of College/Institution: KC GROUP OF RESEARCH AND PROFESSIONALS**

**For the Year: 19-08-2009**

Submitted to:

**Himachal Pradesh Technical University, Hamirpur -177  
001, H. P.**

**HP Technical University, Hamirpur (HP)**  
**Academic Audit**  
**SSR Proforma to be submitted by Affiliated Institutions**

**PART I**  
**Profile of College/Institution**

**1. General information**

<b>Name and full Address of the College/Institution with PIN</b>	
KC Group of research and professional institutes, VPO –Pandoga Uparla Teh. & Distt. Una (H.P) PIN- 177207	
Website	<a href="http://www.kcinstitutes.com">www.kcinstitutes.com</a>

**2. Contacts for Communication**

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Culwant singh pathania		5095104	01975-241111	gormba@gmail.com

**3. Establishment Details**

Establishment Date of the College/Institution	19-08-2009
Status prior to Establishment, if applicable	

**4. Accreditation Details**

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write „Not Applicable“)	First: <b>22.07.2009 &amp; F.NO:E&amp;T/NWRO/IC-NEW(MBA)/2009-10/15 MBA</b> <b>LATEST:9.05.2024 &amp; F.NO.-NORTH-WEST/2024-25/1-44368541784 MBA</b>  Latest:
HPTU approval date & reference With Name of Course(s)	FIRST: 27.12.2012 & HIMTU -3(ACAD)B-3MGT.(NG-6)-1289 MBA LATEST: 11.09.2024 & HIMTU -3(ACAD) B-6/2016/VOL-III-6333
NAAC rank/grade	NA
NBA rank/grade	NA
NIRF rank/grade	Applied

**5. Location, Area and Activity of Campus**

Campus Type	Address	Location	Campus Area in Acres	Built up Area in sq.mts.	Programmes offered
Private/unaided/co-education	KCGR&PI	PANDOGA	84983.98sq.m	20762 sq.m	MBA

## 6. Built-up Area Details (Sq. Meters)

### i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	<sup>1</sup> Administrative Area			<sup>2</sup> Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering		250 sqm for intake of 300			750 sqm for intake of 300		
Pharmacy		100 sqm for intake of 100			100 sqm for intake of 100		
Management	Management	60	100sqm for intake of 100	455.4	-	100sqm for intake of 100	476 SQM
Total							

<sup>1</sup>Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

<sup>2</sup>Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

### ii) Instructional Area:

Instructional Area	Minimum No. of Rooms		Carpet Area in sqm per Room	
	Required	Deficiency	Required	Deficiency
Class rooms/Engg/Pharmacy/ Management	Total number of divisions per year X total duration of course in years x 0.5	6	66(for a division of 60) 33(for a division of 33)	76
Tutorial Rooms Engg/Pharmacy/ Management	25% of total class room	2	33	45
*Laboratory for First Year	4(which includes 2 laboratories for basic sciences)	-	66	-
Laboratory other than first year	2 per course per year up to intake of 180 per course	-	66	-
Laboratory for Post Graduate Courses	1 per course	-	66	-
Additional Laboratory/Workshop for "X" Category Courses	1	-	200(for UG)	-
Drawing Hall (Engg)	1(up to an intake of 600)	-	132	-
Computer Centre	1(up to an intake of 600)	1	150	190
Seminar Hall	1	1	132	120
Library	1	1	400	126
Language Laboratory	1	-	33	-

- "X" Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.

- Additional 5 labs per Course, if number of Branch is more than 2 per Course

\*For First year Engg. Class work, the following labs are required: **Pl. tick if available:**

- |   |                           |
|---|---------------------------|
| 1) English Language Communication Skills Lab [     ]; | 2) Computer               |
| Programming Lab [     ]                               |                           |
| 3) Physics Lab [     ];                               | 4) Chemistry Lab [     ]; |
| 5) IT Workshop [     ];                               |                           |
| 6) Engineering Workshop [     ].                      |                           |

\*For first year class work, the following Pharmacy labs are required: **Pl. tick if available:**

- |   |  |
|---|--|
| 1) Remedial Biology Lab [     ];                | 2) Dispensary & Hospital Pharmacy Lab - I [     ]; |
| 3) Pharm. Inorganic Chemistry lab [     ];      | 4)   |
| Pharmaceutical Organic Chemistry lab-I [     ]; |  |
| 5) Anatomy and Physiology lab [     ];          | 6) English   |
| Language Communication Skills Lab [     ].      | ].   |

## **Executive Summary**

**Introduction:** It was a long dream of Mr. Khushal Chand to have their professional colleges in Punjab & Himachal to provide education to students at economical prices. The dream came into reality on 24 Dec. 2010. When this co-educational institution came into existence in Pandoga Village of Distt. Una which is affiliated to HPTU Hamirpur with MBA having specialization in Marketing, HR & Finance. Due consideration is now been taken to the accreditation activities in order to attain academic excellence. We have great pleasure in submitting this online report for your kind consideration and cordially extend our heartiest invitation to the HPTU esteemed members of the peer team to visit the college campus.

### **Vision:**

- Encouraging learners to participate in community engagement & service for their required exposure to the socio-economic issues so that theoretical learning can be supplemented by actual life experience to generate solutions to real - life problems
- To develop & sustain a genuine realistic placement system with assured high yield
- Proactive faculty involvement for generating potentiality among the learners to self-reliance for procuring skills to get adapted with practical, professional & procedural knowledge.

### **Mission:**

- Ensuring holistic & multidisciplinary Learning Management System to cultivate and integrate key capacities so as to have a procedural blend with capacity to progress in rigorous specialization in various fields.
- A ragging free campus environment that allows the fresher's to enjoy the pleasure of socializing & widening their horizon without fear.
- To focus on soft skills training leading to personality development that enhances the employ ability of the students to & to open up as many avenues as possible for application oriented learning, R&D and industry interaction in order to ensure direct absorption of students into industry
- Update the curriculum regularly; add new domain specific courses to meet the needs of society by providing entrepreneurship opportunities & flexible options to students.

Great ideas and deals are seldom achieved in isolation. Collective action of creative minds, functioning in harmony is an essential prerequisite. KC Group is a house with doors & windows wide open so that winds of knowledge, information and a culture moored in our civilization, can blow in unabated and ignite our minds.

## **COWS Analysis**

### **Institutional Challenges:**

- Diverse students' Groups and rural background is a challenge to bridge the gaps.
- Inadequate grant-in-aid for creation of capital assets
- Retention of faculty due to remote location of the campus
- Out station Students- Attracting students from other states.
- Technology Upgradation and infrastructure- since technology is constantly changing the cost of technology Upgradation is a recurring cost to the institution
- Communication- as majority of students face problem communicating in English
- Limited resources
- Data Management

### **Institutional Opportunities:**

- Extension activities and consultancy
- Start-up Eco-system
- Industry and Alumni connect
- It has an opportunity to become an autonomous institute
- Effective implementation of National Education Policy
- The institute has earned a reputation in society by imparting quality education in professional and need-based enhancement courses

### **Institutional Weaknesses:**

- Self-financed institute
- Cost saving Management
- Parent-Teacher-Student Communication
- Student retention
- Campus management software

### **Institutional Strength:**

- It is conveniently located on road side
- Quality education
- Employability enhancement & value added courses
- Community services
- Holistic development

- Hostel facility
- A good relationship with stakeholders
- Qualified & Experienced faculty

## **CRITERIA WISE SUMMARY**

### **CURRICULAR ASPECTS**

Through creative teaching and learning methods, the college guarantees the efficient and successful delivery of the curriculum. Subject matter experts lead a number of FDPs to assist educators in creating curricula and syllabuses that are outcome-based. The following are some of the primary highlights in criterion 1:

- **Curriculum Design & Development:** The College has an efficient system in place for developing its curriculum, which is periodically designed in accordance with UGC/AICTE requirements.
- **Curriculum planning and implementation:** The College has successfully adopted the CBCS and NEP 2020. The university is renowned for being the nation's first institution to adopt the National Education Policy (NEP-2020).
- **Academic Flexibility:** The College has offered a variety of study options since its inception. However, over the past five years, the college has updated the curricula in a number of faculties and departments in accordance with the National Education Policy (NEP-2020), CBCS, and UGC/AICTE education guidelines. NEP has been introduced by the institution in a number of undergraduate programs.
- **Curriculum Enrichment:** New technologies and the demands of the national and global environment are taken into consideration when designing the college curriculum. By implementing the updated syllabus, the university helped its students grow with the assistance of a variety of knowledgeable faculty members.
- **System of feedback:** Multiple-choice questions in a clearly defined feedback system have been created and made available. Every year, input is gathered from students, parents, and alumni, allowing the college to take the necessary corrective action based on suggestions made by the relevant authority.

### **TEACHING LEARNING AND EVALUATION:**



The college's teaching and learning approach consists of in-class instruction using instructional audiovisual aids, group discussions, group seminar presentations, quizzes, contests, and clearly defined pedagogy where necessary. The issues and enhancement capacity of the slow and advanced learners have been addressed. The college analyses student performance using a continual evaluation procedure.

