



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PALLAVI ENGINEERING COLLEGE

**KUNTLOOR (V), ABDULLAPURMET (M), HYDERABAD, R.R. DIST - 501505
501505**

www.pallaviengineeringcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pallavi Engineering College (PEC), formerly Nagole Institute of Technology and Science (NITS) is established in the year 2009. The college is approved by AICTE and affiliated to Jawaharlal Nehru Technological University, Hyderabad. The college is situated in the heart of the city, 5 km from Nagole metro Station. The college offers 4-year undergraduate programmes of B.Tech in Computer Science and Engineering (CSE), Data Science (DS), Cyber Security (CS), Electronics and Communication Engineering (ECE), Electrical and Electronics Engineering (EEE), Civil Engineering (CE) and Master of Business Administration (MBA). The college has a state-of-the-art infrastructure on a serene green campus. The institution is managed by the Potla Shanthi Educational Society led by Sri. Potla Nagewara Rao, the Chairman, has vast experience in running engineering colleges.

The PEC institution is currently, managed by renowned Educationalist Sri. Malka Komaraiah, Vice-Chairman has 25 years of academic excellence in managing several schools and colleges. He is the pro-chairman of Delhi Public Schools- Nacharam, Nadergole, Mahendra hills and Chairman of Pallavi model Schools situated in various parts of Hyderabad.

Pallavi Engineering College (PEC) is ISO 9001:2015 and ISO 14001:2015 certified. Pallavi group of institutions have received many laurels and awards at the National and International level for their contribution to academic excellence over 25 years and recently celebrated Silver Jubilee with the grand endeavour.

The main motto of PEC is to provide an implacable quality education firm with ethics and values for a holistic teaching/learning process.

Vision

To emerge as a global leader in imparting quality technical education emphasizing ethical values for the betterment of society.

Mission

M1: To create an excellent teaching-learning environment and inculcate the aptitude for research.

M2: To establish centres of excellence through collaborative initiatives.

M3: To empower the student community by developing creativity and innovation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution is located in a lush green, serene environment. Easy communication by Nagole Metro Station.

1. The Institution has well-qualified, experienced and dedicated faculty.
2. Well-built and excellent infrastructure with spacious labs and sports arena WI-FI enabled campus.
3. The institution is certified with ISO 9001:2015 and ISO 14001:2015.
4. The institution adopts innovative teaching-learning methodologies
5. Authorized remote centres of IIT-Bombay, IIT-Kharagpur, and NITTTR.
6. Installed with ICT tools, Centre of Excellence and CRT program for professional teaching. Various ICT tools are used in the teaching-learning process.
7. Encourage student's participation in community-based programs organized by NSS
8. Increasing social responsibility through various committees like Street Cause, Eco club and other various clubs.
9. Smooth academic administration with 43 support systems
10. The computer labs and other requirements are equipped with a 1:2 ratio.
11. Monitoring the disciplinary actions through the Anti-ragging committee, Grievance redressal and student disciplinary committee.
12. Ragging-free, plastic-free and tobacco-free campus.
13. Enriched with curricular and extracurricular activities.
14. Conduct sports meets and techno-literary cultural fests, Project Expos, national and international conferences and workshops.
15. Cultivating and promoting research activities.
16. E-learning centres for every department and establishment of SWAYAM, NPTEL local chapter
17. Maternity and Special Medical leave for the faculty.
18. Hostel accommodation with all facilities.
19. Safe and secure environment for girls' students.
20. Scholarships for merit students by the management.
21. The institution provides subsidized transportation and food for the faculty.
22. Faculty are sponsored to attend conferences.
23. Hands-on experience through industrial visits and internships.
24. PMKVY-funded training programmes.
25. Awards and cash prizes for toppers during convocation.
26. Coaching for competitive exams and campus recruitment training for placements.
27. Effective mentoring system.
28. MoUs with reputed organizations.
29. Honours and Awards received by faculty, students and the institution.
30. Decentralization through delegation of powers.

Institutional Weakness

Being an affiliated college, flexibility in the curriculum is not feasible.

1. Lack of interest among school students in taking up engineering leads to low admissions.
2. Difficulty in procuring government funding for research.
3. Low placement opportunities in core companies. Less frequency of public transportation system.
4. Less involvement of the Alumni at the institutional level.
5. Students with a vernacular rural medium background at entry level.

Institutional Opportunity

1. An alumni association is formed which acts as a boon for the student community and for improving the quality of education.
2. More entrepreneurship awareness programmes for creating awareness about start-ups
3. Plying more number of college buses apart from the public transportations.
4. Conducting student-centred practical English Language classes for all 4 years.

Institutional Challenge

1. Facing tough competition from surrounding Branded colleges.
2. Fee reimbursement makes financial constraints.
3. The affiliated university curriculum limits and constraints institutional curriculum.
4. Frequent changes in educational policies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PEC ensures effective curriculum delivery as per the guidelines rendered by Affiliating University, Jawaharlal Nehru Technological University, Hyderabad. The institute strictly adheres to the academic calendar given by the University and strengthens it with the addition of value-added courses. The execution of stated course deliverables is monitored by Heads of the Departments regularly and also verified by the Vice Principal/Principal. PEC also strives to interact with the industry and academia and utilise the interactions as inputs to design workshops/guest lectures/certificate courses that assist in bridging the gap. A major fillip has been given in shifting to a student-centric teaching methodology through the introduction of CBCS in the year 2016. A well-designed and executed induction program in the first year provides a solid platform to successfully handle the CBCS curriculum. Every student is made aware of the knowledge required through core subjects, domain-specific knowledge (professional electives) and inter-departmental knowledge (open electives). Effective curriculum delivery begins with empowering faculty who are conscious of delivering the course contents through faculty development programmes. The IQAC and Department Academic Committees (DACs) play a prominent role in assessing the impact of all methods employed in deploying learning tools to its students. Feedback about the curriculum is taken from students/faculty/employers/alumni and the identified gaps are fulfilled by appropriate bridge courses/Industrial visits/Lab experiments/guest lectures. PEC integrates equality mangling issues relevant to gender, environmental sustainability, human values and professional ethics

to

Curriculum as instructed and included by JNTUH. The main motto to integrate these subjects into the curriculum is to bring holistic development of over personality of the students in society. Industrial visits, guest lectures, internships and certificate programmes are conducted to teach the contents beyond the syllabus.

Teaching-learning and Evaluation

Students are admitted into B Tech through EAMCET being conducted by Telangana State Higher Education Council and through management seats. An effective induction programme is conducted to orient the students about the rules & regulations of the University & Institution. Bridge Courses are conducted well over the gap experienced by students in intermediate institutions. Effective and constant mentoring is done right from the first year. Each mentor is allotted 15-20 students. PEC is committed towards student's centric learning approach and does employ all kinds of approaches, and methods in these criteria. All necessary methods and techniques are encouraged by the College Academic Committee (CAC). They interact with the faculty members, students and experts in this student learning process. Each student has an independent learning style and is given the freedom and opportunity to learn accordingly. The institute incorporates innovation and creativity as the mainstay of the teaching-learning process by bringing the latest pedagogy and a blend of conventional tools and ICT into the classroom. Students are encouraged to take up internships and work on live projects that empower them with real-time understanding and functioning of the systems under study. Both faculty members and students are enthused with the idea of learning through various e-learning channels such as Swayam, NPTEL and other MOOC platforms. The academic committee monitors the syllabus coverage every week. The institution maintains two sets of question papers and four sets of objective papers for prescribed subjects. The institution maintains University standards and Bloom's Taxonomy in setting up question papers. The internal marks are thoroughly checked by the faculty, HODs, Principal/Vice-Principal and examination branch before submitting to the University. The evaluation of the total internal assessment is done by the affiliating University. 25 % of marks are internal assessment and 75% of assessment depends on semester end exam. The institution has a full-fledged examination committee which looks into student grievances at different levels. The institution handles examination-related grievances at the following two levels. Aiming effective teaching-learning process, the subject faculty prepares the course files comprising lecture notes, PowerPoint presentation content, assignment questions, question banks and a lesson plan.

Research, Innovations and Extension

A lot of thrust is put on by the institution for innovation and to cite a few examples, students have taken up interesting projects and developed the following close to products, during their projects phase, including Go-kart, E-car, water purifier, e-yantra robotics etc. An incubation centre is set up and the centre supports students with guidance and experts in shaping their ideas from the ideation to reality phase by inviting people from industry and academia. The institution has secured funding from JNTUH TEQIP III for creating entrepreneurship awareness. Water testing consultancy services have been taken up by the Chemistry Department for the benefit of the local community and schools. Recently the project expo PRAGATHI has been conducted in association with Indian Meteorological Department, Hyderabad under the guidance of the Member Secretary, Telangana State Council of Science & Technology. MoUs are signed by the Institution paving way for students to internalize the necessary knowledge acquisition in emerging technologies. Consultancy projects are being carried out in association with companies like Niraja Research and Technologies Pvt Ltd, Shalivahana Green Energy Ltd, and Truvolts Research Centre Pvt. Ltd etc. Community

engagement initiatives in the form of extension activities are an integral part of students during their study and stay on campus. The institute has student chapters associated with NGOs such as Street Cause, Lee Shreyas, and Dhruvansh and conducts social awareness events by giving a new lease of life to street children and incapable elders by teaching them means to earn and live on their own and/or joining them in orphanages and old age homes respectively. The NSS cell of PEC is effectively involved in activities like planting of saplings, health camps, awareness programmes, Green initiatives, National Day celebrations, Village adoption (Gowrelly village), school adoption (Govt. school, Kuntloor) etc. The ECO club of PEC is actively involved in pollution awareness, Swachh Bharath, Saving energy, Groundwater development, Plastic free zone, Eco-friendly Ganesha campaigns etc. The Street cause chapter of PEC organizes various programmes like road safety, providing Entrepreneurship awareness to the local community, Save Girl Child etc to empower the local community.