- **Catering to student diversity :** Using a variety of tools, the college assesses the students' learning levels during this process and determines which individuals are advanced and slow learners. The institution occasionally arranges additional remedial classes based on need. In order to meet curriculum needs and requirements, the college also authorizes seminars, webinars, educational trips, industrial visits, and hands-on lab sessions.
- **Teaching learning process:** The College teaching and learning process. In addition to its 1 seminar halls and 1 conference room and other technology.
- **Teacher profile and quality:** To empower faculty members, the college regularly hosts faculty development programs. The college currently has extensive teaching experience and working with industries.
- **Evaluation procedure and reforms:** The Controller of Examination plans, organizes, and oversees all aspects of the exam department. They also organize the college's semester and annual exams and carry out the recommendations given by the Academic Council .According to the University Exam Policy (UEP), the valuation procedure begins after the exam. COE makes all the required preparations and notifications. The central evaluation is conducted under the direction of the examination controller and is chaired by the Nodal Officer. All the examination process – examination form, hall tickets, results, revaluation are ERP enabled and automated.
- **Student Performance and Learning Outcomes:** The college periodically tracks the educational process and evaluates the accomplishments of POs and COs. As per Examination Policy of University, the question papers are also prepared based with CO's
- **Student Satisfaction Survey:** college conducts activities related to satisfaction survey and motivates students to participate as and when required. They are allowed to express their views freely and their intervention helps in the better administration of the university.
- **RESEARCH, INNOVATION AND EXTENSION:** The following are the research, technical expertise, research initiatives, innovations, and extension activities:

- **Promotion of Research and Facilities:** The College has a vibrant research cell dedicated to scholarly research excellence. The college self-funded program has seen the successful completion of numerous research initiatives.
- **Resource Mobilization for Research:** College has received grants from government and non-government organizations. College has executed several Memorandum of Understanding (MoU) and institution for carrying out student and faculty exchange programmes for collaborative Teaching-Learning and Research activities and knowledge sharing through Indian Knowledge System (IKS).
- **Innovation Eco System:** The College frequently works to support students starting their own businesses and innovate for our eco system. Every College department occasionally hosts conferences and seminars on research technique. IPR and skill development in accordance with the university's research strategy enable faculty members to attend and host conferences, seminars, and workshops to expand their knowledge in the areas of research and teaching.
- **Research Publications and Awards:** The College is making significant efforts to raise the caliber of its research program. The College also honors its faculty by giving them awards for their creativity and reach and by funding their research. Numerous organizations have named the university as the best in India.
- **MOUs:** college is promoting collaborative research and academic development by signing various MOU's with organization for exchange of students and faculty members.
- **INFRASTRUCTURE AND LEARNING RESOURCES :**In terms of infrastructure and activities pertaining to learning resources, the college has the following facilities:
  - **Physical Facilities:** The College is endowed with natural resources and a verdant campus. The teaching blocks are well adorned with essential infrastructure and quiet settings which is suitable to the students for learning. Labs, classrooms, smart classrooms, restrooms, auditoriums, seminar halls, canteens, hostels, gyms, and playgrounds are among the campus's other sufficient physical amenities.
  - **Library as a learning resource :**The college has a library in a separate building with a vast collection of books, journals, subscriptions to various publications, journals, and news papers; it also has its own Delnet software, e-books, and other resources; and each teaching department has its own independent, function and technology.

- **IT Infrastructure:** With highly qualified technical staff, the college maintains an active IT Infrastructure and Maintenance Cell. I assist all offices with computer hardware, network, internet, and various security and information technology challenges, and the IT Cell continuously monitors the procurement of IT equipment and software.
- **Campus maintenance:** The College maintains a maintenance cell to handle physical facility issues. In order to maintain infrastructure in accordance with the authorized annual budget, the university has proactive committees for waste management, hygiene, and maintenance.
- **Additional facilities:** The College offers a number of additional facilities, including the seminar halls, department, conference halls a gym-fitness center, a transit hostel, a canteen, seminar halls ,indoor and outdoor game centers.

5. **STUDENT SUPPORT AND PROGRESSION:** The College consistently strives for excellence in molding its students for the betterment of society and the development of nations, in addition to their professional futures. Students have often benefited from seminars, invited lectures, and other cultural activities to improve their assimilation.

- **Support from students:** Throughout their tenure, HoDs, teachers, and mentors routinely assist students with their academic and social endeavors as well as with skill development outside of the classroom.
- **Students' Development:** One of the essential acts that are frequently observed is this one. Due to the continual evaluation process, assignments, tight monitoring of attendance, the overall growth of pupils are managed.
- **Student involvement and activities:** The College hosts the Annual Fest each year. The Annual Fest is the umbrella organization for the cultural, technological, intellectual, literary, and athletic events. The college students take part in a variety of technical, cultural, and athletic events. Additionally, the college encourages students to attend events hosted by Other organizations and offers them the chance to do so. The relevant departmental officials and faculty mentors keep an eye on the students and actively encourage them to participate in a variety of activities.
- **Engagements with Alumni:** The largest alumni network is found at the college. By hosting alumni gatherings under the initiative "Senior Se Smvaad," the college also gives students a chance to engage with former classmates. Through the organization of placement drives, Meetings for feedback on the curriculum and current industry skills, alumni gatherings for knowledge and experience exchange, and other events to support and motivate students, alumni are actively contributing to the institution.

6. **GOVERNANCE, LEADERSHIP AND MANAGEMENT:** The College adheres closely to the State Government Rules and rules and UGC/AICTE rules. The college daily operations are aided by the organizational structure.

- **Institutional leadership and vision:** The college mission and vision statements serve as guides for the organization. The leadership adheres to rules and a democratic system with the goal of producing morally upright leaders.
- **Developing and Implementing a Strategy:** The College is governed by a number of entities that create policies, rules, and guidelines and apply them for ongoing development. The tools used to regulate and oversee the successful implementation of all academic, research, and administrative activities are university regulations, which guarantee quality and ongoing development at the university level. Decentralization of decision-making and participatory management of the college with regard to research, training, and extension activities are reflected in the approval of the Strategic Plan and Deployment and Decisions Taken by Committees.
- **Techniques for Empowering Faculty:** The College features efficient performance monitoring mechanisms that are clearly specified. Welfare programs and promotional channels to encourage research.
- **Mobilizing resources and managing finances:** The College adheres rigorously to the fund mobilization and utilization policy. The management has formulated and approved a methodical plan for this purpose. College also conducts the internal and the external audits for identifying discrepancy in financial transactions and suggests solutions and remedies for discrepancy in financial transactions.
- **Internal Quality Assurance Cell:** college has established IQAC cell as per UGC Guidelines. It is working on National/International Quality Standards of Education & suggestions received from academic.

7. **INSTITUTIONAL VALUES AND BEST PRACTICES:** college is dedicated to providing students with a value-based education for their whole growth. The institution employs a number of strategies to promote social growth and academic achievement.

- **Institutional Principles and Social Obligations:** The College created a methodical plan and adheres to the gender equity plan to the letter. The College has a system that uses solar energy as a sufficient alternative energy source. College celebrates various national & international commemorative days, festivals, for inculcating human values among students. The College strictly follows and maintains discipline and code of conduct

through various guidelines for students and staffs. Through these activities, college administration ensures their commitment towards the society.

**PART I**

**Criterion 1 – Curricular Aspects**

**Key Indicator-1.1: Curricular Planning and Implementation**

Item No.	Particulars
1.1.1	<p><b>The institution ensures effective curriculum delivery through a well planned and documented process</b></p> <p>K.C Group of Research &amp; Professional Institute adheres to the curriculum established by the Pradesh Technical University. Our college makes an effort to innovate curriculum planning and execute efficient curriculum delivery within these well-established academic structures, offering its students complete growth. Here are some examples of our creative lesson plans. Annual university academic schedules, college academic plans, timetables, teaching plans and diaries all aid in streamlining academic procedures.</p> <p>K.C Group of Research and Professional Institute's faculty members actively participate in faculty development and research programs, which allows them to frequently and consistently refresh their knowledge. All management students at the institution have access to technologically advanced infrastructure, which enables them to participate in a suitable teaching and learning process. The K.C. Group of Research &amp; Professional Institute's efficient tutorial system supports the goal of implementing the curriculum effectively.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information</li> </ul>
1.1.2	<p><b>The institution adheres to the academic calendar including conduct of CIE</b></p> <p>A Department Annual Academic Calendar is a comprehensive schedule that outlines all key academic and co-curricular activities planned for a specific academic year. It ensures smooth functioning, clear communication, and effective time management within the department.</p> <p><b>Key Elements of a Department Annual Academic Calendar</b></p> <ol style="list-style-type: none"> <li>Academic Activities</li> <li>Departmental Meetings and Reviews</li> <li>Co-Curricular Activities</li> <li>Student-Centric Events</li> <li>Holidays and Breaks</li> </ol> <p><b>Attach as Annexure(s)</b></p>

	<ul style="list-style-type: none"> <li>Any additional information</li> </ul>
1.1.3	<p><b>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years</b></p> <p>(a) Academic Council/BoS of Affiliating University  (b) Setting of question papers for UG/PG programs  (c) Design and Development of Curriculum for Add on/certificate/diploma courses  (d) Assessment/evaluation process of the affiliating University</p> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>All of the above.</li> <li>Any 3 of the above.</li> <li>Any 2 of the above.</li> <li>Any 1 of the above.</li> <li>None of the above</li> </ol> <p><b>Response : None of the above</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>No. of teachers participated</li> <li>Name of the body in which full time teacher participated</li> <li>Total No. of teachers</li> </ul> <p><b>Attach as Annexure (s)</b></p> <ul style="list-style-type: none"> <li>Detail of participation of teachers in various bodies/activities provided as a response to above (Scanned copies of the letters issued by the University/Institutions w.r.t. the activity in which the teachers are involved).</li> <li>Any additional information</li> </ul>

## Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars		
1.2.1	<p><b>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</b></p> <p>The institution is deeply committed to integrating cross-cutting issues such as <b>Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability</b> into its curriculum, ensuring the holistic development of students and fostering a sense of social responsibility.</p> <p><b>Professionalism and Ethics</b></p> <p>Professional ethics courses are incorporated into all programs to help students develop integrity, responsibility, and moral judgment. Students are engaged in comprehending real-world ethical difficulties through case studies , role-playing activities</p> <p><b>Gender Equality</b></p> <p>By integrating subjects that deal with diversity, inclusivity, and fairness in the curriculum, this institution makes gender equality a key priority. Workshops, sensitization sessions, and awareness campaigns dispel myths and emphasize the value of establishing a gender-balanced society.</p> <p><b>Human Ethics</b></p> <p>Human qualities like compassion, understanding, and respect are essential components of education.</p> <p><b>Multidisciplinary Method</b></p> <p>The institution uses an interdisciplinary approach, integrating these topics across a range of subjects and disciplines to guarantee that these cross-cutting issues are seamlessly incorporated.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information</li> <li>• Attach the list and description of courses and/or initiatives taken which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</li> </ul>		
1.2.2	<p><b>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</b></p> <table border="1" data-bbox="304 1704 1481 1778"> <tr> <td data-bbox="304 1704 424 1778">1.2.2.1</td><td data-bbox="424 1704 1481 1778">No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.</td></tr> </table>	1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.		