Infrastructure and Learning Resources

The institution has a well-furnished infrastructure as per the guidelines of AICTE and JNTUH. All the classrooms, seminar halls and auditoriums are facilitated with ICT tools for a better teaching-learning process. All the laboratories have the necessary equipment suggested by the affiliating university. The college has separate facilities for indoor as well as outdoor sports, a gymnasium and a yoga centre to equip students for appreciating the importance of sports as an integral part of their personal development. The cultural club of the institution focuses on extensive student participation in various cultural and extra-curricular activities regularly through various student clubs, with each club being guided by senior faculty members as club mentors. PEC has a central library of area 5445 sq ft with sufficient titles and volumes of textbooks, reference books, journals, periodicals, theses, project reports, encyclopaedia, and dictionaries. The NewGenLib software enhanced the process of monitoring resources and easy access to information. The digital library is well equipped with rare books and manuscripts to impart knowledge of our culture and heritage to the young generation. There are 100 rare books and 19 manuscripts in the central library. Pallavi Engineering College has a well-defined process for updating its IT facilities including Wi-Fi. The institution has established procedures and accordingly laid out guidelines for general administration. Campus maintenance is primarily categorized into distinct areas and each of them is looked after by a designated team. The AMC includes maintenance of computer systems, LCDs Generators, Air Conditioners, CCTV cameras, RO Plant and Water Purifiers.

Student Support and Progression

PEC has a Students Activity Committee (SAC) which is constituted every Academic year through the student and faculty voting System. It works as a facilitator between the students, Faculty and Management to coordinate all the extracurricular, and co-curricular activities. SAC is headed by senior faculty members to guide the students in the right direction. There are many support systems which function effectively and actively. The training and placement cell provides job-oriented training and organises campus drives. The career development cell conducts training for competitive exams and guidance for higher studies and placement. Students are encouraged to participate in co-curricular and extracurricular activities both on campus and in inter-collegiate events. Many of the students have brought laurels to the college in various competitions organised by other colleges. All religious festivals like Diwali, Sankranti, Bathukamma, Holi, Christmas, Ramzan and Janmashtami are organised by the students and celebrated with zeal. PEC provides necessary support to the Students in organizing & coordinating the events. It encourages the students to develop their leadership skills through these activities. PEC Alumni is a registered society and conducts annual meets. The alumni members who are having successful careers assist the current students by giving guest lectures, and

hands-on experiences and also donate financially and non-financially to the college.

Governance, Leadership and Management

We at PEC are committed to provide uncompromising quality education in a conducive environment through an effective teaching-learning process that transforms students into competent professionals. The institution includes an efficient with an efficient Governing council consisting of a Chairman, Vice Chairman, Principal, Vice Principal, Heads of the Department and senior faculty. The Governing council congregates a minimum of once in an academic year to confer on various aspects of the institution. GC discusses the matters and takes decisions based on the vision and mission of the institution. The hierarchical mechanism of delegating authority at the institutional level creates responsibility in every individual in the college; though the college operates independently with the help of Governing council. Institution practices decentralization and participative management at various levels of administration. At the end of each semester, recruitment is done by giving advertisements in leading newspapers. Self-appraisal and appraisal by HoDs and principal are done once a year and based on the appraisal, feedback about teaching by students, performance assessment by HoDs and Principal, and the promotion or increments given with the approval of management. Students and faculty members may present their grievances through both website portals and by dropping their suggestions/complaints in the suggestion box. The grievances are examined by the Principal/Vice-principal and corrective action is taken with the help of Grievance redressal cell members. All the departments prepare, for every academic year; recurring and nonrecurring requirements are submitted to the management through the Principal. The estimated expenditure is reviewed by the chairman, vice chairman and principal and the overall budget is prepared for the financial year. The income and expenditure statements are prepared by the accounting department of the college and the statements are submitted to the principal for verification. All the financial activities related to accounts are tallied by the software tally ERP 9. The institution maintains an ample system to audit with both internal and external auditors. In matters of internal auditing, all necessary steps are taken to tally the regular credit balance. Internal audit matters reports are preserved for further verifications.

Institutional Values and Best Practices

The institution provides 24 hours security on the campus through a contractual security agency. The campus and classrooms are monitored day and night under CC TV surveillance. The primary health centre actively rents its service to the students and faculty. Girl's students are encouraged by organising Women's day, Girl Child day, and Mother's day in which both the faculty and girls' students take part actively. Self-defence and self-confidence-building programmes are conducted for the girl students who are made aware of SHE teams and other mobile apps like Hawk Eye and SOS. Women empowerment cells organise various competitions like Skits, Poster presentations & Painting. Women faculty members with more than two years of service are given 3 months of paid maternity leave. The institution has included mentoring regularly in the timetable. Separate common rooms are available for boys and girls equipped with recreational games, a cot and other furniture. The common rooms are maintained by the housekeeping department and monitored by the faculty in charge. PEC has signed MoU with ITC – Wow (Well-being out of waste) in collaboration with GHMC, for better management of all types of waste on the campus. The college organises various eco-friendly projects and awareness programmes in Collaboration with National Green Corps. Students and staff are encouraged to use bicycles to reach the campus. The campus is surrounded by many trees and plants which create an Eco-friendly atmosphere for the faculty and students. The NSS cell and National Green Corps Eco club of the institution take all necessary steps to organize programmes related to the environment. The management spends a moderate

amount to improve the green initiatives on the campus. Haritha Haram, the state government-initiated programme is actively observed by the institution. The solar panels are fixed to compensate for power expenses. The campus is strictly maintained as a tobacco-free zone. The campus is equipped with a rainwater harvesting system which assures water during the scarcity in the garden. Staff and students actively participate in the planting of the saplings. The campus is fully covered with trees and plants which gives a pleasant atmosphere for college life.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | PALLAVI ENGINEERING COLLEGE |
| Address | Kuntloor (V), Abdullapurmet (M), Hyderabad, R.R. Dist - 501505 |
| City | Hyderabad |
| State | Telangana |
| Pin | 501505 |
| Website | www.pallaviengineeringcollege.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------|-------------------------|------------|-----|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | M Balraju | 040-29705122 | 8688652343 | - | principal@pallaviengineeringcollege.ac.in |
| IQAC / CIQA coordinator | I V Prakash | 040-29705123 | 9866777774 | - | naac@pallaviengineeringcollege.ac.in |

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

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

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-----------|---|-------------------------------|
| Telangana | Jawaharlal Nehru Technological University | View Document |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 04-12-2022 | 12 | Nil |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|--|------------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Kuntloor (V), Abdullapurmet (M), Hyderabad, R.R. Dist - 501505 | Semi-urban | 10.05 | 15643 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | Bachelor of Computer Science, Computer Science And Engineering | 48 | Intermediate | English | 132 | 127 |
| UG | Bachelor of Computer Science, Computer Science And Engineering | 48 | Intermediate | English | 66 | 65 |
| UG | Bachelor of Computer Science, Computer Science And Engineering | 48 | Intermediate | English | 66 | 62 |
| UG | BTech, Electronics And Communication Engineering | 48 | Intermediate | English | 66 | 59 |
| UG | BTech, Electrical And Electronics Engineering | 48 | Intermediate | English | 66 | 13 |
| UG | BTech, Civil Engineering | 48 | Intermediate | English | 66 | 10 |
| PG | MBA, Master Of Business Administration | 24 | UG | English | 0 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 11 | | | | 34 | | | | 93 | | | |
| Recruited | 10 | 1 | 0 | 11 | 26 | 8 | 0 | 34 | 56 | 37 | 0 | 93 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 42 |
| Recruited | 18 | 24 | 0 | 42 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 22 |
| Recruited | 12 | 10 | 0 | 22 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 10 | 1 | 0 | 6 | 4 | 0 | 0 | 1 | 0 | 22 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 20 | 4 | 0 | 56 | 36 | 0 | 116 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 258 | 0 | 0 | 0 | 258 |
| | Female | 78 | 0 | 0 | 0 | 78 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | | |
|---|--------|--------|--------|--------|--------|--|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 | |
| SC | Male | 21 | 16 | 28 | 16 | |
| | Female | 9 | 11 | 6 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 15 | 23 | 15 | 21 | |
| | Female | 2 | 4 | 3 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 98 | 80 | 73 | 125 | |
| | Female | 36 | 42 | 49 | 32 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 124 | 160 | 165 | 82 | |
| | Female | 31 | 26 | 39 | 30 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 336 | 362 | 378 | 306 | |

Institutional preparedness for NEP

| | |
|--|---|
| 1. Multidisciplinary/interdisciplinary: | Pallavi Engineering College believes in the motto "A Holistic place for technical education". PEC offers different multidisciplinary streams of engineering with the latest trending courses along with traditional course streams, according to the proposal. This illustrates the positive performance and quality academic standards and maintains teaching, Research, Employability and Innovation. PEC qualitatively emphasize research and innovation by establishing a start-up incubation centre and other comparable facilities, like P- Hub as well as multidisciplinary /interdisciplinary research in the engineering and humanities. |
| 2. Academic bank of credits (ABC): | PEC emphasizes Academic Bank of Credit is envisioned as a digital bank that stores a student's credit from any course in the due years. PEC aim to provide curriculum flexibility with interdisciplinary or multidisciplinary as add-on courses. This is a key tool for facilitating multidisciplinary and comprehensive education, as mentioned in NEP to ensure many entry and departure points into and out of higher education. |
| 3. Skill development: | According to a prominent job portal site, key skills by an organization are motivation, innovativeness, community skills, critical thinking and proper interpersonal communication. PEC emphasis with placement and IIC centres to improve the skills of the students and the faculties. Skill development courses are regularly conducted at college for the benefit of the students and the faculties following the norms o national education policy. Proper training is provided to the students through the foundation courses, which include communication skills, and IT-Enhanced skills. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | PEC provides the course to provide undergraduates with proper guidance on the history, culture and philosophy of India. PEC also introduces the main themes and debates related to that history and also intended to manage with the basic skills including Group learning and group work, culture, seminar presentation and writing of essays. PEC also supports NPTEL courses through online mode to the benefit of students and faculties to enhance their technical knowledge. |
| 5. Focus on Outcome based education (OBE): | Outcome Based Education (OBE) is a student-centric |