	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Details of experiential learning through project work/field work/internship</li> <li>• Name of the programme</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of courses that include experiential learning through project work/field work/internship}}{\text{Total No. of courses in all programmes}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Programme/curriculum/syllabus of the courses.</li> <li>• Minutes of the Board of Studies/Academic Council meetings with approvals for these courses.</li> <li>• MoU's with relevant organizations for these courses, if any.</li> <li>• Average percentage of courses that include experiential learning through project work/field work/internship</li> </ul>
1.2.3	<p><b>Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)</b></p> <p>1.2.3.1   No. of students undertaking project work/field work/internships</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Name of the programme : MBA</li> <li>• No. of students undertaking project work/field work/internships</li> </ul> <p>Formula:</p> $\frac{33}{33} \times 100 = 100\%$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• List of programmes and number of students undertaking project work/field work/internships</li> </ul>

### Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	<p><b>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</b></p> <p style="text-align: center;">(1) Students (2) Teachers (3) Employees (4) Alumni</p> <p><b>Options:-</b></p> <p>(A) All of the above.            (B) Any 3 of the above            (C) Any 2 of the above            (D) Any 1 of the above            (E) None of the above</p> <p style="text-align: center;"><b>Response: All of the above.</b></p> <p><b>Data Requirement:</b></p> <p>Report of analysis of feedback received from different stakeholders year wise</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• URL for stakeholder feedback report, if any</li> <li>• Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management</li> <li>• Any additional information</li> </ul>
1.3.2	<p><b>Feedback of process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <p>(A) Feedback collected, analysed and action taken and feedback available on website            (B) Feedback collected, analysed and action has been taken.            (C) Feedback collected and analysed.            (D) Feedback collected.            (E) Feedback not collected.</p> <p style="text-align: center;"><b>Response: Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Stakeholders' feedback report, action taken report of the institute.</li> <li>• Any additional information.</li> <li>• URL for feedback report, if any.</li> </ul>

## Criterion 2 – Teaching-Learning and Evaluation

### Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars						
2.1.1	Average Enrolment percentage (Average of last five years)						
	2.1.1.1	No. of students admitted year wise during the last five years					
	2.1.1.2	No. of sanctioned seats year wise during the last five year					
	Data requirement for last five years <ul style="list-style-type: none"><li>Total No. of students admitted.</li><li>Total No. of sanctioned seats.</li></ul> <p>Percentage per year= <math>\frac{95}{300} \times 100</math> =31.67</p> <p>Average percentage = <math>\sum \frac{158.34}{5}</math> = 31.668</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Institutional data in prescribed format.</li></ul>						
2.1.2	Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats))						
	2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	9	10	33	19	24
Data requirement for last five years: <ul style="list-style-type: none"><li>No. of students admitted from the reserved category.</li><li>Total No. of seats earmarked for reserved category as per GOI or State Government rule.</li></ul> <p>Percentage per year= <math>\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100</math></p> <p>No. of seats earmarked for reserved category as per GOI or State Government rule</p> <p>Average percentage = <math>\sum \frac{\text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Average percentage of seats filled against seats reserved</li></ul>							

2.1.3	<p><b>Principal/Director Name: Dr. Kulwant Singh pathania</b></p> <p><b>Date of Birth:01/08/1962      Age:62 yrs.      months (age &lt;65 yrs)</b></p> <p><b>Qualifications:</b> Ph. D. in Management  Date of appointment in the present institution: 01-04-2025  Principal recruited/appointment ratified through H.P. Technical University: No [   ]  Because he is appointed in this session, so ratification is under in process</p>
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**2.1.4 : Teaching Faculty Position:- Department wise:**

S. No.	Course	Branch/Deptt.		No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)
				Prof.	Assoc. Prof.	Asstt. Prof.	
1.	B. Tech.	Civil					
2.		Mechanical					
3.		Electrical					
4.		Computer					
5.		Electronics					
6.		IT					
7.	M. Tech.						
8.	B. Pharmacy						
9.	M Pharmacy						
10.							
11.							
12.	MBA					7	
				Total			

**2.1.5 Faculty: Students' ratio:-**

Norms	Required	Actual	Deficiency
Engg (UG) =1:20			
Engg (PG) =1:15			
BBA/BCA = 1:25			
Management =1:20	7	7	7
Pharmacy: for intake of 60: Professor-4 Associate Professor-4 Assistant Professor-7			

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

\* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

\*\* Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2nd, 3rd and 4th years of B.Tech programmes, whereas for four years of B. Tech., the overall ratio should be 1: 15.

**For PG Courses:**

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

**2.1.6 Total Staff Position of the College/Institution**

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
8	1

\* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1:0.5

**iv) Appointment / Ratification of Faculty through HP Technical University Selection Committee.**

No. of faculty recruited/ratified through University: 1\_\_\_\_out of total 1\_\_\_\_= \_\_\_\_\_100%

## Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	<p><b>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</b></p> <p>Students with varied degree of learning capabilities and diversified background get admission in the college. Therefore the level of challenge faced by them is also different. The college is empathetic to this aspect and takes maximum measures to optimize learning outcomes of all the students.</p> <p>In this direction the college undertakes two proactive exercises on regular and continuous basis.</p> <p><b>I.</b> Identification and classification of the students into advanced learners, less advanced learners and slow learners based on their performance in internal assessment and University examinations and also by observing and assessing their participation in regular classes.</p> <p><b>II.</b> Organizing various activities and exercises to enhance attainment levels of the students.</p> <p><b>A.</b> Following measures are implemented to enhance intellect of all students.</p> <p>(1) Orientation programmes are organized by all departments at beginning of every academic year aiming at inculcating better learning environment.</p> <p>(2) Ensured interactive teaching-learning process through group discussions, quizzes, seminars, field visits, invited guest lectures by eminent scholars.</p> <p><b>B.</b> Measures in force for advanced learners</p> <p><b>C.</b> Measures in force for slow learners</p> <p><b>D.</b> Other measures taken to enhance the performance of slow learners.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Paste link for additional information, if any.</li> <li>• Any additional information</li> </ul>

2.2.2	<b>Students : Full time teacher ratio (Data for the latest completed academic year)</b>
	Students : 16 teachers :8
	<b>Data requirement:</b>
	<ul style="list-style-type: none"> <li>• Total No. of students enrolled in the institution.</li> <li>• Total No. of full time teachers in the institution.</li> </ul>
	<b>Attach as Annexure(s)</b>
	<ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>

### Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars							
2.3.1	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences</b></p> <p>By creating cutting-edge teaching-learning strategies that offer a profound learning experience for the diverse students in the digital age, our institution aims to integrate experiential, participative, and problem-solving approaches.</p> <p>The conventional classroom teaching approach kept students interested throughout the lecture, but it was unable to promote learner involvement, and the evaluation procedure was not outcome-based. Lectures are traditionally delivered in a teacher-centric rather than student-centric manner. Traditional teaching and learning methods that use lectures, content delivery, and traditional formative assessment procedures are not appropriate for observing how students are learning.</p> <p>To improve students' learning experiences, our institution used problem-solving, experiential, and interactive learning approaches. Numerous experiential and participatory learning exercises were conducted in. The conventional classroom teaching approach kept students interested throughout the lecture, but it was unable to promote learner involvement, and the evaluation procedure was not outcome-based.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Link of additional information, if any</li> </ul>							
2.3.2	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b></p> <p>N/A</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Provide link for webpage describing the ICT enabled tools for effective teaching-learning process, if any</li> </ul>							
2.3.3	<p><b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</b></p> <p style="text-align: center;"><b><u>Documents Uploaded</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sr.NO</th><th style="width: 60%;">PARTICULAR</th><th style="width: 30%;">YEAR</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td><td>Circular pertaining the details of mentor and their allotted mentee</td><td style="text-align: center;">(2024-2025)</td></tr> </tbody> </table>		Sr.NO	PARTICULAR	YEAR	1.	Circular pertaining the details of mentor and their allotted mentee	(2024-2025)
Sr.NO	PARTICULAR	YEAR						
1.	Circular pertaining the details of mentor and their allotted mentee	(2024-2025)						



	2.	Approved mentor list as announced by the HEI	(2024-2025)
	3.	Copies if the issues raised and resolved in the mentor system	(2024-2025)
2.3.3.1	No. of mentors		
	No. of students assigned to each Mentor		
	Mentor:5 Mentee :33:  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>• Year wise number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• Mentor/mentee ratio</li> </ul>		

## Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars					
2.4.1	<b>Average percentage of full time teachers against sanctioned posts during last five years</b> Data requirement for last five years: <ul style="list-style-type: none"><li>No. of full time teachers.</li><li>No. of sanctioned posts.</li></ul> Formula: Percentage per year= $\frac{\text{No. of full time teachers}}{\text{No. of sanctioned posts}} \times 100$  $= \frac{\text{No. of full time teachers}}{\text{No. of sanctioned posts}} \times 100$					
	S.NO	YEAR	Number of full time teachers	Number of sanctioned posts	Percentage per year	
	1.	2020-2021	8	14	57.14 %	
	2.	2021-2022	8	14	57.14 %	
	3.	2022-2023	9	14	64.28%	
	4.	2023-2024	8	14	57.14 %	
	5.	2024-2025	8	14	57.14 %	
		TOTAL	Average percentage of full time teachers against sanctioned posts during the last five years		58.568 %	
	Average percentage = $\frac{\sum \text{Percentage per year}}{5}$					
	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>Year wise full time teachers and sanctioned posts for five years.</li><li>Any additional information.</li><li>List of the faculty members authenticated by the Head of HEI.</li></ul>					
2.4.2	<b>Average percentage of full time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)</b>					
	2.4.2.1	No. of full time teaches with Ph.D./D.Sc./D.Lit. during the last five years				
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	1	1	1	1	1

Data requirement for last five years:

- No. of full time teachers with Ph.D./D.Sc./D.Litt.
- Total No. of full time teachers.

Formula:

$$\text{Percentage per year} = \frac{\text{No. of full time teachers with Ph.D./D.Sc./D.Lit.} \times 100}{\text{Total No. of full time teachers}}$$

$$= 62.5$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

$$= \frac{62.5}{5}$$

$$= 12.5$$

**Attach as Annexure(s)**

- Any additional information.
- List of full time teachers with Ph.D./D.Sc./D.Lit. and number of full time teachers for five years.

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

2.4.3.1 Total experience of full time teachers.

Data requirement for last five years:

- Name and No. of full time teachers with years of teaching experiences

Formula:

$$= \frac{50.5}{36}$$

$$= 1.40\%$$

**Attach as Annexure(s)**

- Any additional information.
- List of teachers including their PAN, designation, department and experience details

## Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p><b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b></p> <ol style="list-style-type: none"> <li>1. Mechanism of internal assessment</li> <li>2. 3 sets of question papers are set for maintaining secrecy and transparency</li> <li>3. Moderation and valuation is done through Centralized system with one\ external moderator</li> <li>4. Sample answer sheets showing moderated by external moderators. And also discussed by the teacher with students</li> <li>5. Class Assessment Test and Assignment copies shown and discussed With students.</li> </ol> <p>The academic calendar, which is displayed well in advance of the start of the session, contains the schedule for the class assessment test, the session examination, and the assignments. Evaluation method comprises of internal examinations held progressively during the semester and is designed to check and report the periodic performance of the student. For the purpose of academic monitoring and audit, teachers appropriately retain all records and data banks of attendance in internal examinations, question papers, valuable answer sheets or copies, and summary of marks sheets.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>
2.5.2	<p><b>Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient</b></p> <p>In order to handle examination-related complaints, the institute has developed an effective procedure that is transparent in its design and implementation of CIE, and grievances are promptly corrected. When conducting internals and semester-end exams, the college closely adheres to the policies and procedures set forth by the affiliated institution. At the Institute level: Problems pertaining to the evaluation process are handled by an examination committee that is composed of various teaching and non-teaching staff members and a senior teacher who serves as chairperson. The teacher provides students with their assessed response scripts and responds to any questions or concerns. The notice board is used to display the internal marks. Any inconsistencies that students discover, such as errors in the question paper, mark distribution, or correction. When conducting internals and semester-end exams, the college closely adheres to the policies and procedures set forth by the affiliated institution. At the</p>

	<p>Institute level: Problems pertaining to the evaluation process are handled by an examination committee that is composed of various teaching and non-teaching staff members and a senior teacher who serves as chairperson. The teacher provides students with their assessed response scripts and responds to any questions or concerns. The notice board is used to display the internal marks.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>
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## Key Indicator-2.6 Student Performance and Learning Outcome

Item No.	Particulars
2.6.1	<p><b>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</b></p> <p>Program Outcomes (POs): These are the attitudes, abilities, and knowledge that students should possess upon completing an engineering program.</p> <p>Course Outcomes (COs): At the conclusion of each course, they provide the knowledge and skills that the student has gained. It outlines the cognitive functions that a course offers.</p> <p>Program Specific Outcomes (PSOs) are statements that outline program results and help students understand how the skills and information they acquire in this course directly affect society's sustainability and well-being. Communication Mechanism:</p> <p>The learning objectives of the programs and courses are well articulated, and the college uses outcome-based education. The institution uses the following method to convey the learning objectives.</p> <p>Course Outcomes (COs): At the conclusion of each course, they provide the knowledge and skills that the student has gained. It outlines the cognitive functions that a course offers.</p> <p>Program Specific Outcomes (PSOs) are statements that outline program results and help students understand how the skills and information they acquire in this course directly affect society's sustainability and well-being.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>
2.6.2	<p><b>Attainment of Programme outcomes and course outcomes are evaluated by the institution</b></p> <p>The degree to which program, program-specific, and course outcomes have been attained are evaluated throughout the course of the school year using a variety of metrics. With the aid of the designated course outcomes, the faculty keeps track of each student's performance. through an ongoing assessment procedure. The faculty provides home assignments to students, conducts internal tests, viva voce, surprise tests, quiz, projects etc. in order to assess the Programme Outcomes and Programme Specific outcomes attained by each student. Among the most important metrics for gauging achievement are:</p> <ol style="list-style-type: none"> <li>1.End Semester University Examination</li> <li>2.Internal Assessment</li> <li>3.Result Analysis</li> <li>4.Internships and Placements:</li> </ol>

	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>					
2.6.3	<b>Average pass percentage of students during the last five years</b>					
2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.					
2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years					
	<b>No. of student Appeared</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>No. of students passed</b>	12	8	33	On-going	On-going
<p>Data requirement</p> <ul style="list-style-type: none"> <li>Programme code</li> <li>Name of the Programme</li> <li>No. of students appeared</li> <li>No. of students passed</li> <li>Pass Percentage</li> </ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{Total No. of final year students who passed in the University examinations}}{\text{Total No. of final years students appeared for the University examinations}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p>Attach as Annexure(s)</p> <ul style="list-style-type: none"> <li>List of programmes and No. of students passed and appeared in the final year examination.</li> <li>Any additional information.</li> </ul>						

### Key Indicator-2.7 Student Satisfaction Survey

Item No.	Particulars
2.7.1	<p><b>Online student satisfaction survey regarding teaching learning process of about 20% students.</b> (online survey to be conducted)</p> <p>Data requirement:</p> <ul style="list-style-type: none"><li>• Name/Class/Gender</li><li>• Student Id Number/Adhar Id Number</li><li>• Mobile Number</li><li>• Email Id</li><li>• Degree programme</li></ul> <p>(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Database of all currently enrolled students</li></ul>



### Criteria-3 Research, Innovations and Extension

#### Key Indicator 3.1 Resource, Mobilization for Research

Item No.	Particulars					
3.1.1	<b>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)</b>					
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)					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>INR in Lakhs</b>	NA	NA	NA	NA	NA
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the Project/Endowments</li> <li>Name, Designation &amp; Department of the Principal Investigator</li> <li>Year of Award</li> <li>Funds provided</li> <li>Duration of the Project</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>E-copies/hard copies of the grant award letters for sponsored research projects/endowments.</li> <li>List of endowments/projects with details of grants/hard copies</li> </ul>						
3.1.2	<b>Percentage of departments having Research projects funded by government and non-government agencies during the last five years</b>					
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA
<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name, Designation &amp; Department of Principal Investigator</li> <li>Duration of project</li> <li>Name of the research project</li> <li>Amount/Fund received</li> <li>Name of the funding agency</li> <li>Year of sanction</li> </ul> <p>Formula:</p> $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>List of research projects and funding details.</li> <li>Any additional information.</li> <li>Supporting document from Funding Agency.</li> </ul>						

- Paste link of Funding Agency website, if any.

**3.1.3 Number of seminars/conferences/workshops conducted by the institution during the last five years**

3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	1	2	3

Data requirement:

- Name of the workshops/seminars
- No. of participants
- Date (from-to)
- Link to the activity report on the website, if any.

**Attach as Annexure(s)**

- Report of the event.
- Any additional information.
- List of workshops/seminars during the last five years.

### Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars					
3.2.1	<b>No. of papers published per teacher in the Journals notified on UGC website during the last five years</b>					
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five Years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA
<p>Data requirement:</p> <ul style="list-style-type: none"> <li>Title of paper</li> <li>Name of the author/s</li> <li>Department of the teacher</li> <li>Name of Journal</li> <li>Year of publication</li> <li>ISBN/ISSN Number</li> </ul> <p>Formula:</p> $\frac{\text{No. of publications in UGC notified journals during the last five years}}{\text{Average No. of full time teachers during the last five years}}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>List of research papers by title, author, department, name and year of publication</li> </ul>						
3.2.2	<b>No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years</b>					
3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA
<p>Data requirement for last five years :</p> <ul style="list-style-type: none"> <li>Name of the teacher: Title of the paper</li> <li>Title of the book published: Name of the author/s: Title of the proceedings of the conference</li> <li>Name of the publisher: National/International</li> <li>National/International: ISBN/ISSN number of the proceedings</li> <li>Year of publication.</li> </ul> <p>Formula:</p> $\frac{\text{Total No. of books and chapters in edited volume, books, published and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>						

- List of books and chapters edited volumes/books published

### Key Indicator 3.3: Extension Activities

Item No.	Particulars						
3.3.1	<b>Extension activities carried out in the neighborhood community, sensitizing students to social issues for their holistic development, and impact hereof during the last five years</b>						
	By helping to advance the Institution-Neighborhood-Community network, the college has made a significant contribution to the environment and society. A lot of focus is placed on student involvement, service orientation, and the overall growth of students who contribute to good citizenship. The cultural committee special efforts by the college and departments are used to carry out the Extension operations. The college is in charge of planning community-based events like:						
	<ul style="list-style-type: none"><li>• Tree Plantation</li><li>• Cleanness drive</li><li>• Health campaign at local villages</li><li>• Awareness program, like Gender issues, drug abuse, road safety etc.</li></ul>						
	The institute has a system in place to encourage students to participate in a range of social activities that foster civic engagement. In addition, the institute plans extracurricular events based on demand and time constraints without interfering with academics. The organization also hosts awareness campaigns about gender equality, cleanliness, the ecology, and campus tree planting. Faculty members are encouraged by the institute t extension activities at other institutes.						
	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>• Any additional information.</li></ul>						
3.3.2	<b>No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years</b>						
3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years						
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
	<b>Number</b>	NA	NA	NA	NA	NA	

<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the activity</li> <li>• Name of the award/recognition</li> <li>• Name of the Awarding government/government recognized bodies</li> <li>• Year of the award</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Number of awards for extension activities in last five years (data template)</li> <li>• E-copy/hard copies of the award letters</li> </ul>						
3.3.3	<p><b>No. of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years</b></p>					
3.3.3.1	<p>No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years</p>					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Name and No. of the extension and outreach programmes</li> <li>• Name of the collaborating agency: Government/Non-Government, industry, community with contact details</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports of the event organized.</li> <li>• Any additional information.</li> <li>• No. of extension and outreach programmes conducted with industry, community etc. for the last five years</li> </ul>						
3.3.4	<p><b>Average percentage of students participating in extension activities at 3.3.3 above during the last five years</b></p>					
3.4.4.1	<p>Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years</p>					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA

Data requirement for the last five years:

- Name of the activity
- Name of the scheme
- Year of the activity
- No. of teachers participating in such activities
- No. of students participating in such activities

Formula:

$$\text{Percentage per year} = \frac{\text{Total No. of students participated in such activities} \times 100}{\text{No. of students}}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Reports of the event.
- Any additional information.
- Average percentage of students participating in extension activities with Government or NGO etc.

### Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	<b>Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years</b>					
	<ul style="list-style-type: none"> <li>No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years</li> </ul>					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	19	9	10	33	16
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Title of the linkage</li> <li>Name of the partnering institution/industry/research lab with contact details</li> <li>Year of commencement</li> <li>Duration (From-to)</li> <li>Nature of linkage</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>E-copies/hard copies of linkage related document.</li> <li>Any additional information.</li> <li>Details of linkages with institutions/industries for internship</li> </ul>						
3.4.2	<b>No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years</b>					
	3.4.2.1 No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	NA	NA	04	03	01
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Organisation with which MoU has been signed</li> <li>Name of the institution/industry/corporate house</li> <li>Year of signing MoU</li> <li>Duration</li> <li>List the actual activities under each MoU</li> <li>No. of students/teachers participating under MoU</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>E-copies/hard copies of the MoUs with institution/industry/corporate houses.</li> <li>Any additional information.</li> <li>Details of functional MoUs with institutions of National, International importance, other universities etc. during the last five years.</li> </ul>						



**Criteria-4 Infrastructure and Learning Resources**  
**Key Indicator 4.1 Physical Facilities**

Item No.	Particulars
4.1.1	<p><b>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</b></p> <p>The passion of the management to provide best for the best facilities for all stakeholders has created a conducive environment with infrastructure of global standards for curricular and co-curricular activities. The details of exemplary infrastructure present in the institution are as follows:</p> <p>Infrastructure Facilities</p> <ul style="list-style-type: none"> <li>a) Academic Blocks</li> <li>b) Administrative Office &amp; Examination section</li> <li>c) Seminar Halls</li> <li>d) Tutorial rooms</li> </ul> <p>Additional Information on Infrastructure Facilities</p> <ul style="list-style-type: none"> <li>a) Faculty, HoD's Cabins</li> <li>b) Seminar Halls</li> <li>c) Conference Halls</li> <li>d) Training &amp; Placement cell</li> <li>e) Library</li> <li>f) Hostel Facilities</li> <li>g) Transportation</li> <li>h) Other Facilities</li> <li>i) Mess</li> <li>j) <b>Attach as Annexure(s)</b></li> </ul> <ul style="list-style-type: none"> <li>• Any additional information.</li> </ul>
4.1.2	<p><b>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b></p> <p>Sports and extracurricular activities are integral elements of the Institute's curriculum, which includes mandatory Core Courses and a continual evaluation system. This is carried out for both student assessment and involvement. It has enough space for games, sports, and cultural events. One sizable playgrounds that can accommodate a variety of sports, including, cricket, football,. There are gyms and badminton courts both indoors and outside. Every faculty has a well-equipped assembly hall where they can host cultural events and yearly functions. Facilities for outdoor and This is carried out for both student assessment and involvement. It has enough space</p>

	<p>for games, sports, and cultural events.</p> <p><b>Attach as Annexure (s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>					
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</b></p>					
4.1.3.1	No. of classrooms and seminar halls with ICT facilities					
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>No. of classrooms with LCD facilities</li> <li>No. of classrooms with Wi-Fi/LAN facilities</li> <li>No. of smart classrooms</li> <li>No. of classrooms with LMS facilities</li> <li>No. of seminar halls with ICT facilities</li> </ul> <p>Formula:</p> $\frac{2}{3} \times 100$ $= 66.66\%$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of classrooms and seminar halls with ICT enabled facilities</li> </ul>					
4.1.4	<p>Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)</p>					
4.1.4.1	Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>INR in lakhs</b>	NA	NA	NA	NA	NA
	<p>Date requirement for the last five years:</p> <ul style="list-style-type: none"> <li>Expenditure for infrastructure augmentation.</li> <li>Total expenditure excluding salary</li> </ul>					

**Formula:**

$$\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Any additional information.
- Audited utilization statements.
- Details of budget allocation, excluding salary during the last five years

## Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars
4.2.1	<p><b>Library is automated using Integrated Library Management System (ILMS)</b></p> <p>KC College Library is one of the oldest private college library. It spreads in an area of 122 sq ft. The library is located in a separate two storied building with mezzanine flooring situated very close to the main block. The collection includes more than 1669 books, 26 magazines, 5211 back volumes of the periodicals. During the last five years 1669 books were bought. The collection of books includes documents covering a wide range of subjects from languages, management, It etc. The library is automated, and has a spacious reading hall and reference section with five air conditioners.</p> <ul style="list-style-type: none"> <li>• Nature of automation (fully or partially)</li> <li>• Version</li> <li>• Year of automation</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any</li> </ul>
4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>(1) e-journals</li> <li>(2) e-Sodh Sindhu</li> <li>(3) Shodhganga Membership</li> <li>(4) E-books</li> <li>(5) Databases</li> <li>(6) Remote access to e-recourses</li> </ol> <p><b>Options:-</b></p> <ol style="list-style-type: none"> <li>(A) Any 4 or more of the above</li> <li>(B) Any 3 of the above</li> <li>(C) Any 2 of the above</li> <li>(D) Any 1 of the above</li> <li>(E) None of the above</li> </ol> <p><b>Response:- Any 2 of the above</b></p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Details of membership</li> <li>• Details of subscription</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Detail of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.</li> </ul>
4.2.3	<p><b>Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)</b></p>

4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)					
	Year	Year 1	Year 2	Year 3	Year 4	Year 5
	INR in Lakhs	NA	NA	NA	50564	NA
<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"><li>Expenditure on the purchase of books/e-books</li><li>Expenditure on the purchase of journals/e-journals</li></ul>						
<ul style="list-style-type: none"><li>Year of expenditure</li></ul> <p>Average Expdt. per year:</p> <p><u>Total Expenditure in rupees on purchase of books/e-books/journals and subscription to journals/e-journals</u></p> <div><div>5</div><div>50564</div><div>-----</div><div>5</div><div>=10112.8</div></div> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Audited statement of accounts.</li><li>Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years.</li></ul>						
4.2.4	<b>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</b>					
4.2.4.1	No. of teachers and students using library per day over last one year.					
<p><b>No data is required</b></p> <p>Data requirement</p> <ul style="list-style-type: none"><li>Attach last page of accession register details</li><li>Method of computing per day usage of library</li><li>No. of users using library through e-access</li><li>No. of physical users accessing library</li></ul> <p>Formula:</p> <p><u>No. of teachers and students using library per day</u> x 100 Total No. of teachers and students</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Details of library usage by teachers and students.</li></ul>						

### Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p><b>Institution frequently updates its IT facilities including Wi-Fi</b></p> <p>To ensure a top-notch teaching-learning environment, the institute has made upgrading its IT infrastructure a primary priority. The institute has licensed software and changed hardware configurations. After assessing modifications to course needs and the state of computer labs, the institute makes sure that IT infrastructure is updated based on recommendations and demands from department heads, IT in-charge, and lab assistants. HODs, the IT in-charge, and lab assistants submit requirements and suggestions to IQAC for consideration. The Institute improves its IT infrastructure in accordance with IQAC recommendations. There are currently 29 desktop computers that are operational. The Institute features a 10 Mbps internet connection that is delivered via Wi-Fi employing nine access points to enable full-fledged internet connectivity. Students are given access to the internet once their laptop and mobile device MAC addresses have been registered. Every computer in the Institute has a wired network connection, and a firewall regulates internet access.</p> <p><b>.Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>
4.3.2	<p><b>Student-Computer ratio</b> (Data for the latest completed academic year)</p> <p>No. of students :16 No. of Computers:29:</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>No. of computers in working condition</li> <li>Total no. of computers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Student-computer ratio</li> </ul>

4.3.3	<p><b>Bandwidth of Internet connection in the Institution</b></p> <p><b>Options:</b></p> <p>(A) 10 GBPS  (B) 1 GBPS  (C) 750 MBPS  (D) 500 MBPS  (E) Others (specify)</p> <p><b>Response : (E) Others 10 MBPS</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Available internet bandwidth</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Details of available bandwidth of internet connection in the institution.</li> </ul>
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### Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars						
4.4.1	<b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)</b>						
	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)					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		INR in lakhs	NA	NA	NA	NA	NA
	<p>Data requirement year wise: (As per data template in Section B)</p> <ul style="list-style-type: none"><li>Non salary expenditure incurred</li><li>Expenditure incurred on maintenance of campus infrastructure</li></ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Audited statements of accounts.</li><li>Details about assigned budget and expenditure on physical facilities and academic support facilities</li></ul>						
4.4.2	<b>Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.</b>						
	<p>The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities. Classroom being the most primary and important work space; it is managed with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with all modern technology for better and effective teaching areas following :</p> <ul style="list-style-type: none"><li>Classroom management:</li><li>Laboratory</li><li>Library</li></ul>						



	<ul style="list-style-type: none"><li>• Sports</li><li>• Computers</li></ul> <p>Any additional information.</p> <ul style="list-style-type: none"><li>• Paste link for additional information, if any.</li></ul>
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**Criterion 5-Student Support and Progression**  
**Key Indicator 5.1 Student Support**

Item No.	Particulars					
5.1.1	<b>Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.</b>					
5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	10	7	15	22	14
<p>Data requirement year wise:</p> <ul style="list-style-type: none"> <li>Name of the Scheme</li> <li>No. of students benefitted/benefiting</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students benefitted by scholarships and freeships by government}}{\text{No. of students}} \times 100$ $= \frac{68}{95} \times 100$ $= 71.5$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ $= 14.3$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Self-attested letter with the list of students sanctioned scholarship.</li> <li>Any additional information.</li> </ul>						
5.1.2	<b>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years</b>					
5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA

<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the scheme with contact information</li> <li>No. of students benefitted/benefiting</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students benefitted by scholarships and freeships by government}}{\text{No. of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>No. of students benefitted by scholarships and freeships provided by institution/non-government agencies in last five years</li> </ul>						
5.1.3	<p><b>Capacity building and skills enhancement initiatives taken by the institution including the following:</b></p> <p>(1) Soft skills</p> <p>(2) Language and communication skills</p> <p>(3) Life skills (Yoga, physical fitness, health and hygiene)</p> <p>(4) ICT/computing skills</p> <p><b>Options:-</b></p> <p>(a) All of the above.</p> <p>(b) 3 of the above</p> <p>(c) 2 of the above</p> <p>(d) 1 of the above</p> <p>(e) None of the above</p> <p><b>Response : 2 of the above</b></p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>Name of the capacity building and skills enhancement initiatives</li> <li>Year of implementation</li> <li>No. of students enrolled</li> <li>Name of the agencies involved with contact details</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Link to the institution website, if any.</li> <li>Details of capability building and skill enhancement initiatives.</li> </ul>					
5.1.4	<p><b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b></p>					
5.1.4.1	No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years					
	<b>Year</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<b>Number</b>	NA	NA	NA	NA	NA