| | |
|---|---|
| | <p>learning model that mainly focuses on measuring student performance through learning outcomes and the parameters like COs POs, PSOs and PEOs. The Mechanisms for Evaluation System based on OBE are 1. Bloom's Taxonomy is followed while designing the internal examination question papers. 2. The prepared questions are mentioned with course outcomes. 3. Questions are uniformly distributed across the syllabus (Course description). 4. Rubrics for assessment are drafted and used in Theory, Laboratory, assignments, Seminars, Mini projects, and Major projects.</p> |
| 6. Distance education/online education: | <p>PEC enables teaching for students through distributed learning, e-learning, online learning and virtual classroom. Students can go around their life skills into job-oriented courses in a short duration under the new policy, which provides the gateway to online education. PEC provides online education and vast information on subject content, Research, discovery and deliverable from across the world.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Electoral Literacy Clubs are being set up in the country to promote electoral literacy in all age groups of Indian citizens through engaging and interesting activities and hands-on experience but in a political, neutral and non-partisan manner. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The club will have all students of all semesters as its members. The following sections will talk in detail about how the ELC will be set up, who will be its participants, and convener, where and how it will be conducted and what activities it will include. I. To educate the target population about voter registration, the electoral process and related matters through hands-on experience; II. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs; III. To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner; IV. To harness the</p> |
|--|--|

| | |
|---|---|
| | <p>potential of ELC members for carrying electoral literacy in communities; V. To facilitate voter registration for its eligible members who are not yet registered VI. To develop a culture of electoral participation and maximize informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>The club will have students as its members. One can become a member by registering herself/himself at the beginning of the academic year. After registration, one is recognized as a member till the completion of her/his graduation course. Faculty of the Political Science Department or faculty Teaching the Indian Constitution subject will act as the Nodal Officers for the ELC. They will also act as Mentors for the respective ELC. The teachers with election duty experience should be given preference for this work. Their job content will focus on: I. Promoting and supervising Club Enrollment. II. Supervising the election and formation of the Executive Committee of ELC. III. Coordinating between the District Election Officer and the ELC for the exchange of resources, information etc. IV. Attempt to generate new resources and forward the same to the District Election Officer. V. Guiding and supervising the development of the calendar of activities for the year by the Executive Council. The nodal officer will be free to engage the Executive Committee Members in the operations of the ELC</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>One or Two Festive Event is organized by the ELC members in the odd semester. The students have the choice of making this event open to all city colleges or organising it exclusively for their own college students. The Festival/ Mahotsav will bring student participants together from all college societies to organize an array of events. A few event suggestions are including Graffiti, Posters, Woodcuts/ Lithography contests, and College/University ELCs can leverage Inter/Intra- College Art Contests as an interactive medium to</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>Documentaries are Conducted in collaboration with the Photography Society and Film Society of the college/ university, and movies, where the images convey vivid messages and help to generate awareness and build salience for viewers about the subject under consideration i.e. electoral processes,</p> |

| | |
|--|---|
| | <p>elections, democracies, citizens' rights and duties. They act as persuasive instruments, which, if employed effectively could aid in behaviour change. Subjects/Themes of the Short Film Making Contest and the Photography Contest would be declared in advance by the ELC Board in conferment with the general students of the college/university. Similarly, the list of films to be showcased can be sourced based on recommendations from the student populace of the institution. A follow-up, study and analysis session, and post-screening can be convened by the ELC.</p> <p>Regular Activity: Social Media-Based Activities The ELC in college is expected to have its own dedicated Social Media handles (Facebook, Twitter, Instagram and such). ELCs will regularly hold activities/contests on this page and also try to reach out to audiences with messages of voter awareness. Some suggested activities are – Logo Designing Tagline Writing, Poster Making, GIF Making, Blog Writing, and Poll Reporting. ELC members will prepare a short video reporting the proceeding from their nearest polling station if there is an election being held in their constituency and post it on their social media handles.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The club will have students as its members. One can become a member by registering herself/himself at the beginning of the academic year. After registration, one is recognized as a member till the completion of her/his graduation course.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1349 | 1176 | 1024 | 892 | 838 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2 Teachers

2.1

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

Response: 244

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138 | 128 | 139 | 142 | 145 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 337.6 | 188.2 | 279.1 | 223.9 | 282.4 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- *An effective curriculum delivery process is maintained in the organization as per the road map to facilitate the students for academic excellence to get placements or to pursue higher studies.*

1. PEC ensures effective curriculum delivery as per the guidelines rendered by Affiliating University, JNTU Hyderabad.
2. Before the commencement of the ensuing upcoming semester, the Department of Academic Committee collects the subject preferences from the faculty members.
3. The faculty member prepares lecture notes along with Lesson plans/PPTs/Quizzes and Video-lectures, as required for the effective delivery of the course.
4. The student attendance and syllabus completion status are monitored by the HoDs and the Principal. Necessary follow-up action is initiated for the timely completion of the syllabus.
5. Corrective measures are taken to full fill any course delivery gaps that arise between expected and actual lines of delivery through an appropriate feedback mechanism.
6. PEC also strives to impart all the inputs learned through Institute and Industry interaction to design workshops/guest lectures/certificate courses that assist in bridging the gap.
7. A major change in the teaching-learning method is observed in a student-centric which through the introduction of CBCS in the year 2016. A well-designed and executed induction program in the first year provides a solid platform to handle the CBCS curriculum successfully.
8. An effective curriculum Lecture delivery is initiated by empowering faculty with conscious course content through PPT/ICT tools.
9. The IQAC and DACs play a prominent role in assessing the impact of all methods used in deploying learning tools.
10. Feedback about the curriculum is taken from students/faculty/employers/alumni and the identified gaps are fulfilled by appropriate bridge courses/Industrial visits/Lab experiments/guest lectures.

- *The following mechanisms for effective curriculum delivery are currently followed at the PEC:*

1. At the start of each Academic session, Departmental meetings are held where subjects and/or topics are allotted to the concern teachers.
2. The no.of classes for each topic is determined by the syllabus and the number of credits awarded to each topic/group/paper, among other factors.
3. For each year/semester, the college administration gives a well-designed weekly Routine / Schedule / timetable for UG classes.
4. Lectures are prepared by teachers based on the assigned curriculum and available classes.
5. PEC has a large central library with an open access system, as well as various departmental libraries for the benefit of students. Our college subscribes to a large number of journals.
6. Our college has joined the NPTEL Local Chapter, which provides students with online access to e-learning Courses in video format for a variety of fields.

◦ *Various classroom teaching methods based on the needs of different subjects, such as:*

1. Chalk and talk with the blackboard method are regularly used for effective curriculum delivery.
2. An ICT-enabled teaching-learning approach.
3. Group discussions, Curriculum-related micro-teaching, and seminars are conducted for the students during class hours.
4. Students are provided with relevant equipment or software for their practical classes as per the university norm.
5. The departments carry out required survey programs, fieldwork, and educational tours.
6. Project work and dissertations are guided to complete their degrees.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 63

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 85.24

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1128 | 972 | 859 | 842 | 699 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

Yes, Institution has integrated crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum

The current curriculum includes topics such as Gender equality, Environmental consciousness and sustainability, Human Values, and Professional Ethics. Final year students are encouraged to take up projects based on interdisciplinary issues viz. Green energy, Robotics, IOT, Digital Manufacturing, etc.

Equal opportunities are given to both genders in terms of admissions, employment, training programs, sports activities, etc., without any gender bias.

The college supports women faculty and girl students in many aspects to participate in events focusing on women's empowerment and promoting leadership qualities in women.

Women's day is celebrated with vigor at the PEC campus. Each year, two best girl students are selected from each department and are awarded by prize-winning.

Girls and boys participate in various co-curricular activities such as paper presentations, group discussions, technical quiz programs, and games and sports. Students participated in various clubs associated with academic, co-curricular, and extracurricular activities.

Students have a compulsory course on Environmental Science and Engineering. Topics related to these issues are taken up for quizzes and debates during the National Science Day, Earth Day celebration, and the Independence Day function.

Students are taken for industrial visits like effluent and water treatment plants and places that will educate them on environmental issues. Awareness programs are also initiated by NSS, Tree Plantation, and Environment Club which extensively carry out activities for environmental protection and ecological preservation.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

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

Response: 56.93

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

Response: 768

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 83.9

2.1.1.1 Number of students admitted year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 480 | 362 | 378 | 306 | 387 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 480 | 420 | 420 | 420 | 540 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 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)

Response: 89.9

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 210 | 170 | 179 | 177 | 208 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 210 | 210 | 210 | 210 | 210 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.2 Student Teacher Ratio

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

Response: 9.78

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

Pallavi Engineering College is committed towards student's centric learning approach and does employ all kinds of approaches, and methods in these criteria. All necessary methods and techniques are encouraged by the CAC. They interact with the faculty members, students and experts in this student learning process. Each student has an independent learning style and is given the freedom and opportunity to learn accordingly.

1. Experiential Learning: In this student learning process, a student is exposed to real-time learning scenarios like lab experiments specific to their subjects, and domain-specific and platform-based learning. They interact with the senior faculty members, faculty concerned with teaching the specific subject, peer learning via brainstorming, and interactions with the experts. Students are encouraged to do internships with various domain-specific organizations, which include government bodies, private firms and start-ups. Students take up the mini project in the third year and the major project in the final year They are also encouraged to attend workshops and industrial visits.

2. Participative Learning: This style of learning is democratic and gives ample space for each student to participate individually and in groups by forming a team. Students are encouraged to make poster presentations, and PowerPoint presentations Debates are organized for all students, wherein they are encouraged to take up any latest topics related to human issues which could be solved by the application of engineering concepts. Role Plays are conducted to motivate students and to create awareness about different people, their perspectives and circumstances in real-world scenarios. Students either organize Tech Fest on the college premises or go out to participate in various colleges. They compete with their peers in healthy and progressive participation and at times win prizes in

tech fests. Quiz competitions are conducted within the departments and at the college level. They attend seminars related to various core, allied and multidisciplinary topics. They attend national and international conferences along with the faculty members and present papers.

3. Problem Solving: These learning skills by students are critical and crucial to learning from real-time scenarios and problems. Students are given case studies according to their interests and learning skills. They know by trial and error methods in this learning strategy. Students are involved to build and gaining insights into their learning process. Difference reduction strategies, Means and Analysis, Z to A approach, Algorithm and Heuristics charts are used to solve the problems.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138 | 128 | 139 | 142 | 145 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

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

Response: 10.12

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 14 | 16 | 9 | 7 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.5 Evaluation Process and Reforms

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

Response:

PEC is affiliated with the JNTU Hyderabad and has adopted methods of assessing the student's academic performance on continuous monitoring basis. Rules and regulations are followed in tune with norms to conduct the Continuous Internal Evaluation with transparency.