	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the scheme</li> <li>• No. of students who have passed in the competitive examination</li> <li>• No. of students placed</li> </ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{No. of students benefited by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• No. of students benefitted by guidance for competitive examinations and career counseling during the last five years.</li> </ul>
5.1.5	<p><b>The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.</b></p> <ol style="list-style-type: none"> <li>(1) Implementation of guidelines for statutory/regulatory bodies.</li> <li>(2) Organization wide awareness and undertakings on policies with zero tolerance</li> <li>(3) Mechanism for submission of online/offline students' grievances</li> <li>(4) Timely redressal of the grievances through appropriate committees</li> </ol>
	<p><b>Options:</b></p> <ol style="list-style-type: none"> <li>(A) All of the above</li> <li>(B) 3 of the above</li> <li>(C) 2 of the above</li> <li>(D) 1 of the above</li> <li>(E) None of the above</li> </ol> <p><b>Response: 1 of the above</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.</li> <li>• Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.</li> <li>• Any additional information.</li> </ul>

## Key Indicator 5.2 Students' Progression

Item No.	Particulars					
5.2.1	<b>Average percentage of placement of outgoing students during the last five years</b>					
5.2.1.1	No. of outgoing students placed year wise during the last five years					
	<b>Year</b>	2017-2019	2019-2021	2020-2022	2021-2023	2022-2024
	<b>Number</b>	NA	1	4	1	7
<p>Data requirement for last five years</p> <ul style="list-style-type: none"> <li>Name of the employer with contact details</li> <li>No. of students placed</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of outgoing students placed} \times 100}{\text{No. of outgoing students}}$ $= \frac{13 \times 100}{90}$ $= 14.44$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ $= \frac{86.76}{5}$ $= 17.352$ <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Self attested list of students placed, during last five years.</li> <li>Any additional information.</li> </ul>						
5.2.2	<b>Average percentage of students progressing to higher education during the last five years</b>					
5.2.2.1	No. of outgoing students" progression to higher education					

Data requirement:

No. of students proceeding from

- UG to PG:
- PG to M. Phil:
- PG to PhD:
- M. Phil to Ph.D.:
- Ph. D. to Post Doctoral:

Formula:

$$\text{Percentage per year} = \frac{\text{No. of outgoing students progressing to higher education}}{\text{Total No. of final year students}} \times 100$$

**Attach as Annexure(s)**

- Supporting data of students/alumni.
- Any additional information.
- Details of student progression to higher education

**5.2.3 Average percentage of students qualifying in State/National/International level examinations during the last five years**  
(e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)

5.2.3.1	No. of students qualifying in State/National/International level examinations (e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations) year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	NA	NA	NA	NA	NA
5.2.3.2	No. of students appearing in State/National/International level examinations (e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations) year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	NA	NA	NA	NA	NA

Data Requirement for last five years:

No. of students selected to

- JAM
- NET
- SLET
- GATE
- GMAT
- CAT
- GPAT
- GRE
- TOEFL
- Civil Services
- State Government examinations

Formula:

Percentage per year =  $\frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}} \times 100$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Attach as Annexure(s)**

- Supporting data for the same.
- Any additional information.
- List of students qualifying in State/National/International level examinations during the last five years

### Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars					
5.3.1	<b>No. 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.</b>					
5.3.1.1	No. of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level (award for a team event should be counted as one) year wise during the last five years.					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	NA	NA	NA	NA	NA
Data requirement for last five years: <ul style="list-style-type: none"> <li>Name of the award/medal</li> <li>University/State/National/International</li> <li>Sports/Culture</li> </ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>E-copies/hard copies of award letters and certificates.</li> <li>Any additional information.</li> <li>List of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level during the last five years.</li> </ul>						
5.3.2	<b>Institutions facilitates students' representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms)</b>					
	NA					
	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>					
5.3.3	<b>Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions)</b>					
5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	2	NA	4	5	6
Data requirement for last five years: <ul style="list-style-type: none"> <li>List of events/competitions</li> </ul> Formula: $= \frac{17}{5}$ $= 3.4$						



**Attach as Annexure(s)**

- Report of the event.
- Any additional information.
- List of sports and cultural events/competitions in which students of the institution participated during the last five years.

### Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?</b></p> <p>No any financial support services provides by registered alumni association.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>
5.4.2	<p><b>Alumni contribution during the last five years (INR in lakhs)</b></p> <p><b>Options: NA</b></p> <p>(A) <math>\geq 5</math> lakhs            (B) 4 lakhs – 5 lakhs            (C) 3 lakhs – 4 lakhs            (D) 1 lakh - 3 lakhs            (E) <math>\leq 1</math> lakhs</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Alumni association/Name of the alumni</li> <li>Quantum of contribution</li> <li>Audited statement of account of the institution reflecting the receipts</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>

**Criterion 6-Governance, Leadership and Management**  
**Key Indicator 6.1 Institutional Vision and Leadership**

Item No.	Particulars
6.1.1	<p><b>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</b></p> <p><b><u>Vision:</u></b></p> <ul style="list-style-type: none"> <li>• Encouraging learners to participate in community engagement &amp; service for their required exposure to the socio-economic issues so that theoretical learning can be supplemented by actual life experience to generate solutions to real - life problems</li> <li>• To develop &amp; sustain a genuine realistic placement system with assured high yield</li> <li>• Proactive faculty involvement for generating potentiality among the learners to self-reliance for procuring skills to get adapted with practical, professional &amp; procedural knowledge.</li> </ul> <p><b><u>Mission:</u></b></p> <ul style="list-style-type: none"> <li>• Ensuring holistic &amp; multidisciplinary Learning Management System to cultivate and integrate key capacities so as to have a procedural blend with capacity to progress in rigorous specialization in various fields.</li> <li>• A ragging free campus environment that allows the fresher's to enjoy the pleasure of socializing &amp; widening their horizon without fear.</li> <li>• To focus on soft skills training leading to personality development that enhances the employ ability of the students to &amp; to open up as many avenues as possible for application oriented learning, R&amp;D and industry interaction in order to ensure direct absorption of students into industry</li> <li>• Update the curriculum regularly; add new domain specific courses to meet the needs of society by providing entrepreneurship opportunities &amp; flexible options to students.</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>

6.1.2	<p><b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b></p> <p>Response :NA</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
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## Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<p><b>The institutional strategic/perspective plan is effectively deployed</b> Response : NA</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Strategic plan and deployment documents on the website.</li> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
6.2.2	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.</b></p> <p>Institution holds a well-organized tiered structure to upkeep any administrative proceedings that are vibrant and trustworthy with its commitments and can support operative resolution making. Institution endorses intelligibility in organizational structure to execute progressions that are dependable with effective resolution. The well-defined organization structure directed by Governing Council and is instituted as per the by-laws of concerned authority. Principal is the Head of the Institution and administers all academic and allied divisions. Principal also holds the responsibilities of Student affairs. Under the guidance of Principal there are three other Academics and Autonomous. The Institute has established various committees at institute and department level for the effective functioning of the organization. Few major committees are listed below:</p> <ol style="list-style-type: none"> <li>1. Academic Council</li> <li>2. Finance Committee</li> <li>3. Programme Assessment Committee</li> <li>4. Planning and Monitoring Board</li> <li>5. Anti-Ragging Committee</li> <li>6. Internal Quality Assurance Cell</li> <li>7. Academic and Administrative Audit Committee</li> <li>8. Library Advisory Committee</li> <li>9. Grievance Redressal Committee</li> </ol> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Link to Organogram of the Institution website, if any.</li> <li>• Paste link for additional information, if any.</li> </ul>

6.2.3	<p><b>Implementation of e-governance in areas of operation</b></p> <ol style="list-style-type: none"> <li>(1) Administration</li> <li>(2) Finance and Accounts</li> <li>(3) Student Admission and Support</li> <li>(4) Examination</li> </ol> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>(A) All of the above</li> <li>(B) 3 of the above</li> <li>(C) 2 of the above</li> <li>(D) 1 of the above</li> <li>(E) None of the above</li> </ol> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Areas of e-governance Administration Finance and Accounts Students Admission and Support Examination</li> <li>• Name of the Vendor with contact details</li> <li>• Year of implementation</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• ERP (Enterprise Resource Planning) Document.</li> <li>• Screen shots of user interfaces</li> <li>• Any additional information</li> <li>• Details of implementation of e-governance in areas of operation, Administration etc.</li> </ul>
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### Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars					
6.3.1	<b>The institution has effective welfare measures for teaching and non-teaching staff.</b>  Provide the list of existing welfare measures for teaching and non-teaching staff 100-150 words.  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>					
6.3.2	<b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b>					
6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	NA	NA	NA	NA	NA
Data requirement for last five years: <ul style="list-style-type: none"> <li>Name of the teachers</li> <li>Name of conference/workshop attended for which financial support provided.</li> <li>Name of the professional body for which membership fee is provided</li> </ul> Formula: Percentage per year = $\frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100$  Average percentage = $\frac{\sum \text{Percentage per year}}{5}$  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of teachers provided with financial support to attend conference, workshops etc. during the last five years.</li> </ul>						
6.3.3	<b>Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year</b>					
6.3.3.1	Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	NA	NA	NA	NA	NA

	Data requirement for the last five years: <ul style="list-style-type: none"><li>Title of the professional development programme organized for teaching staff.</li><li>Title of the administrative training programme organized for non-teaching staff</li><li>Dates (From-to)</li></ul>					
	<p>Formula: <del>Average per year = Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years</del></p> <p>5</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.</li></ul>					
6.3.4	<p><b>Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years</b> (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)</p>					
6.3.4.1	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	NA	NA	NA	1	1
	Data requirement for the last five years: <ul style="list-style-type: none"><li>No. of teachers</li><li>Title of the programme</li><li>Duration (from-to)</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Details of teachers attending professional development programmes during the last five years.</li><li>Any additional information.</li></ul>					
6.3.5	<p><b>Institution's Performance Appraisal System for teaching and non-teaching staff</b></p> <p><b>Response :NA</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Paste link for additional information, if any.</li></ul>					



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## Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars						
6.4.1	<b>Institution conducts internal and external financial audits regularly</b>						
	<p>The institute has the budgetary control system to monitor the effective and efficient use of financial resources. Financial committee headed by the principal and representations of the management, teaching staff and administrative staff will be sought budgetary requirements from various departments and cells. The finance committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the institution. The institute regularly follows internal and external financial audit system. The institutional accounts are audited regularly by both internal and statutory audits. Qualified internal auditors have been permanently appointed and a team of staff under them verify all vouchers of the transactions that are carried out in each financial year</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li></ul>						
6.4.2	<b>Funds/Grants received from non-government bodies, individuals, philanthropies during the last five years (Not covered in Criterion III)</b>						
	6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropies year wise during the last five years (INR in lakhs)					
		<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		<b>INR in lakhs</b>	NA	NA	NA	NA	NA
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"><li>Name of the non-government bodies, individuals, Philanthropies</li><li>Funds/grants received</li></ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Annual statements of accounts.</li><li>Details of funds/grants received from the non-government bodies, individuals, Philanthropies during the last five years.</li><li>Any additional information.</li></ul>						
6.4.3	<b>Institutional strategies for mobilization of funds and the optimal utilization of resources</b>						
<p>The College keeps an eye on resource mobilization and financial management. The planning and distribution of financial resources are done according to established protocols. The organization has created plans for allocating funds.</p> <p>Administration of the organization's finances. Regular internal and external audits are conducted to examine the institution's revenue and expenses. At least twice a year, the</p>							

university's finance committee convenes to discuss the institution's financial condition and planning. The university's strategic plan supports financial resource management by establishing endowment assets, using financial best practices in resource deployment, and utilizing highly functional information technology infrastructure to make innovative and efficient use of resources.

The university oversees the mobilization of resources and financial management. Financial resource allocation and planning are done according to recognized protocols. In order to ensure openness and mobilize resources, the organization has created financial administration of the organization. Internal and external audits of the institution's revenue and expenses are conducted on a regular basis.

**Attach as Annexure(s)**

- Any additional information.

**Criterion 7 – Institutional Values and Best Practices**  
**Key Indicator-7.1 Institutional Values and Social Responsibilities**

Item No.	Particulars										
7.1.1	<p><b>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</b></p> <p>NA</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of               <ul style="list-style-type: none"> <li>(a) Safety and security</li> <li>(b) Counselling</li> <li>(c) Common Rooms</li> <li>(d) Day care center for young children</li> <li>(e) Any other relevant information</li> </ul> </li> </ul>										
	<b>Environmental Consciousness and Sustainability</b>										
7.1.2	<p><b>The institution has facilities for alternate sources of energy and energy conservation measures</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">(1) Solar energy</td><td style="width: 20%; text-align: center;"><input type="text"/></td></tr> <tr> <td>(2) Biogas Plant</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(3) Wheeling to the Grid</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(4) Sensor-based energy conservation</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(5) Use of LED bulbs/power efficient equipment</td><td style="text-align: center;"><input type="text"/></td></tr> </table> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	(1) Solar energy	<input type="text"/>	(2) Biogas Plant	<input type="text"/>	(3) Wheeling to the Grid	<input type="text"/>	(4) Sensor-based energy conservation	<input type="text"/>	(5) Use of LED bulbs/power efficient equipment	<input type="text"/>
(1) Solar energy	<input type="text"/>										
(2) Biogas Plant	<input type="text"/>										
(3) Wheeling to the Grid	<input type="text"/>										
(4) Sensor-based energy conservation	<input type="text"/>										
(5) Use of LED bulbs/power efficient equipment	<input type="text"/>										
7.1.3	<p><b>Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geo-tagged photographs of the facilities.</li> <li>• Any other relevant information.</li> </ul>										

7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>Rain water harvesting</p> <p>(1) Borewell/Open well recharge <input type="text"/></p> <p>(2) Construction of tanks and bunds <input type="text"/></p> <p>(3) Waste water recycling <input type="text"/></p> <p>(4) Maintenance of water bodies and distribution system in the campus <input type="text"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.5	<p><b>Green campus initiatives include:</b></p> <p>(1) Restricted entry of automobiles <input type="text"/></p> <p>(2) Battery-powered vehicles <input type="text"/></p> <p>(3) Pedestrian-friendly pathways <input type="text"/></p> <p>(4) Ban on the use of plastics <input type="text"/></p> <p>(5) Landscaping with trees and plants <input type="text"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <p>(1) Green audit <input type="text"/></p> <p>(2) Energy audit <input type="text"/></p> <p>(3) Environment audit <input type="text"/></p> <p>(4) Clean and green campus recognitions/awards <input type="text"/></p> <p>(5) Beyond the campus environmental promotion activities <input type="text"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits.</li> <li>• Any other relevant information.</li> </ul>
7.1.7	<p><b>The institution has disabled-friendly, barrier free environment</b></p> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms <input type="text"/></li> <li>• Disabled-friendly washrooms <input type="text"/></li> <li>• Signage including tactile path, lights, display bards and signposts <input type="text"/></li> <li>• Assertive technology and facilities for persons with disabilities <input type="text"/></li> </ul>

	<p>(<i>Divyangjan</i>) accessible website, screen-reading software, Mechanized equipment</p> <ul style="list-style-type: none"> <li>Provision for enquiry and information: Human assistant, reader, <input type="checkbox"/> Scribe, soft copies of reading material, screen reading</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Geo-tagged photographs/videos of the facilities.</li> <li>Any other relevant information.</li> </ul>
	<b>Inclusion and Situatedness</b>
7.1.8	<p><b>Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words)</b></p> <p>To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.</p> <p>The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, path, plantation, Women's day, Yoga day, ration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)</p> <ul style="list-style-type: none"> <li>Any other relevant information.</li> </ul>
	<b>Human Values and Professional Ethics</b>

7.1.9	<p><b>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b></p> <p>We believe in giving holistic all round education to the students. And sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary educations given at the institute through various means. Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. Many of the subjects offered have topics which sensitize the students about the constitutional obligations. The University has introduced a compulsory paper on the Constitution of India at Degree level across all engineering disciplines to create awareness and sensitizing the students and employees to constitution obligation .As a part of strengthening the democratic values. Also, all students take a course on Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, and global environmental concerns etc . Every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.</p> <p>Provide Web Link to: (if any)</p> <ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students into responsible citizens.</li> <li>• Any other relevant information.</li> </ul>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</b></p> <p>(1) The code of Conduct is displayed on the website: Yes  (2) There is a committee to monitor adherence to the Code of Conduct: Yes  (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes  (4) Annual awareness programmes on Code on Conduct are organized: Yes</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Code of ethics</li> <li>• Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims.</li> <li>• Any other relevant information</li> </ul>

7.1.11	<p><b>Institution celebrates/organizes National and International commemorative days, events and festivals</b></p> <p>The college believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in a student. The College makes tremendous efforts in celebrating the national and international days, events and festivals throughout the year. There are several cultural events are organized by the institution time to time for example festivals.</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual report of the celebrations and commemorative events for the last five days.</li> <li>• Geotagged photographs of some of the events.</li> <li>• Any other relevant information.</li> </ul>
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## Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<p><b>Describe two best practices successfully implemented by the Institution</b></p> <p>Two best practices are followed by the institution are as following:</p> <ol style="list-style-type: none"> <li>1. Mentor system Goal</li> <li>2. National Social Services Best Practices</li> </ol> <p><b><u>1. Mentor system Goal</u></b></p> <ul style="list-style-type: none"> <li>• Continuous monitoring of student performance.</li> <li>• To maintain discipline in the college.</li> <li>• To give individual attention to the students and help them to develop homely feeling about the college</li> <li>• To ensure healthy relationship between the students, teachers and non-teaching staffs.</li> <li>• To provide support, guidance and encouragement for the all-round development of the students.</li> <li>• Student counseling and redressing their grievances.</li> </ul> <p><b><u>Practice:</u></b></p> <p>Groups of 15 students each are made and a teacher is allocated to each group as a mentor. Counseling sessions are held to redress their grievances and interaction with their parents is also made if necessary.</p> <p><b><u>2. National Social Services Best Practices</u></b></p> <p>All the citizens of India have the responsibility towards the holistic development of the society. Therefore, to address this issue, various initiatives have been undertaken by the college towards the training of the overall growth of the students.</p> <ul style="list-style-type: none"> <li>• Directing Youths exuberance towards social responsibility.</li> <li>• The sense of social responsibility amongst the youth</li> </ul> <ul style="list-style-type: none"> <li>• Best practices in the Institutional website</li> <li>• Any other relevant information</li> </ul>

**Note:**

### **Format for presentation of best practices**

1. **Title of the Practice:** This title should capture the keywords that describe the practice.
2. **Objectives of the Practice:** What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100-150 words)

3. **The Context:** What were the contextual features and/or challenging issues that needed to be addressed in designing and implementing this practice? (in about 100-150 words)

**SSR Proforma to be submitted by Affiliated Institutions**

**PART II**

**Standard Operating Procedure (SOP)**

**For the year:**

**Name & address of the College/Institution:**

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

- (a) Academic Council/BoS of Affiliating University or the Institution.
- (b) Setting of question papers for UG/PG programs.
- (c) Design and Development of Curriculum for Add on/certificate/Diploma Courses
- (d) Assessment/evaluation process of the Affiliating University.

**Options:**

- A. All of the above.
- B. Any three of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.1 Number of Add on/Certificate Programs offered during the last five years (Human Values/Yoga/NCC/NSS etc.)

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

1.3 Average percentage of courses that include experiential learning through project work/field work/internship during the last five years.

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

1.5 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders:-

- (a) Students
- (b) Teachers
- (c) Employers
- (d) Alumni

**Options:**

- A. All of the above.

B. Any three of the above.

- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.6 Feedback process of the Institution may be classified as follows:-

**Options:-**

- A. Feedback collected, analysed and action taken and feedback available on website.
- B. Feedback collected, analysed and action has been taken.
- C. Feedback collected and analysed.
- D. Feedback collected
- E. Feedback not collected.

2.0 Average Enrolment percentage (Average of last five years)

2.1 Students-Full time teacher ratio (Data for the latest completed academic year).

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

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

2.4 Average percentage of full time teachers with Ph.D./D.Sc./Dl. Litt. during the last five years (consider only highest degree for count).

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

2.7 Average pass percentage of students during the last five years (branch wise).

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

3.1 Percentage of departments having Research projects funded by government and non-government agencies during the last five years.

3.2 Number of seminars/conference/workshops conducted by the institution during the last five years.

3.3 Number of papers published per teacher in the Journals notified on IEEE, Science Direct, Web of Science, UGC-Care and Scopus during the last five years.

3.4 Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during the last five years (with verifiable ISSN, ISBN).