Continuous assessment in theory subjects:

As per the JNTUH regulations, 25 marks are allotted for internal assessment examinations and end-semester external examinations are conducted for 75 marks. The college conducts Mid examinations in the specified pattern consisting of Objective Questions and Descriptive questions for all the theory subjects. The Objective Question Paper (10 marks) is split into Multiple choice and fill-in-the-blank type questions. A descriptive type Question Paper (10 marks) is set by internal faculty members. Assignments given to the students carry a weightage of 5 marks. The internal marks are awarded by taking the marks from both mid-examinations and assignments.

Continuous assessment in practical subjects:

For laboratory courses, the continuous evaluation process is followed during the semester for 25 marks which are regarded as internal marks and 75 marks are allotted for the end-semester external examination. In the 25 marks for internal, 15 marks are awarded for day-to-day evaluation, to assess student performance which includes regularity, Observation book submission, procedure, calculations and graphs in terms of result, viva and promptness in the submission of records in the laboratory and 10 marks for the conduct of Internal lab examination.

The Major changes in Continuous Internal Evaluation implemented by the INSTITUTION are as below:

The Mechanisms for Evaluation Systems based on OBE are An efficient and transparent system followed at PEC in terms of dealing with internal examination-related grievances. The College Academic committee consisting of the Principal, Deans and HOD and senior faculty members prepare the academic calendar in the guideline of the JNTUH academic calendar well in advance before the commencement of the class works.

University Academic Calendar: The University officially publishes Academic Calendar for their affiliated institutions for planning and conduct of class works. The Academic Calendar Consists of Commencement Last date for a spell of Instructions, Mid Exam Schedules with submission of Marks to the University, Assignment deadlines, Practical Exam Schedule, and End semester Supplementary Exam dates for the forthcoming semester with Holidays.

Once the mid-exams are conducted immediately, The faculty evaluates the papers within three days of the conduction of the test. The evaluated answer sheets are shown to students in class and the faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester, the average marks of both the unit-test marks are displayed to the students for verification and cross-verify their marks details. If any discrepancies are reported by the students, then they are resolved by the faculty immediately. Assignments are evaluated based on the rubric which is also shared with the students.

Concerning the internal assessment of laboratories, a continuous evaluation is observed based on in place considering the regularity of the student to the lab and the quality of work in the recording and execution of experiments. Regularity and active participation in the lab work and internal tests are the twin parameters to arrive at the student's performance in the learning program.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

The evaluation process for attaining Course Outcomes takes place each semester and the evaluation process proceeds in the following way:

Theory Exam Assessment process

- After the commencement of the course, the Department will conduct two assessment tests, in accordance with the JNTUH academic calendar. Care will be taken such that the teaching of at least 2.5 units will be completed before each test. The entire exam schedule will be monitored by the exam cell.
- The Course Instructor will prepare the Question papers for the respective course and submitted to the Exam cell in advance.
- The weekly Syllabus coverage is collected to ensure the divergence in the completion of the portion.
- The Course Instructor will follow certain constraints based on the nature of the course and evaluate the performance of students as per the assessment rubrics.

- The student securing less than 50% of the marks is identified and corrective action is taken.
- The test report enables the instructor to continuously monitor the student's performance and update after each test, which helps to attain the COs of a course. The Internal marks are based on the two tests each carrying 25 marks conducted during the semester by the Department. The total marks obtained in all tests out of 50, shall be proportionately reduced to 25 marks. If any deviation is found, necessary action is taken.

Laboratory assessment process:

- To attain the laboratory course CO the completion of the Record and observation is mandatory before the next class.
- Every practical exercise/experiment shall be evaluated based on the conduct of the experiment/exercise given by the JNTUH syllabus copy.
- After the commencement of the course, the course handlers will conduct two Internal tests (25 marks) scheduled in accordance with the JNTUH academic calendar of events. On the average of two internal tests, the student-secured mark will be reduced to 25 and rounded to the nearest integer.

Project assessment process

- Project work may be allotted to a single student or to a group of students not exceeding 4 per group.
- To accomplish the art of project-based learning, accompany industrial support and enhance their knowledge of projects, project hour for final year students was introduced and the 0th review is conducted during the eighth semester.
- The internal guide will be allotted to each batch based on the domain expertise.
- Each internal guide will continuously monitor their students on a weekly basis to observe the progress of the work.
- The project guide along with Project Review Panel conducts 3 project reviews in the eighth semester as per the rubrics, which are set by the Department.
- The student should make a presentation on the progress made by him/her before the panel. The total marks obtained in the three reviews will be reduced to 50 marks and rounded to the nearest integer.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

2.6.2 Pass percentage of Students during last five years

Response: 63.05

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 204 | 114 | 164 | 102 | 56 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 260 | 261 | 273 | 145 | 76 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.99

| File Description | Document |
|---|-------------------------------|
| Upload database of all students on roll | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 24.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.8 | 9.5 | 6.2 | 4.2 | 1.5 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

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

Response:

A lot of thrusts is put on by the institution for innovation and to cite a few examples, students have taken up interesting projects and developed the following close to products, during their projects phase, including Go-kart, E-car, water purifier, e-yantra robotics etc.

The Institute truly believes in the need for an ecosystem for sustained innovation and is continuously taking initiatives to help evolve innovation from both teachers and students.

An incubation centre is set up and the centre supports students with guidance, hand-holding and expertise in shaping their ideas from the ideation to reality phase by inviting people from industry and academia.

The institute is equipped with the most sought-after reference books, theses and publications to help students dive into their research areas and in the process develop workable prototypes.

The students are supported by an R&D cell, comprising the Research coordinator and senior faculty members of all the departments.

The institution has secured funding from JNTUH TEQIP III for creating entrepreneurship awareness.

Water testing consultancy services have been taken up by the Chemistry Department for the benefit of the local community and schools.

The departments also conduct hands-on training, workshops and project exhibitions to demonstrate the new innovative ideas of the students.

The students are mandated for industrial visits and internships every year and students are encouraged to identify the processes and work towards finding better ways to process improvisation.

The following cells/committees support creating an innovative ecosystem on campus:

- **Projects and incubation centre**
- **Research & Development cell**
- **TEQIP**
- **Jalasiri, water testing lab**
- **Industry-Institution interaction cell**
- **Entrepreneurship development cell**

PEC identifies an ecosystem to share technical knowledge between the students and faculties for innovation with the incubation centre. The college builds up with R&D cell to promote research activities headed by Dean R&D. The R&D cell focuses on mini and major projects of the students along with funding agencies that are to be carried out during the study. The R&D cell conducts workshops on how to write a paper, important steps to avoid plagiarism and identifying quality journals which help the faculty and students to meet their research requirements. The event Ideathon is conducted every year irrespective of all disciplines to bring up new innovative ideas from students. The R&D cell finds various government funding agencies. and other local bodies to complete the innovative ideas into a prototype model.

Entrepreneur Development Cell (EDC) of the College targets to develop entrepreneurs to generate employment through technology and also to improve the competence of the students by providing opportunities to enhance their managerial skills and leadership qualities, to attend and participate in workshops, visit the industries to meet the global demand and new challenges to generate employment. The students are motivated to take a step forward and take up a career of self-employment and set up a small micro-enterprise as an entrepreneur. The skill set required for the development of an entrepreneur includes resources planning, manpower management, financial planning, marketing management and manufacturing expertise.

The vision of the IIC cell identifies the gap between industry and academia which provide a learning opportunity and implementation platform that cherishes students' ethical values, expertise in Science and Technology, Research interests and Social Responsibilities.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 42**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 13 | 8 | 6 | 6 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 2.53**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 142 | 209 | 90 | 81 | 95 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.99**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 51 | 43 | 63 | 39 | 45 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

Community engagement initiatives in the form of extension activities are an integral part of students during their study and stay on campus.

Faculty members and students visits schools, orphanage and underprivileged community in the vicinity of the institute, provide support and interact with them.

The institute conducts social awareness camps, medical camps, blood donation camps etc and brings the issues of empathy and preventive care to the fore.

The institute has student chapters associated with NGOs such as Street Cause, Lee Shreyus, and Dhruvansh and conducts social awareness events by giving a new lease of life to street children and incapable elders by teaching them means to earn and live on their own and/or joining them in orphanages and old age homes respectively.

The community services are rendered by students as a corporate social responsibility in a holistic approach. The services to society are rendered through various support systems of the institution.

The NSS cell of PEC is effectively involved in activities like planting of saplings, health camps, awareness programmes, Green initiatives, National Day celebrations, Village adoption(Gowrelly village), school adoption(Govt. school, Kuntloor) etc.

The ECO club of PEC is actively involved in pollution awareness, Swachh Bharath, Saving energy, Groundwater development, Plastic ban, Eco-friendly Ganesha campaign etc.

The festivities committee organizes various festival celebrations of all religions to show equity in the religion and to impart the tradition and culture of the country. Bathukamma, Diwali, Ramzan, Holi, Sankranti Raksha Bandhan, Ganesh Pooja, Christmas, and Krishna Jayanthi are some of the festivals

celebrated with zeal.

The cultural club of PEC organizes various cultural activities within the campus and also in the nearby schools, orphanages and old age homes.

The Street cause chapter of PEC organizes various programmes like road safety, providing entrepreneurship awareness to the local community, Save Girl Child etc to empower the local community.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

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

Response:

Awards and recognitions received for extension activities from government/government-recognized bodies to Pallavi Engineering College for

- **Judge for the University NSS Youth Festival**
- **TASK**
- **Coordinator for University NSS Youth Festival**
- **Lake Cleaning**
- **Blood Donation**
- **Youth activities**
- **Awareness program on Kill cancer**
- **World cancer Day-Best NSS PO**
- **Haritha Haram Awards**
- **Nationwide recycling initiative of ITC - 2021 -22**
- **Nationwide recycling initiative of ITC - 2022 -23**
- **Massive Green Pledge Asian Record Book NGC ECO Club**
- **Jeevan Jyothi Voluntary Blood Centre**
- **Nasa Space Apps Challenge India 2022**
- **Launch of Hindustan Scouts and Guides 2022**
- **Membership of Hindustan Scouts and Guides 2022**
- **Indo Asian Education Excellence Award 2022**
- **Blood Donation Camp with Thalassemia & Sickle cell Society**
- **Veda Bharath National Best Service Award - 2022**
- **5k Run Grand Finale Event - ATA**
- **Youth for Seva - 2022**
- **Telangana Firefighters Run 2022**
- **Brihaspathi Rising Stars 2022**
- **Urban Primary Health Center Pulse Polio - 2022**

- ADP CABI - 2021
- Women Empowering by WHHEE

| | |
|---|-------------------------------|
| File Description | Document |
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

3.4.3 Number of extension and outreach programs conducted by the institution through 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

Response: 43

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 5 | 11 | 12 |

| | |
|---|-------------------------------|
| File Description | Document |
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.5 Collaboration

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

Response: 52

| | |
|---|-------------------------------|
| File Description | Document |
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Yes, The Institution has adequate Infrastructure and Physical Facilities viz., Classrooms, Laboratories, ICT Facilities, Cultural Activities, Gymnasium, Yoga Centre, etc.

The Management of **PALLAVI ENGINEERING COLLEGE (PEC)** is committed to providing quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement.

- The College has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, and Administrative staff), laboratory equipment, built-up place, and learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly.
- Every year, budget proposals are submitted by different departments for the purchase of new equipment for laboratories. The proposals are scrutinized and funds are sanctioned for the purchase of necessary equipment.
- The college had constructed buildings in the form of blocks such as Block-I and Block II. Each block is allotted to one or more departments depending on the floor space required by each department.
- All the classrooms and Laboratories are equipped with LCD Projectors and also contain notice boards which are used to give information regarding the daily activities of the Institution and also used to post the latest information on technology which helps students' knowledge gradation. Even students actively post any new technical information they come across from various sources.
- This campus with a state-of-the-art infrastructure comprising smart Class Rooms, Tutorials, Seminar Halls, Faculty Cabins, Conference Rooms, Dining Hall, Student Common Rooms, Sports, Gym, Yoga, and Cultural Activities facilities, etc., There is a range of food and beverage facilities in the Food Village in addition to the Dining Halls and also a convenience store and transport facility.
- The campus houses a fully functional 24/7 Health Centre with emergency bed facilities for students, staff, and faculty.
- Each laboratory in the department is utilized optimally. Some of the laboratories are utilized as per the curriculum. The laboratories (R&D and Incubation Centers) are used to train our students both academically and also for learning some practical concepts of the theoretical subjects. The laboratories are equipped with state of art updated equipment. As the practical aspects are very necessary for today's engineering study, the students are one-to-one trained.
- The college has 3 Seminar Halls, 2 R & D's, 1 Centre of Excellence for Advanced Computing, and 1 Auditorium of different seating capacities. These may be utilized by any department depending on the required seating.
- The institution has sufficient resources allocated for the regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

- The Institution has 9 departments namely, H&S, CSE, CSE-Cyber Security, CSE-Data Science, ECE, EEE, Civil, Mechanical and MBA. All departments are fully established in 2 different Blocks.

The following additional facilities are available on campus:

- R&D Centers (Incubation Center)
- Center of Excellence in Adv. Computing (ICT Center)
- Video Conference Hall/ Mini Auditorium
- Digital Library
- Seminar Halls
- Cultural Activities, Yoga, and Gym

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 42.14

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208.8 | 106.3 | 116.1 | 64.7 | 56.7 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Yes, PEC Library has fully automated using an Integrated Library Management System (ILMS), Subscription, and e-Resources

The Library is a Treasure house of Knowledge and it is considered the heart of any educational institution. The Library in **PALLAVI ENGINEERING COLLEGE (PEC)** was inaugurated along with the college in 2009

SPACE: At Present the Library is having three spacious halls with a 400 Sq.mt area. (Including Reading Room, Reference Section, Text Book Section, and Digital Library).

COLLECTION: The Library houses 24060 books at present and the number increases every year. It covers many broader areas of different subjects and contains a collection of modern subjects such as Computers and Information, Human Values and Professional Ethics, Rare Books and Competitive Books, etc.

CIRCULATION SECTION: The Library's motto is to provide books to every reader of this college, the library is providing three books for first-year, and second-year students and also for final-year students, and we are providing four books. The period for borrowing the books is fifteen days. No manual issues should be done in the library, we are using barcode technology and **NEWGENLIB version 3.1.1** open-source library management software for circulation.

READING ROOM SERVICE: The Library provides a spacious reading room for Periodicals, Newspapers, Magazines, and Journals. Interested readers can refer to the old volumes also.

REFERENCE SECTION: The Library provides separate reference sections for Boys, Girls, and Staff. It covers reference books of all subjects, rare books, and books for competitive exams.

LIBRARY ORIENTATION PROGRAMME: A Library Orientation Programme is conducted every year to make first-year students aware of the library.

SPECIAL EVENTS: Dept. of Library Conducts Quiz programs on Current affairs and essay writing competitions at the time of national **Library Week** from November 14th to 20th and on special occasions.

REPROGRAPHIC SERVICE: The Library provides reprographic service to the students and staff of the college.

PREVIOUS QUESTION PAPERS: The Library provides previous question papers to the students and staff of the college. All the question papers from 20 years are preserved in the library.

LIBRARY AUTOMATION & DIGITAL LIBRARY: Our library is completely automated with the **NEWGENLIB version 3.1.1** Library management open-source software.

OPAC (Open Public Access Catalogue) is available for students and staff. In Digital Library fifteen systems are available with high-speed internet facilities including LAN connection for the benefit of students.

ACTION PLAN FOR THE YEAR 2022-2023

1. To enrich the Library to cater to the requirement of the UG and PG Courses
2. To give more orientation to the users on the utilization of the Digital Library
3. To start Institutional Repository in various Subjects
4. To strengthen the career and courses services and to enable the students for a good future.
5. To improve the student's participation in library activities.
6. To initiate the students to prepare the modules on different libraries and their influence on society.
7. To constitute a reader club in the Library.
8. To initiate the students to join the SWAYAM online certificate courses.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

4.3 IT Infrastructure

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

Response:

Response: Yes, The Institution has frequently updated its IT facilities and provides sufficient bandwidth for internet connection

Descriptions of IT facilities

The IT facilities available in our college can be summarized as follows,

LAN Facility

There are 35 data network switches (Gigabyte), 18 POE network switches for access points, and CCTV cameras. 350 Mbps of internet connectivity is shared across the campus, where 100 Mbps is shared for the students.

Server Configurations in Data Center

There are 02 servers with Xeon E-5 version-2, 16 GB RAM, 1.0 TB hard drive, which are served as Domain Controller (DC), Additional Domain Controller and Back up device - 5TB for NPTEL Videos in Digital Library server backup

Workstation

531 desktops are provided to all department labs with configurations of Pentium dual-core i3, i5 3 to 11th generation with 2GB, 4GB, 8GB and 16GB, 500GB hard disk with LAN connectivity. 36 desktops with configurations of core i3 4GB, 500GB and dual-core 250GB, 2GB hard disks are available to carry out

academic and administrative work.

Software's

Windows 2008 server and Windows 2007-2011 multi-point server available. We also use open-source operating systems such as Fedora, and Ubuntu, Sophisticated software like MATLAB, ANSYS, XILINX, MULTISIM, MAST, MASM, CC STUDIO, KIEL, MICROWIND, KICAD, EXPRESS PCB, TURBO C++, JDK8, STAR UML PYTHON, ANAKONDA, WIRESHARK, WEKA, PUTTY, MYSQL, DEV-C++, Auto CAD, etc are available.

Printers

24 Laserjet printers, 2 Color Printers 3 Xerox centers and 5 scanners are provided across the campus for academic and administrative purposes.

Updates and upgradation

Updates are maintained regularly through WSUS (Windows Server Update Service) and anti-viruses are updated through the cloud portal. Ram has upgraded 67 computers from 1GB to 2 GB.

Wi-Fi

24 Extendable Wi-Fi access points are placed in various places like Library, Corridors, Labs, Hostels, Canteen and Outdoor. Wi-Fi access is provided to all the students which are monitored and controlled by a Linux server at the IT department for secure content access. All-access points are routed to a Wi-Fi controller in the Data Center where configuration and updates are maintained in a centralized fashion.

The bandwidth of the Internet Connection in the Institution

In the last academic year 2021-22 the Institution has provided 350 Mbps lines for Wi-Fi and LAN access, the administration implemented a strategy of offering Wi-Fi to the whole campus through 24 access points, which would be continuously updated in line with technical improvements.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

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

Response: 4.5

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

Response: 300

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 57.85

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 128.8 | 81.8 | 163 | 159.2 | 225.7 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 71.07

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 864 | 662 | 796 | 732 | 698 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

Response: 80.11

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 793 | 945 | 924 | 883 | 684 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

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

Response: C. Any 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

5.2 Student Progression

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

Response: 62.59

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 194 | 175 | 161 | 92 | 64 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 316 | 286 | 251 | 148 | 95 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 61.29

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 3 | 3 | 3 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 5 | 5 | 6 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities

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

Response: 35

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 6 | 7 | 10 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

Response: 11.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 12 | 11 | 14 | 9 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

Established in 2019, the PEC Alumni Association (PECAA) creates and maintains a life-long connection between the Institute and its alumni, who number more than 2,000. The alumni always come back to the institution to contribute in various ways. They often guide the current students and share their experiences in academics, cultural and sports events, or even employment (by training them for their recruitment in the corporate world or making them aware of the career options in their own field). PEC Alumni Association (PECAA) is a registered association and the bonafide students who passed from PEC are members of the

PECAA and Official staff who completed their service for more than 03 years are also members of PECAA. The association has elected office bearers every 02years and by the process of election, PECAA gets its office bearer. PECAA is involved in knowledge transformation through different workshops, Seminars etc. and actively involved in social activities too. Every year Chapter wise alumni meetings are getting conducted in different cities and the Annual Alumni Meet is conducted during the 3rd / the 4th week of December. As of date student members are contributing Rs.300/- (Rupees Five Hundred Only,) as lifetime membership fees and all the expenses are made from such contributions only. Few alumni also contribute in addition to their lifetime membership fees. Out of the PECAA office bearer, only Alumni Coordinator is compensated with a monthly remuneration and the rest of the office bearers are continuing without any remuneration. Alumni President, Secretary and other members meet on a regular basis to conduct executive body meetings for activating different programs of PECAA. It conducts regular interactions with junior students for personality development and technical skill development.

Main Objective of PECAA

- Alumni Career and Networking Services
- Life-long Learning
- Student-Alumni Contact
- Events and Reunions
- Geographic Alumni Chapters
- Support your Hostel
- Support your Community

Other Objectives

1. To exchange professional knowledge, and organize technical conferences, seminars, workshops and training courses. To represent and participate in such seminars, conferences, workshops or meetings conducted by various Engineering and Professional Associations, Establishments and to seek recognition in various forums of State and Central Governments, Quasi-Governmental Organizations, and private and other Autonomous Bodies, with a view to contributing to the further nuances of the objectives of the Association.

2. To advise and interact with State and Central Government Bodies, Universities, Professional Associations and Associations of Engineering and Engineering Equipment Manufacturing Industries Marketing Agencies on matters relating to the promotion of Engineering Education, training, management and systems.

3. To conduct seminars, conferences, workshops and meetings of engineering professionals and faculties for the purpose of promotion of engineering knowledge and skill.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Pallavi Engineering College is committed to imparting quality technical education. For the past few decades, the science and technology field has witnessed astonishing advancement of industrialization and further automation is booming now. Most of the nations are focusing on the increase in some of the economic parameters like Gross Domestic Product and Gross National Product resulting in the adoption and moving towards privatization and encouragement of public-private partnership (PPP). The code of government policies is expected to follow the principal-agent theory for protecting the social economy.

PEC institutions consider the practices of decentralization and distributed participative management systems aligning to the aim, vision and mission of the institute with a perspective, self-regulated Teamwork Approach

This practice of participative management is observed in the extensive delegation of authority transfer to the management and administration of the governing body activity and operational set of activities keeping the focal point in the region of the Principal /Director and Dean supported by the Vice Principal and All Heads of the Departments in the college.

The governing body gives direction to the college management considering the important communications and correspondences, policy decisions received from the University, Government, AICTE, UGC etc. They examine the proposed budgets and accord approval. Then pass the annual budget to the college management. They also make decisions regarding the addition of new courses or the deletion of existing courses to run, accrediting the existing and/or new courses and encourage by providing a research budget as per the vision and mission statements towards realizing the growth and development of the institute as a whole.

The principal is responsible to report to the higher authority of the college (i.e. Chairman secretary) to assist them in performing regulatory and monitoring activities, and development activities and thereby direct the institute to meet the mission statement and objectives that meet the vision statement.

Dean Academics and Principal are in framing the faculty job responsibilities emphasizing their knowledge, skills, values and commitment.

The administrative Officer (AO) coordinates the PEC principal in all administrative tasks of registering the profiles of students and staff of the institute, facilitating the requisitions for class work maintaining personal networking besides monitoring funds and other facilities, as per norms.

Examinations I/C Co-ordinates with Dean Academics in the budget constraints with AO, HoDs, College Examination Cell as well as with Chief Controller of Examinations (usually Principal/Vice Principal). Dean Examinations I/C looks after the communication & website related to all examination activities of

both internal and external examinations.

The Role of Dean R & D is to participate in the Planning of research activities, resource mobilization and management of R&D projects thus promoting research activities among students, faculty and staff in terms of obtaining publications and promoting related activities.

The principal directs the departments through official correspondence and communicates the institutional activities regularly.

All Heads of the Department act as executive members and coordinate with the department faculty, staff and students for the successful completion of the task.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

STRATEGY

Our institution truly believes in democratic values. Hence the institution has decentralized and participative management.

Perspectives of the Strategic Plan

- To maintain continuously good academic performance
- To develop and execute the effective teaching-learning process
- To encourage research culture in faculty and students
- To develop a comprehensive student mentoring and student support system and ensure transparency in the evaluation process of students
- To update and empower faculty about emerging trends in their profession for academic advancement
- To facilitate a friendly, efficient and flawless administrative set up ensuring a smooth day-to-day functioning

Deployment Strategy

Adopting the deployment strategic plan of IQAC is considered i.e. adopting the NAAC procedure.

Objectives of such a procedure have the following main objectives:

- Ensuring top-quality standards in higher education
- Contributing to National Development
- Developing required competencies amongst students of the college
- Inculcating a Value System among the Students
- Deploying ICT-based teaching and learning.
- Promoting the preparation of research-supported faculty teaching and student learning material

Focusing on institutional deployment strategy

- Improving, and providing access to infrastructural facilities
- Recruiting the best teaching faculty who encapsulated and contributes to matching NAAC suggested criteria implementation compliances as much as possible
- Improving the access to academic, research and co-curricular and extra-curricular activities
- Inculcating the culture of the performance of activities in a methodical way with recorded evidence
- Improving, and providing the access to ICT infrastructure
- Providing academic freedom and flexibility while monitoring compliance to university affiliation and NAAC compliance procedures
- Developing document-driven procedures as per academic calendar, academic, examination timetables, workload assignment and resource allocation documents with the corresponding schedules of events and action
- Self-regulated management valuing the performance of events, availing holidays and leaves

Discriminating and recognizing the nature of events and activities of teaching and non-teaching activities and their efforts.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

The following are some of the welfare measures for teaching and non-teaching staff:

(i) Allowances

- Relocation allowance to the newly joined faculty

(ii) Appreciations

- Special achievements by faculty receive appreciation and facilitation from the management

(iii) Campus Facilities

- Gym and Medical facilities are offered to the faculty
- Recreational activities are encouraged to be participated by the faculty on special occasions
- Wi-Fi connection is available on the campus

(iv) Concessions & Subsidies

- Faculty get modern concessions if they wish to get their children educated in the Pallavi Group of Institutions.
- The college offers canteen and mess fares at subsidiary rates

(v) Free

- Teaching and non-teaching staff are facilitated with free mineral drinking water.
- The faculty gets free accommodation and free food if they stay within the college campus.
- Faculty assured salary advance in emergency circumstances against a requisition letter.
- The college offers free meals when faculty has to fulfil tasks during non-working hours.

(vi) Grants

- Institution grants cash awards and certificates for the academic excellence shown by the faculty and also on rewarded on special days like Teacher's day and Engineer's day.
- The institution encourages senior faculty and grants funds to attend the programs to develop the administrative skills

(vii) Increments and Promotions

- Faculty increments and promotions are allotted based on the faculty appraisal system

(viii) Insurance

- The management contributes provident fund & Employee State Insurance for the eligible staff members. It provides security to staff by maintaining group insurance.

(ix) Leaves

- The institution grants 12 paid casual leaves and 6 earned leaves apart from national holidays and vacations.
- The college grants leave for relocation allowances to the newly joined faculty
- Lady faculty who rendered services for more than three years are given paid maternity leave for three months.
- Three days of Paternity Leave provided to the staff
- One week of Paid wedding leave to the staff

(x) Special Permissions

- Research scholars are allotted computers with internet facilities and special permissions to attend examinations, seminars and workshops.

(xi) Sponsorships, Funding & Incentives

- The institution allows sponsorship for professional body memberships.
- Institution sponsors for Faculty Development Programs, Seminars and Workshops with paid expenses for boarding and travelling.
- Incentives are given to faculty when they make publications in conferences, and journals and write books.
- Cash incentives for silver and gold medalists of NPTEL courses

(xii) Transportation

- The institute provides free transportation to non-teaching staff and charges a minimum amount fee from the teaching staff.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 87.43**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 148 | 137 | 154 | 79 | 87 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

Response: 73.58

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 119 | 151 | 156 | 120 | 100 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44 | 40 | 44 | 30 | 28 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

6.4 Financial Management and Resource Mobilization

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

Response:

PEC has a mechanism for conducting internal and external audits on financial transactions every year to ensure financial compliance. An internal audit is conducted every semester end by the internal financial committee of the institution. The financial committee verifies the revenue and expenditure details. Then a compliance report of the internal audit is submitted to the management of the institution through the principal or director. The external audit is also conducted once every year by involving an external agency.

Mechanisms used to monitor the use of financial resources effectively and efficiently are as below:

1. At the beginning of every fiscal year, the principal submits a proposal for budget allocation to the management, by considering the recommendations made by all the heads of the departments.
2. The institutional budget includes recurring expenses such as salary, electricity charges, internet charges, maintenance costs, stationery, other consumable charges etc., and non-recurring expenses like lab equipment purchases, furniture and other development expenses
3. These expenses will be monitored by the accounts department as per the budget allocated by the management
4. The depreciation costs of various materials and things that are purchased in the previous years are also worked out.

Process of the internal audit:

All bills and vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are checked by verifying the corresponding bills and vouchers. If any differences or discrepancies are found, it is brought to the notice of the principal or director. This process is being followed since the inception of PEC.

Process of the external audit:

Institutional accounts are audited by a chartered accountant regularly as per government rules. After the audit, the auditor ensures that all payments have been properly authorised, and a report is produced and sent to management for evaluation. If any questions or queries arise in the process of audit would be attended immediately along with the supporting documents within the prescribed time duration. PEC did not face any major audit objections during the previous years. These followed mechanisms exhibit the transparency being maintained in financial matters. The audited statement is thus accordingly signed by the authorities of the management and chartered accountant.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

The aim of IQAC is to develop a system for consistent and conscious improvement in the overall performance of the college. The IQAC will make a significant and meaningful contribution to obtaining the accreditation, during the accreditation process and also in the post-accreditation phase of the Institution.

The PEC IQAC has immensely contributed to the implementation of quality assurance strategies and processes at all levels. For this purpose, the Institute IQAC regularly meets every three months.

The Institute IQAC prepared, evaluated and recommended the following for approval by the relevant Institute and Govt. statutory authorities:

- *Preparing Annual Internal Quality Assurance Report (AIQAR)*
- *Knowledge acquisition from Self-Study Reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC, NIRF, NBA)*
- *Recommending Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)*
- *Focusing and obtaining Stakeholder feedback reports*
- *Process Performance & Conformity*
- *Action Taken Reports*

Developing New Programmes to be introduced as per National Missions and Govt. Policies and preparing corresponding reports

The public examination system of university-affiliated colleges has been subjected to criticism in different studies. Since exams remain superficial in type and content. They do not instil deep learning, critical thinking, analytical and evaluative skills among students. Teachers remain focused on the completion of syllabi, and students prepare in accordance with the prevailing examination patterns. The examination system is curriculum-focused, but it does not employ to assess the achievements of learners. Assessments carried out for such purposes are likely to be more superficial and need to be more objective or reliable.

Assessment systems can play a significant role in improving the process of teaching-learning at the school and college levels. Assessment is not only a means for promotion, selection, tabulation, grading and award of degrees; it can also improve the teaching-learning process in classrooms.

If assessment approaches transcend beyond close-ended memory-testing-based questions to more open-ended analytical questions, it can also direct and lead the teaching and learning process from simple Traditional instructional theory and building block pedagogical approaches to the higher skills of knowledge construction and meaning-making level

Bloom's Taxonomy has brought forward the six stages/domains of learning, beginning from the lower

degrees of learning which are, remembering, understanding and applying to the higher domains of learning that is, analyzing, evaluating and creating, which if incorporated, profoundly improve both teaching-learning process and assessment practices

The following recommendations are made to the Institute in the teaching-learning process by IQAC:

1. Bloom's Taxonomy should be incorporated into both the teaching-learning process and assessment practices
2. Assessment approaches should include both lower and higher domains of learning
3. Critical, analytical and problem-solving approaches should be added to the assessment system to positively improve and uplift the teaching-learning process from simple memorization, rote-learning and production of factual knowledge
4. Examination system may be used as a powerful means of reforming the teaching-learning process
5. Questions should not be repeated frequently
6. Expert and experienced examiners should be inducted
7. More time should be allotted to examiners to develop examination papers.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The courses the institution has introduced show that it has implemented a number of measures to promote gender equity and awareness in the curriculum. For instance, the Department of Humanities and Sciences offers a course on "Gender Sensitization" with the main goal of exposing students to more egalitarian interactions between males and females as well as information about some important biological aspects of genders.

Through extracurricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counselling, etc., the institute promotes gender sensitization. For the institution's female pupils, "Self-defence training" was organised. Periodically, awareness campaigns about topics like the value of human rights, the rights of women in domestic situations, and cyber security awareness campaigns are held in relation to the safety and security of female students and employees.

The following committees were established by the institution in accordance with university institution grievance committee guidelines: anti-ragging, students' disciplinary committee, women empowerment, SC/ST students welfare committee, and mentoring programme. On the institution's website, these committees' duties are listed, and information is also provided to students through orientation and induction activities.

The college offers employees and students safety and security amenities like CCTV surveillance throughout the campus and security staff monitoring the campus around the clock. To support students' academic, emotional, social, and cognitive growth, the institution includes a dedicated counselling centre and an effective mentoring programme. Students receive personal counselling on a variety of levels. Boys' and girls' restrooms are located in different buildings. Sanitary napkin vending devices are available in the restrooms for your safety. The institution also offers boys and girls separate well-equipped common rooms.

By annually commemorating national holidays and the birth anniversaries of notable Indian individuals, the institute hopes to instil values and nationalism in its students. Flag-hoisting, project exhibitions, poster presentations, walks, essay writing, and elocution are a few of the festivities. On those days, notable individuals are invited to inspire staff and students with their speeches.

The PEC observes national and international commemorative days each year, including International Yoga Day, Teachers Day, Engineers Day, Woman's Day, Independence Day, Gandhi Jayanthi, and Republic Day.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Upload supporting document | View Document |

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

Response:

The institution believes in the equality of all cultures and traditions, as evidenced by the fact that students from various castes, religions, and regions study together without discrimination. Despite the institution's diverse socio-cultural background and linguistic diversity, we do not tolerate cultural, regional, linguistic, communal socioeconomic, or other differences. The national festivals, birth anniversaries, and memorials of great Indian personalities such as Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr B.R.Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On the birth anniversary of Sardar Vallabhbhai Patel on October 31, the institution celebrates Rashtriya Ekta Diwas (a pledge taken by staff

and students on National Integration Day) every year. This fosters positive interaction between people of various racial and cultural backgrounds. In the institute, there are various grievance redressal cells, such as the Student Grievance Redressal Cell and the Women Grievance Redressal Cell, which deal with grievances without regard to anyone's racial or cultural background.

Various departments organise field studies and tours to industries throughout India. Faculty and students are exposed to various cultures. National Sociocultural Exchange Programs are available at our institution.

PEC takes advantage of the fact that, in addition to laying a solid academic foundation for the student body, the college is constantly working to develop them as better citizens of the country. In this regard, the institute, in addition to providing professional legal education, fosters a sense of community among the student body through various practices and programs. Various faculties have always organised activities that not only initiate but also motivate students to adopt various practices that promote our nation's "Unity in Diversity." The College ensures that students participate in all such activities with zeal. Since the last five years, the college has made a concerted effort to raise the level of awareness and appropriate practices among students in the following areas:

1. National Identities Elements: The PEC College has always taken various steps to raise awareness about various elements of national identity. The College's top priority is always to spread the national message. The College observes Independence Day and Republic Day with great pomp and circumstance. On an annual basis, the NSS Committee PEC organises and celebrates Constitution Day, thereby contributing to the spread of constitutional values and ideals.

2. Fundamental Duties, Directive Principles and Rights of Indian Citizens: The faculty of various departments have organised a variety of academic and co-curricular activities to promote Indian citizens' Fundamental Duties, Directive Principles, and Rights.

3. Constitutional Obligations: PEC has organised student-focused events like paper, poster, and essay competitions, which have consistently attracted large student participation and elevated their awareness of various Constitutional Obligations.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

7.2 Best Practices

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

Response:

Title of the practice: A programme called the Industry Institute Interaction Cell strives to encourage interaction between businesses and educational institutions in order to develop employable human

resources.

Objectives of the practice

- The goal of the IIC is to reduce the gap between commercial prospects and academic outcomes by fostering continuing industry partnerships.
- To identify the needs of the business and enhance student abilities in accordance by planning workshops, seminars, and conferences with professionals in the sector.
- Planning individual visits to businesses.

The practice: To help students plan their careers and make decisions about their short- and long-term goals, counselling and awareness meetings were regularly planned. In order to help pupils understand their learning abilities, assessments were created. The topic of changing market trends, the scope of disruptive technologies, and the requirement to update in order to remain competitive will be covered in guest lectures from industry professionals in a variety of fields. A pool can be chosen using an internal assessment platform for a continuous, all-encompassing training programme. Top performers with consistent performance since B.Tech I year during B. Tech III year receives advanced IT training that includes competitive coding and dynamic programming.

The college offers well-structured skill training programs for all the students. The IIC has found a gap between industry needs and the institute's intended outcome. The cell acts as a bridge between academics and practitioners. Our students have visited GSI, NIAR, NICMAR, INFOSYS, KCTP, and Cyient as part of their academics to receive skill training and to learn about production, quality, and other processes.

Impact of the practice:

- There have been more placements.
- Building a trustworthy working connection with the sector.
- A rise in the quantity of consulting firms.
- Increasing the efficiency with which instruction and learning are conducted.
- The employability abilities of the applicants were enhanced.
- Students have won several local, regional, and nationwide competitions through Skill-specific Placements events, as well as job offers.

Resources required:

The location of the institute should make it accessible to business professionals. It is essential to provide tools like smart classrooms, cutting-edge software, and ICT-enhanced classrooms in order to facilitate successful teaching and learning.

Career Advisory and Augmentation Service (CAAS):**Objective**

The PEC has a special "Self-Development and Placement Cell" whose main goal is to prepare students for success in a competitive environment, improve their overall interpersonal technical skills, and keep a strong placement record. The "Career Advisory and Augmentation Service (CAAS)" is a division running under the SD & P cell that boosts the technical skill, communication assessments, and language skills of the students. It basically gives training to the students to enhance their employability skills and help students to excel in language and communication skills. Through soft skill training, this cell prepares students for interviews and raises their levels of confidence. It prepares the students for the corporate level and makes sure that all qualified students must land jobs in respectable industries.

The Context

Students today must overcome many obstacles in order to get employment in this highly competitive age. In this case, a school must stand out and be elite in terms of the academic programmes and training it provides in order to get a reputable location and successfully place students in various fields of employment. If not, the institution's continued existence is questioned. In this situation, it is crucial for a reputable organisation like ours to make every effort to satisfy its main stakeholders in accordance with their expectations. Our management, which is experienced in this area of achievement, places a strong emphasis on preparing students for placement beginning in their first year. A placement with a team and an experience placement officer was formed quickly. Since that time, the college's student placement process has advanced in the direction of successful student placement.

The Practice:

The placement officer is responsible for campus recruitment. A group of professionals, both technical and non-technical, support the placement officer. Placement coordinators oversee all aspects of placement training.

At the conclusion of their third year, students have the option of choosing campus placement; the other options are continuing their education or pursuing entrepreneurship. The parent or guardian has approved the student's decision in writing. The student's future is steered by this decision. Only those who selected campus recruitment are eligible for the intensive placement training. It is worth mentioning that till the third year all students undergo the common training programs irrespective of the options they may be choosing. Such an approach to the training program ensures that all students get equipped for employability to a certain extent. The timetable of the students is scheduled accordingly.

No matter their programme or year, students regularly participate in mock technical interviews, personal interviews, and career counselling. Instant feedback is sent to the student's email addresses.

The placement cell trains students for math and general aptitude exams in the first year while also helping them improve their language abilities.

Developing communication skills, developing mathematical ability, and learning various technology components are all covered in the second year.

In 3rd. Throughout the year, the placement cell offers intense instruction in programming and math abilities (oriented towards company-specific requirements).

In the final year, students receive intense training in group discussions as well as preparation for technical and HR interviews conducted by professionals from various industries.

Resources Required

Personnel with expertise in aptitude tests and in developing soft skills can permanently be employed for continuous training of the students

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

The "Education Process Reengineering (EPR)" idea is what makes the PEC institution unique.

The Reengineering of Education Four crucial faces within the organisation broadly distribute the EPR Model in order to create the organisational structure under key success factors and subfunctions.

There are 4 faces:

1. Academic excellence
2. Pursuit of Knowledge through Research
3. Innovation and Entrepreneurship with Excitement
4. Advocate for the Development of a Well-Rounded Personality with a Global Perspective and Social Responsibility academic achievement

Excellence in Academics:

- PEC management, administration, and faculty members strive for and go above and beyond education in order to redefine academic achievement.

- Cutting-edge classrooms that instruct students on the installation and upkeep of developing technologies.
- Develop skills and qualities for managing the various operations of professional organisations such as CSI, IETE, ISTE, and others.

Exploration of Knowledge through Research:

- The institute's R&D and INCUBATION Centre is equipped with cutting-edge research laboratories to support academic and sponsored initiatives.
- The institute's course-based projects, social impact projects, and certificate courses provide students with an awareness of cutting-edge techniques, enabling them to conduct interdisciplinary research.

Research that is multidisciplinary:

- PEC uses an interdisciplinary approach to curriculum creation to introduce and instruct students.
- Students can learn by making connections between ideas and concepts from several fields using this type of inquiry.
- Through collaboration between educators, PEC seeks to develop true interdisciplinary.
- Students are taught about the advantages of interdisciplinary study in the first year itself, in accordance with a properly guided introductory curriculum.

Innovative Pedagogy in the Classroom:

- PEC has implemented a cutting-edge pedagogy for instruction that uses smart classrooms.
- To help instructors use audio/visual resources from a variety of sources more effectively communicate ideas and create deeper learning experiences.
- Comprehensive and ongoing evaluation increases teachers' understanding of what students are learning.
- Encourages students to take a more active role in their education.

Exponent for the Development of a Rounded Personality with Global Vision and Social Responsibility Excellence in Academics:

- Social activity requires the growth of social awareness and consciousness.
- Educational institutions instil moral values and ethical standards.
- To produce socially desirable behaviours, personalities, and characters that support equality, creativity, peace, and justification among individuals, in society, and for the country.
- The curriculum makes an effort to concentrate on the shifting demands of society through a variety of

courses like Gender Sensitization, Engineering Exploration, Social Innovation, and others.

The excitement of Innovation Entrepreneurship:

- PEC has a plan for assisting startups in its academic setting.
- PEC thinks that technical education institutions are crucial to a nation's establishment of start-up activity.
- There are also college students who have advanced their business concepts and started their own companies.
- We have been completely behind them the entire time, and both of us have profited.
- These start-ups have served the PEC Start-Up community by serving as mentors, sponsors, and ambassadors for campus startups.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

The Quality improvement cell of PEC was renamed IQAC in May 2019. The following are some of the initiatives and achievements done during the last ten months after setting up IQAC.

1. Institutional membership of ICT academy for faculty and student development programmes.
2. Setting up of water testing lab JALASIRI in association with Indian Meteorological department for ensuring water quality for the stakeholders of the college and also the local community.
3. Establishment of NPTEL/SWAYAM local chapter through which many students and faculty have completed online courses successfully with ELITE and silver medals.
4. Project Expo to promote innovation and creativity of students in association with Telangana State Council for Science and Technology
5. Procured TEQIP EAP funding and organized Faculty development programming on effective mentoring and Student workshops on Entrepreneurship development in association with JNTUH
6. Improved the effectiveness of 40 committees/cells/clubs through effective functioning and monitoring.
7. Established National Green corps Eco club
8. Effective corporate social responsibility through village adoption and school adoption.
9. Induction programme as per the guidelines of the AICTE model curriculum
10. Cash prizes to academic toppers during convocation
11. Established Data Science and Big data analytics lab which is awarded as Centre of Excellence by DELL EMC. A hundred students have secured laurels and completed the course successfully.
12. The institution has been certified with ISO 9001 and ISO 140001
13. All the faculty members have become members of IFERP and ISRD for improving the research culture.
14. E-car is being developed by the students in association with paramount Autobay services.
15. Industrial visits and internships have been increased to increase experiential learning.
16. The Digital library is enriched with rare books, manuscripts and NPTEL videos
17. E-shod Sindhu subscription has been procured
18. Swayamprabha channels have been installed
19. The massive Green pledge was organized in association with National Green Corps and the Telangana state biodiversity board and 1500 students participated.
20. Intercollege Cricket has been conducted in which 21 junior colleges participated
21. Library week was celebrated to make the young generation realize the importance of books
22. Increase of functional MoUs and collaborations.
23. Waste management has been made effective through ITC well-being out of waste
24. Membership of the Red cross society
25. Remedial classes for the slow learners

Concluding Remarks :

Pallavi engineering college has been striving hard in all aspects of academics, co-curricular and extra-curricular to impart quality technical education in an uncompromised manner. Innovative teaching-learning methodologies incorporated with ICT tools have contributed to some extent to make the teaching-

learning process better. Collaboration with industries has provided ample opportunities for students for undergoing internships, industrial visits and hands-on training for their career prospects.

We at PEC are dedicated to providing holistic education imparting not only technical education but also value addition and ethical values.

The accreditation with NAAC to PEC will help us to further grow in the education field and compete as the best engineering college in the state.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|
| 1.2.1 | <p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification : 63 Answer After DVV Verification :63</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1128</td> <td>972</td> <td>859</td> <td>842</td> <td>699</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1128</td> <td>972</td> <td>859</td> <td>842</td> <td>699</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1128 | 972 | 859 | 842 | 699 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1128 | 972 | 859 | 842 | 699 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1128 | 972 | 859 | 842 | 699 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1128 | 972 | 859 | 842 | 699 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 768 Answer after DVV Verification: 768</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>336</td> <td>362</td> <td>378</td> <td>306</td> <td>387</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>336</td> <td>362</td> <td>378</td> <td>306</td> <td>387</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 336 | 362 | 378 | 306 | 387 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 336 | 362 | 378 | 306 | 387 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 336 | 362 | 378 | 306 | 387 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 336 | 362 | 378 | 306 | 387 | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 480 | 362 | 378 | 306 | 387 |
|-----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 462 | 420 | 420 | 420 | 540 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 480 | 420 | 420 | 420 | 540 |

Remark : DVV has updated the data as per the supporting documents provided by the HEI

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 181 | 176 | 174 | 194 | 249 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 210 | 170 | 179 | 177 | 208 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 231 | 210 | 210 | 210 | 270 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 210 | 210 | 210 | 210 | 210 |

Remark : DVV has updated the data as per the documents provided by the HEI

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

2.4.1.1. Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138 | 128 | 139 | 142 | 145 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 138 | 128 | 139 | 142 | 145 |

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 14 | 16 | 9 | 7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 14 | 16 | 9 | 7 |

2.6.2 Pass percentage of Students during last five years**2.6.2.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 204 | 114 | 164 | 102 | 56 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 204 | 114 | 164 | 102 | 56 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.8 | 9.5 | 6.2 | 4.2 | 1.5 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.8 | 9.5 | 6.2 | 4.2 | 1.5 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 13 | 8 | 6 | 6 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 13 | 8 | 6 | 6 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 142 | 209 | 90 | 81 | 95 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 142 | 209 | 90 | 81 | 95 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51 | 43 | 63 | 39 | 45 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51 | 43 | 63 | 39 | 45 |

3.4.3 **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 organised in collaboration with industry, community and NGOs) during the last five years**

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 5 | 11 | 12 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 5 | 11 | 12 |

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

Answer before DVV Verification : 52

Answer After DVV Verification :52

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208.8 | 106.3 | 116.1 | 64.7 | 56.7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 208.8 | 106.3 | 116.1 | 64.7 | 56.7 |

| 4.3.2 | <p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 567 Answer after DVV Verification: 300</p> <p>Remark : Entries of bill & stock register are not matching. HEI needs to provide only the bills for the purchase of computers only. HEI is providing un-necessary bills for computer accessories.</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-------|------|-----|-------|-------|---------|---------|---------|---------|---------|-------|------|-----|-------|-------|
| 4.4.1 | <p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>128.8</td> <td>81.8</td> <td>163</td> <td>159.2</td> <td>225.7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>128.8</td> <td>81.8</td> <td>163</td> <td>159.2</td> <td>225.7</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 128.8 | 81.8 | 163 | 159.2 | 225.7 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 128.8 | 81.8 | 163 | 159.2 | 225.7 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 128.8 | 81.8 | 163 | 159.2 | 225.7 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 128.8 | 81.8 | 163 | 159.2 | 225.7 | | | | | | | | | | | | | | | | | |
| 5.1.1 | <p>Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>864</td> <td>662</td> <td>796</td> <td>732</td> <td>698</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 864 | 662 | 796 | 732 | 698 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 864 | 662 | 796 | 732 | 698 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 864 | 662 | 796 | 732 | 698 |

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 793 | 945 | 924 | 883 | 684 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 793 | 945 | 924 | 883 | 684 |

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

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

Answer before DVV Verification : A. All of the above

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

Remark : HEI has not provided any documents regarding Organisation wide awareness and undertakings on policies with zero tolerance and Timely redressal of the grievances through appropriate committees

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 194 | 175 | 161 | 92 | 64 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 194 | 175 | 161 | 92 | 64 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 3 | 3 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 4 | 3 | 3 | 3 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|----|
| 7 | 5 | 6 | 7 | 10 |
|---|---|---|---|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 7 | 5 | 6 | 7 | 10 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 31 | 27 | 31 | 32 | 35 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 10 | 12 | 11 | 14 | 9 |

Remark : HEI has considered the activities conducted under the same event as different events. DVV has updated as per the supporting documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 148 | 137 | 154 | 79 | 87 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 148 | 137 | 154 | 79 | 87 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 119 | 151 | 156 | 120 | 100 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 119 | 151 | 156 | 120 | 100 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

7.1.2 **The Institution has facilities and initiatives for**

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

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

Answer After DVV Verification: A. 4 or All of the above

| | |
|-------|---|
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
|-------|---|

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|------|------|------|-----|-----|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1349</td> <td>1176</td> <td>1024</td> <td>892</td> <td>838</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1349</td> <td>1176</td> <td>1024</td> <td>892</td> <td>838</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1349 | 1176 | 1024 | 892 | 838 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1349 | 1176 | 1024 | 892 | 838 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1349 | 1176 | 1024 | 892 | 838 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1349 | 1176 | 1024 | 892 | 838 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 244 Answer after DVV Verification : 244</p> | | | | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>128</td> <td>139</td> <td>142</td> <td>145</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>128</td> <td>139</td> <td>142</td> <td>145</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 138 | 128 | 139 | 142 | 145 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 138 | 128 | 139 | 142 | 145 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 138 | 128 | 139 | 142 | 145 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 138 | 128 | 139 | 142 | 145 | | | | | | | | | | | | | | | | | |
| 3.1 | <p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>337.6</td> <td>188.2</td> <td>297.1</td> <td>223.9</td> <td>282.4</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 337.6 | 188.2 | 297.1 | 223.9 | 282.4 | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 337.6 | 188.2 | 297.1 | 223.9 | 282.4 | | | | | | | | | | | | | | | | | |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 337.6 | 188.2 | 279.1 | 223.9 | 282.4 |