3.5 Number of awards and recognitions received for extension activities from government/government recognized bodies during the last five years.

3.6 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years.

- 3.7 Average percentage of students participating in extension activities at 23 above during the last five years.

- 3.8 The institution has several collaboration/linkages with industry/institution for Faculty exchange and student placement, internship etc.
- 3.9 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years.
- 3.10 Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.
- 4.0 Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs).
- 4.1 The institution has subscription for the following e-resources:-
- (a) e-journals
  - (b) e-Shodhsindhu
  - (c) Shodhganga Membership
  - (d) E-books
  - (e) Databases
  - (f) Remote access

**Options:**

- A. Any 4 or more of the above.
  - B. Any 3 of the above.
  - C. Any 2 of the above.
  - D. Any 1 of the above.
  - E. None of the above.
- 4.2 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs).
- 4.3 Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)
- 4.4 Student-Computer ratio (Data for the latest completed academic year).
- 4.5 Bandwidth of internet connection in the Institution

**Options:-**

- A 10 GBPS
  - B 1 GBPS
  - C 750 MBPS
  - D 500 MBPS
  - E) Others (specify)
- 4.6 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs).
- 5.0 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years.
- 5.1 Average percentage of students benefited by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years.

5.2 Capacity building and skill enhancement initiatives taken by the institution include the following:-



- (a) Soft skills
- (b) Language and communication skills
- (c) Life skills (Yoga, physical fitness, health and hygiene)
- (d) ICT/computing skills

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

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

5.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases:-

- (a) Implementation of guidelines of statutory /regulatory bodies.
- (b) Organisation wide awareness and undertakings on policies with zero tolerance.
- (c) Mechanisms for submission of online/offline students' grievances.
- (d) Timely redressal of the grievances through appropriate committees

**Options:**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

5.5 Average percentage of placement of outgoing students during the last five years with average salary.

5.6 Average percentage of students progressing to higher education during the last five years.

5.7 Average percentage of students qualifying in State/National/International level examinations during the last five years (eg: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)

5.8 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.

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

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

**Options:**

- A  $\geq 5$  lakhs
- B 4 Lakhs-5 lakhs

- C 3 lakhs-4 lakhs
- D 1 lakhs-3 lakhs
- E  $\leq 1$  lakhs

6.0 Implementation of e-governance in areas of operation

- (a) Administration
- (b) Finance and Accounts
- (c) Student Admission and Support
- (d) Examination

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

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

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

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

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

6.5 Quality assurance initiatives of the institution include:

- (a) Participated in NAAC with grade obtained.
- (b) Collaborative quality initiatives with other institution (s).
- (c) Participation in NIRF.
- (d) Any other quality audit recognized by State, National or International Agencies (ISO Certification, NBA), list of branch with NBA grading.

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

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

- (a) Solar energy
- (b) Biogas plant
- (c) Wheeling to the Grid
- (d) Sensor-based energy conservation
- (e) Use of LED bulbs/power efficient equipment

7.1 Water conservation facilities available in the institution

- (a) Rain water harvesting.
- (b) Borewell/Open well recharge

- (c) Construction of tanks and bunds
- (d) Waste water recycling .
- (e) Maintenance of water bodies and distribution system in the Campus

7.2 Green campus initiatives include:

- (a) Restricted entry of automobiles
- (b) Battery-powered vehicles
- (c) Pedestrian-friendly pathways
- (d) Ban on the use of plastics
- (e) Landscaping with trees and plants

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

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions/awards
- Beyond the campus environmental promotion activities

7.4 The Institution has disabled-friendly barrier free environment

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

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

- (a) The Code of Conduct is displayed on the Website.
- (b) There is a committee to monitor adherence to the Code of Conduct.
- (c) Institution organizes professional ethics programmes for students, teachers, administrators and other staff.
- (d) Annual awareness programmes on Code of Conduct are organized.

**Academic Audit of Affiliated Institutions/Colleges**

**PEER TEAM Report**

**For Year:**

**Section-I: General Information**

Items	Information/Particulars
1. Name & Address of the Institution:	
2. Year of Establishment:	
3. Current Academic Activities at the Institution (Numbers):	
• Departments/Centers:	
• Programmes/Courses offered:	
• Permanent Faculty Members:	
• Permanent Support Staff:	
• Students:	
4. Three major features in the institutional context (As perceived by the Peer Team):	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure).	
6. Composition of the Peer Team which undertook the on-site visit:	
<b>Chairman:</b>	
<b>Member:</b>	
<b>Member:</b>	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key indicator under the respective criterion (**This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of the Institution under each criterion**)

### Criterion I – Curricular Aspects (Key Indicators in Criterion I)

<b>1.1</b>	<b>Curricular Planning and Implementation:</b>
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<b>1.1.1</b>	The institution ensures effective curriculum delivery through a well planned and documented process.
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<b>1.2</b>	<b>Academic Flexibility:</b>
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<b>1.3</b>	<b>Curriculum Enrichment:</b>
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<b>1.3.1</b>	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
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<b>1.4</b>	<b>Feedback System:</b>
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<b>Qualitative analysis of Criterion I (100 to 150 words)</b>	
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<b>Criterion 2- Teaching-Learning and Evaluation (Key Indicators in Criterion II)</b>	
<b>2.2</b>	<b>Catering to Student Diversity:</b>
<b>2.2.1</b>	The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners.
<b>2.3</b>	<b>Teaching-Learning Process:</b>
<b>2.3.1</b>	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.
<b>2.3.4</b>	Innovation and creativity in teaching-learning
<b>2.4</b>	<b>Teacher Profile and Quality:</b>
<b>2.5</b>	<b>Evaluation Process and Reforms:</b>
<b>2.5.1</b>	Reforms in Continuous Internal Evaluation (CIE) system at the institutional level
<b>2.5.2</b>	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
<b>2.5.3</b>	Mechanism to deal with examination related grievances in transparent, time-bound and efficient
<b>2.5.4</b>	The institution adheres to the academic calendar for the conduct of CIE
<b>2.6</b>	<b>Student Performance and Learning Outcomes:</b>
<b>2.6.1</b>	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students
<b>2.6.2</b>	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
<b>2.7</b>	<b>Student Satisfaction Survey:</b>

<b>Qualitative analysis of Criterion II (100 to 150 words)</b>



<b>Criterion 3- Research, Innovations and Extension (Key Indicators in Criterion III)</b>	
<b>3.1</b>	<b>Resource Mobilization for Research</b>
<b>3.2</b>	Innovation Ecosystem
<b>3.2.1</b>	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
<b>3.3</b>	<b>Research Publications and Awards</b>
<b>3.4</b>	<b>Extension Activities</b>
<b>3.4.1</b>	Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years
<b>3.5</b>	<b>Collaborations:</b>

Qualitative analysis of Criterion III (100 to 150 words)

<b>Criterion 4- Infrastructure and Learning Resources (Key Indicators in Criterion IV)</b>	
<b>4.1</b>	<b>Physical Facilities:</b>
<b>4.1.1</b>	The institution has adequate facilities for teaching-learning viz., classrooms, laboratories, computing equipment, etc
<b>4.1.2</b>	The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities
<b>4.2</b>	<b>Library as a Learning Resource:</b>
<b>4.2.1</b>	Library is automated using Integrated Library Management System (ILMS)
<b>4.2.2</b>	Collection rare books, manuscripts, special reports or any other knowledge resource for library enrichment
<b>4.3</b>	<b>IT Infrastructure:</b>
<b>4.3.1</b>	Institution frequently updates its IT facilities including Wi-Fi
<b>4.4</b>	<b>Maintenance of Campus Infrastructure:</b>
<b>4.4.2</b>	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion IV (100 to 150 words)	

<b>Criterion 5- Student Support and Progression (Key Indicators in Criterion V)</b>	
<b>5.1</b>	<b>Student Support</b>
<b>5.2</b>	<b>Student Progression</b>
<b>5.3</b>	<b>Student Participation and Activities:</b>
<b>5.3.2</b>	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
<b>5.4</b>	<b>Alumni Engagement:</b>
<b>5.4.1</b>	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion V (100 to 150 words)	



<b>Criterion 7- Institutional Values and Best Practices (Key Indicators in Criterion VII)</b>	
<b>7.1</b>	<b>Institutional Values and Social Responsibilities:</b>
	<b>Gender Equity</b>
<b>7.1.2</b>	Institution shows gender sensitivity in providing facilities such as: a) Safety and Security b) Counselling c) Common Room
	<b>Environmental consciousness and Sustainability</b>
<b>7.1.5</b>	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
<b>7.1.6</b>	Rain water harvesting structures and utilization in the campus
<b>7.1.7</b>	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian Friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
	<b>Differently abled (<i>Divyangjan</i>) friendliness</b>
	<b>Inclusion and Situatedness</b>
	<b>Human Values and Professional Ethics</b>
<b>7.1.18</b>	Institution organizes national festivals and birth/death anniversaries of the great Indian personalities.
<b>7.1.19</b>	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
<b>7.2</b>	<b>Best Practices:</b>
<b>7.2.1</b>	Describe at least two institutional best practices (as per NAAC format)
<b>7.3</b>	<b>Institutional Distinctiveness:</b>
<b>7.3.1</b>	Describe/explain the performance of the institution in one area distinctive to its vision, priority and thrust

### Qualitative analysis of Criterion VII (300 to 500 words)

<b>Section III: OVERALL ANALYSIS</b> based on <i>Institutional Challenges, Opportunities, Weaknesses &amp; Strengths (COWS)</i> <b>(100 to 150 words each)</b>	
<b>Challenges</b>	
<b>Opportunities</b>	
<b>Weaknesses</b>	
<b>Strengths</b>	

#### Section IV: *Recommendations for Quality Enhancement of the Institution*

(Please limit to ten major ones and may use telegraphic language)

**I have gone through the observation(s) of the Peer Team as mentioned in this report.**

**Signature of the Head of the Institution**  
**Name:**

Seal of the Institution



**Section V:**

Recommendation of Peer Team for consideration of Grant of Affiliation/Extension of Affiliation to the Institution (name of Institution: )  
for the year:

Please write (Recommended/Not Recommended):

Signatures of the Peer Team Members:

<b>Sr. No.</b>	<b>Name</b>		<b>Signature with date</b>
1	Prof. ....	Chairperson	
2	Prof. ....	Member	
3	Prof. ....	Member	

Place:

Date: