



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RISE KRISHNA SAI GANDHI GROUP OF INSTITUTIONS

NH-16,VALLUR,TANGUTUR ONGOLE PRAKASAM ANDHRAPRADESH
523272

www.risekrishnasaigandhi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RISE Krishna Sai Gandhi Group of Institutions is one of the best institutions in the region of JNTUK, under the flagship of AICTE. It offers under graduate courses in Engineering. The Institution was established in October 2009 by RISE which stands for Rural Institute of Social and Economic Empowerment. The captivating ambiance amidst panoramic scenic beauty all around would add glory to the face value of the campus. Since its inception, the institution has been flourishing in all aspects. RISE institution is bound together by a deep-rooted sense of excellence in education. Our commitment to quality in education, learning and research is uncompromising, and lived out in practice every day in our lecture halls, laboratories and libraries.

Vision

"To create a community of engineers who blend groundbreaking technologies with ethical responsibility, driving global innovations while championing sustainable solutions and community empowerment."

Mission

M1: Foster an inclusive academic setting that combines cutting-edge technology with ethical grounding.

M2: Inspire sustainable innovation by embedding environmental and social responsibility into our curriculum.

M3: Strengthen ties with industry and communities to ensure our engineers make a real world impact.

core Values

Integrity: Upholding honesty and ethical standards in all endeavors.

Innovation: Encouraging creative thinking and cutting-edge solutions.

Collaboration: Promoting teamwork and interdisciplinary partnerships.

Excellence: Striving for the highest quality in education and research.

Responsibility: Committing to sustainable practices and community betterment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution is overseen by astute leadership with a distinct vision and substantial expertise in both the corporate and academic realms.

- The college's strategic location on NH-16 ensures convenient accessibility from all areas.
- Faculty members who are dedicated, skilled, and have the necessary qualifications
- An optimal faculty to student ratio ensuring high retention rates.
- Maintaining a consistent level of academic performance in university exams.
- Outstanding track record of successful placements.
- High graduation rate
- Abundant trust of Girls students Parents, Alumni and Employers.
- Cutting-edge infrastructure, laboratories, and ICT facilities.
- Utilizing innovative pedagogies in the teaching-learning process.
- Robust neighboring and community network.

Institutional Weakness

- The institution is situated in a rural setting.
- There is a restricted range of research and consulting activities.
- The institution lacks sufficient engagement in consulting with industries.
- Collaboration with foreign institutes under prevailing.

Institutional Opportunity

"Strengthening alliances with prominent technology firms to amplify hands-on education and state-of-the-art research prospects."

Utilising our extensive alumni network to provide students with internship and employment prospects.

Investing in emerging technology programmes, such as artificial intelligence (AI) and renewable energy, is crucial to ensure that our curriculum remains at the cutting edge of engineering innovation.

"Creating courses that integrate engineering with business, design, and environmental studies to equip students for diverse and flexible career trajectories."

Involving students in initiatives that are centred in the community and aim to solve actual problems, so improving their practical abilities and sense of social responsibility.

Institutional Challenge

- Providing students with knowledge about the rapid pace of technological advancements and equipping them with the skills necessary to meet the needs of the job demand.
- Attracting leading corporations for recruitment and professional development.
- Enhancement of collaboration between institutions and industry.
- The demand ratio has increased as a result of the proximity and abundance of numerous engineering colleges.
- Research and development with a specific focus on applications.
- Promoting the enhancement of staff and students' publication in high-impact journals.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

RISE has established its own Vision and Mission, which the College firmly adheres to.

We adhere to the curriculum mandated by the related university, while also seeking input from distinguished scientists, researchers, industry professionals, and civil servants to develop creative activities that will benefit our students.

In addition, our collaborations with industry partners, alumni engagement, and extracurricular activities enhance the skills and readiness of our students for the industry.

Departments facilitate students in securing industry internships during the academic year, focusing on cutting-edge technology. They also arrange industrial tours to provide students with firsthand exposure to the practical industry setting. In addition, the departments provide a variety of certificate courses and students actively engage in professional organizations to further their academic development.

The Rise Group of Institutions is used to conduct various add on / Certification courses which are very much essential to cover the topics beyond the curriculam.

The curriculum is enhanced by the implementation of various workshops and activities, utilising both internal and external resources, to cultivate students' awareness of gender issues, human values, environmental concerns, and professional ethics.

Regular feedback on the curriculum is collected from various stakeholders, including parents, students, industry professionals, and employers, to ensure effective monitoring of institutional performance.

Teaching-learning and Evaluation

Students are admitted to the institution in accordance with the guidelines set by the state government and the affiliating university. The institute promotes its infrastructure, staff, and other facilities extensively through its website and newspaper adverts. The APEAMCET process fills 70 percent of the seats. Under the "Fee Reimbursement" programme, the State Government provides support to financially weak students. The Government of Andhra Pradesh has implemented policies aimed at providing benefits to students.

Faculty members are urged to employ information and communication technology (ICT) tools to enhance their teaching methods. Additionally, they are advised to make use of electronic resources such as projects, internships, and certification courses to enhance the teaching and learning process. Optimal student-to-teacher ratio. Each Mentor is assigned a cohort of 15-20 students to provide guidance in academic matters and offer counseling for stress-related issues.

The implementation of IT integration and improvements in examination procedures has led to a substantial transformation in student registrations for examinations, evaluation, processing of results, and release of results. Manual and annual reports are published on the website and other sources. The language laboratory, internet lab, LMS materials, and computer lab facility offer an optimal environment for students to acquire knowledge and apply it to real-world tasks. Various events focusing on academic enhancement, societal concerns,

environmental difficulties, and other topics are periodically organized. The institute employs Outcome-Based Education (OBE) and, accordingly, the departments calculate the levels of attainment for Course Outcomes (CO), Programme Outcomes (PO), and Programme Specific Outcomes (PSO). These levels of attainment are regularly reviewed, and relevant measures are implemented based on the results.

Research, Innovations and Extension

This criterion focuses on the institution's policies, practises, and outcomes related to research, consultancy, and community service through extension activities, specifically through the National Service Scheme (NSS). The institute's social responsibility is a key aspect of this criterion.

The college actively promotes faculty members to seek research opportunities and offers financial assistance to support their endeavors. We assert that the empowerment of engineering students is attained through the acquisition of robust theoretical knowledge, multidisciplinary aptitudes, creative thinking, innovative approaches, practical proficiency, and adherence to professional ethics. The faculty members of RISE actively encouraged to seek doctoral degrees from prestigious universities.

The institution has established Memorandums of Understanding (MOUs), with other organizations. These agreements include many areas such as training, student exchange, faculty exchange, and research collaboration for the purpose of resource sharing. The government sectors are providing nourishment by imparting practical knowledge through internships.

The NSS Unit has carried out numerous extension activities in the past five years. A substantial number of students actively participated in these events facilitated by the NSS unit.

Infrastructure and Learning Resources

The RISE Krishna Sai Gandhi Group of Institutions is situated in close proximity to Ongole city and has a vast expanse of 10.18 acres, with a built-up area of approximately 8946 square mts.

The physical infrastructure includes classrooms, laboratories, seminar halls, an auditorium, a computer centre, and a well-equipped training and placement department. There is also provision for the use of Information and Communications Technology (ICT). Additionally, there is ample space for outdoor and indoor sports activities, a gym, healthcare facilities, and hostel accommodation. The central library is well-organized and contains 19975 volumes, along with digital resources . The Central Library use the commercial set up KOHA to automate library services.

The institute possesses a robust IT infrastructure, which is regularly updated to meet the hardware and software requirements. The college has a total of 370 plus computers equipped with the most up-to-date setup and necessary software to fulfil the IT requirements of both the teachers and students. The college provides internet connectivity with a capacity of 200 Mbps, as well as Wi-Fi access. Each department has been allotted the necessary funding to cover their infrastructure and ongoing and one-time expenses.

The college has established several committees dedicated solely to the upkeep and preservation of the campus infrastructure. The College possesses a total of 6 acres of recreational space, which includes both outdoor and indoor courts. Additionally, there are cultural activities, health amenities, and yoga facilities provided. The

master plan offers a comprehensive understanding of the institution's future vision. A dedicated residential facility is available for girls and boys, equipped with Wi-Fi, mineral water, and 24/7 security, providing a home-like environment. Emergency exits and fire suppression systems are installed to mitigate the risks posed by fire hazards and natural disasters.

Student Support and Progression

The college is committed to fostering the comprehensive advancement of its students, placing particular emphasis on their academic, emotional, and psychological development throughout their educational journey and beyond. Several crucial components exemplify this dedication:

1. **Student Support System:** The College has implemented a highly organized support system that facilitates the growth and development of students from the time of admission until they complete their degree and even beyond. This support encompasses students hailing from rural regions who possess low levels of self-assurance, aiding them on their journey towards becoming knowledgeable, self-assured, and skilled professionals.
2. **Counseling and Mentoring:** The institution designates a staff counselor/mentor for every 15-20 students, implementing a well-organized counseling and mentoring system. This method guarantees that students receive individualized guidance and assistance specifically designed to meet their unique requirements.
3. **Assistance for those with slower learning abilities:** Specialized classes and continuous support are offered to aid slow learners in bridging the gap and achieving academic success.
4. **Extracurricular and Co-curricular Activities:** Students are strongly encouraged and incentivized to engage in extracurricular and co-curricular activities both within and outside the college premises. These experiences facilitate the cultivation of crucial interpersonal, collaborative, organizational, and managerial abilities in students.
5. **Job placement:** The institution has successfully secured job positions for highly skilled students in multinational corporations (MNCs) and recognized core businesses. Higher education students are also offered guidance.
6. **Alumni Engagement:** The alumni association establishes and maintains contacts with previous students, actively seeking their advice on the development of curriculum and gathering information regarding internship, project, and employment prospects.
7. **Student Representation:** Students are included in all academic and administrative bodies, guaranteeing their opinions are acknowledged and taken into account during decision-making procedures.
8. **Scholarships for Underprivileged Students:** The college offers tuition-free education to students who are economically poor yet academically accomplished, showcasing its dedication to promoting inclusive education.

Governance, Leadership and Management

The governance of RISE Krishna Sai Gandhi Group of institutions is under the authority of RISE Society. The institute has been actively promoting Engineering Education with the aim of being a leader in fostering creative and social growth. It encourages research by engaging in creative activities and strives to produce students who are competent and ethical leaders. RISE, as an academic institution, possesses the abundance and profoundness often observed in top-tier Engineering Colleges. The institution undergoes continuous learning and evolution each year, ensuring it stays updated with the needs of companies and actively promotes all relevant requirements. We strive for the comprehensive development of students. Since its establishment, the institution has been dedicated to achieving excellence and providing practical knowledge through technological skills.

Governance serves as the pivotal function that establishes a connection between the management, staff, students, and community. The institute's vision, mission statements, and institutional ethics are aligned with the policies. The administration is conducted through the involvement of several committees, which collaborate with the Principal, Heads of Departments, and faculty members in formulating and implementing policies. The college has established the Internal Quality Assurance Cell (IQAC) with the purpose of ensuring and improving the quality of education. The primary objective of IQAC is to establish a framework for deliberate, uniform, and transformative enhancement in the institution's performance. An annual audit is performed and tax returns are submitted on a yearly basis. The management periodically solicits input from faculty members and engages in discussions regarding academic matters, including results, feedback, and syllabus covering. All stakeholders participate in the institution's development. Therefore, the influence of governance, leadership, and management on the accomplishments of the institute is clearly evident.

Institutional Values and Best Practices

RISE has a robust tradition of adopting institutional principles and implementing best practices among its students and staff members. The organisation offers safety and security amenities to guarantee a comfortable working environment for employees as well as students. The college actively promotes gender equity by ensuring equal access to information and skills for women. Cell for the Empowerment of Women RAGA conducts proactive awareness initiatives for both staff and students, focusing on gender equity and sensitization. These programmes cover topics such as 'The notion of fundamental rights and equal opportunities', 'Empowerment of girls', 'Gender concerns in the workplace', and 'Gender discrimination in the home, society, and workplace'.

Effective waste management measures are implemented to protect the environment from the detrimental effects of the trash produced by the campus. Being an ecologically concerned institution, the campus seamlessly integrates eco-friendly practices with its academic endeavors. Several environmentally-friendly campus efforts are implemented to create an optimal environment for the Teaching-Learning process. Regular quality audits are conducted to assess the environmental and energy aspects. The Institute's disabled-friendly campus, with its welcoming atmosphere and comprehensive infrastructure including lifts, ramps and handrails, makes it an excellent choice for particularly abled students seeking to pursue their undergraduate studies. The university's curriculum also incorporates professional ethics, universal human values, the constitution of India, and environmental studies. These principles are carefully considered, applied, and included into the usual teaching-learning process. RISE commemorates both national holidays and significant international days. Annually, World Water Day, World Environmental Day, Teacher's Day, Women's Day, and Engineers Day are commemorated. Additionally, awareness programmes such as Digital India and Swatch Bharath are organised. As part of our social obligation, we organised blood donation camps, implemented road safety measures, and raised awareness about voting rights among young people. The Institute advocates for numerous exemplary methods to enhance the calibre of education and the teaching-learning process. It makes every effort to ensure

the pupils' future is promising and exceptional. Two notable practices employed by the company are the "Luch Tech Talk" and the "cultivating ethical and moral values through holistic education".

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RISE KRISHNA SAI GANDHI GROUP OF INSTITUTIONS
Address	NH-16, VALLUR, TANGUTUR ONGOLE PRAKASAM ANDHRAPRADESH
City	ONGOLE
State	Andhra Pradesh
Pin	523272
Website	www.risekrishnasaigandhi.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	KANDAGAD DALA VENKATA S UBRAHMA NYAM	08592-225511	9502835678	08592-22551 1	rise_gandhi@yahoo.com
Associate Professor	G Kishore	08592-225522	7207556869	08592-22552 2	kishorebrbm@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-03-2022	View Document		
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	15-05-2023	12	Approval Annually

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	NH-16,VALLUR,TANGUTUR ONGOLE PRAKASAM ANDHRAPRADESH	Rural	10.18	8946

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech, Computer Science And Engineering,	48	Intermediate	English	120	119
UG	BTech, Computer Science And Engineering Data Science,	48	Intermediate	English	60	56
UG	BTech, Electronics And Communication Engg,	48	Intermediate	English	120	48

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	9				21				38			
Recruited	9	0	0	9	17	4	0	21	27	11	0	38
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				36
Recruited	28	8	0	36
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				9
Recruited	7	2	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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.	11	0	0	3	1	0	0	0	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	11	3	0	26	12	0	53
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	Others	Total
		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	113	0	0	0	113
	Female	110	0	0	0	110
	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	17	21	12	6
	Female	28	17	12	5
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	3	1	1	2
	Others	0	0	0	0
OBC	Male	44	66	41	24
	Female	53	53	31	17
	Others	0	0	0	0
General	Male	43	64	81	46
	Female	69	96	85	73
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		257	319	263	173

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute demonstrates a clear understanding of the National Education Policy, particularly its emphasis on multidisciplinary and interdisciplinary education 1. New courses have been introduced that blend different disciplines, and there is a concerted effort to integrate diverse subjects in existing courses through the elective system. 2. The institute has invested in extensive faculty training programs to equip educators with the necessary skills and knowledge for multidisciplinary teaching. Workshops and seminars by experts in interdisciplinary education are regularly conducted. 3. The infrastructure has been upgraded to support this new approach, including modern laboratories, a well-</p>
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	<p>stocked library with resources across disciplines, and collaborative learning spaces. 4. Feedback mechanisms are in place to gauge student experiences and make adjustments as needed. 5. The institute has established partnerships with industry players to enhance the practical aspect of multidisciplinary education. 6. The institute plans to continuously update its teaching methods, reflecting the evolving nature of multidisciplinary and interdisciplinary education. There's a focus on adaptive learning strategies and further expanding collaborations.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As JNTUK Kakinada embraces and operationalizes academic bank of credits, allowing for the redemption of credits towards the conferment of certificates, degrees, or diplomas, RISE is committed to aligning with this framework and adopting academic bank credits as well. This proactive approach ensures that RISE remains in step with the evolving educational landscape and maintains its commitment to providing students with comprehensive and globally relevant education.</p>
<p>3. Skill development:</p>	<p>RISE is dedicated to advancing the cause of young generation empowerment while also addressing the engineering industry's demands. To achieve these goals, RISE has outlined a specific plan: 1. To compile a list of skill-based programs, along with designing the curriculum for these courses, seamlessly integrating with engineering education. This integration prioritizes social inclusion and inclusive education. 2. To nurture workplace-related skills and attitudes among students through internships and on-the-job training. 3. To emphasize the incorporation of best practices and innovative teaching-learning methods. 4. To establish collaborations with industries for the imparting of practical skills and hands-on experience, and the development of industry-relevant courses. 6. To promote online, making it more accessible and flexible for learners. 7. To introduce novel learning methods and digital tools, such as Massive Open Online Courses (MOOCs) and the flipped classroom model, for the training and empowerment of teachers. 8. To develop and implement a comprehensive assessment and evaluation system that holistically measures the achievements of learning outcomes. 9. To assess and evaluate students using various tools and methods, in line with the outcome-based</p>

	education system, ensuring a 360-degree assessment of students' progress.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution recognizes the importance of commemorating significant dates and hosting activities in regional languages to engage students and instill a sense of regional pride. Republic Day and Independence Day serve as examples of celebrations during which students are addressed in their native languages. Engineers' Day and Teacher's Day hold special significance throughout the year. Additionally, Women's Day and Telugu New Year Day are prominent occasions marked by cultural events. Festivals like Sankranti Sambaralu and Vinayaka Chavithi are instrumental in promoting awareness of both international and regional languages, along with the respective cultures they represent. RISE also showcases its regional culture by organizing traditional Kuchipudi and Bharatanatyam Induction/Orientation Programs for young women. Furthermore, the institution observes national commemorative days, including Constitution Day and Yoga Day, as part of its commitment to celebrating and preserving the rich cultural heritage of India.
5. Focus on Outcome based education (OBE):	RISE Krishna Sai Gandhi Group of institutions has embraced outcome-based education, aligning its standards with those set by the National Board of Accreditation. The metrics used to gauge the effectiveness of our educational system include Program Outcomes (PO) and Program Specific Outcomes (PSO). These outcomes are crucial in assessing the final product of each course (CO). Our innovative curriculum incorporates various elements, such as community participation and service, environmental education, and value-based education. This curriculum encompasses credit-based courses and projects, ensuring a comprehensive educational experience.
6. Distance education/online education:	In compliance with affiliating university regulations and government guidelines, distance education is not allowed to offer any full time course. But Despite the challenges posed by the pandemic, we have successfully implemented a hybrid format for conducting both theory and practical sessions, adhering to the prescribed norms of the government and the university. Moreover, in alignment with the

National Education Policy, our institution is actively developing a strategic plan to promote and encourage the active participation of stakeholders in online education. This proactive approach reflects our commitment to embracing technology and modern educational methods to enhance the learning experience for all.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>At RISE, an Electoral Literacy Club has been formed, with the main objective being to increase awareness among the This includes familiarising students with the voting and electoral registration procedures as well as the significance of participating in elections. In order to accomplish this goal, we plan a variety of events, like mock polling exercises, which give students a hands-on learning opportunity and practical understanding of the democratic system. Our club holds a variety of awareness-building events, such as debates, elocution contests, essay writing competitions, simulated parliamentary sessions, poster presentations, and other activities, in addition to the mock polling activities. These exercises aim to improve students' comprehension of election processes and encourage engaged engagement in the process</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 institution has its Electoral Literacy Club (ELC) functioning with the following office bearers: 1. Mr Isaaq Paul. Associate Professor - ELC Coordinator 2. Ch Harikrishna - Assistant Professor - ELC Additional Coordinator 3. S. Venkatesh(II CSE) and Sk Ameer Basha, B Gowtham, M Thirupathi swami, B Sharon Raju, T Hari Krishna Reddy, P Mahesh Babu as student coordinators</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,</p>	<p>The following are the activities that the RISE Electoral Literacy Club (ELC) participates in: 1. In order to inform the people in the surrounding villages, our students take an active part in voter awareness campaigns. By giving voters vital knowledge about the election process, these efforts hope to empower them and create an informed and capable electorate. 2. To raise awareness and spark enthusiasm among professors and students, the ELC</p>

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>hosts workshops. By providing forums for debate and information exchange on a range of electoral topics, these workshops help to increase electoral literacy among academics. 3. The ELC's mission is to inform the people it serves about voter registration, elections, and associated topics. This is accomplished through practical exercises and first-hand experiences.</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>The Electoral Literacy Club (ELC) engages in electoral issues through socially conscious projects, including informational campaigns, content production, and publications that highlight their contribution to the advancement of democratic principles and the stimulation of political engagement. These programmes support the the subsequent goals: 1. To assist the intended audience in understanding the importance of their vote and making sure people use their right to vote in a way that integrity, ease, and self-assurance. 2. To promote a culture of engaged and ethical voting, with a focus on increasing voter education and engagement. Following the tenets of "Every vote counts" and "No Voter to be Left Behind," the ELC fosters inclusion and motivates all eligible voters to take part in the political process.</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>Students who are old enough to register as voters, and who are above the age of 18, get education about democratic rights, particularly the significance of voting in elections. We arrange mock polling exercises to help with this, giving students hands-on experience learning about the democratic process. We also host a variety of awareness-raising events, including debates, essay writing competitions, simulated parliamentary sessions, poster presentations, and other activities. These programmes aim to raise students' awareness of the democratic system and improve their comprehension of election procedures.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1027	1051	989	986	1142
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 209

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	76	76	77	87

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
64.16	70.89	54.36	104.00	81.37

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institution clings to the Advised curriculum and holds on the effective strategies to convey the content and adheres to the academic calendar as given below,

1. The execution is grounded on “outcome based education system”(OBES) for the best outcome by conducting Internal Assessments and evaluation process.
2. Objective oriented lesson plans & thought provoking presentations are taken-up to practice University curriculum.
3. Lecture notes & e-learning contents amalgamate with classroom teaching for both theoretical and practical activities.
4. Curriculum and academic calendar are issued to the students, every semester to create basic interest in them and impart the clarity on the schedules to execute experiential learning.
5. The documentation process is taken up by the faculty in preparing course & lab files, also following the procedures to strengthen the teaching-learning string. The course and the program outcomes are assessed on semester basis for thorough view and overall performance.
6. Students are sorted based on their performance in mid-term examinations and are classified as slow & advanced learners hence, teaching extent differs respectively. Students are encouraged to focus on NPTEL & MOOC’S to enrich their technical wisdom.
7. To impart self-learning, the institution merges with ITC in the teaching learning process through teaching aids to guide students emphasizing on their effective skill-set. Despite the critical pandemic the institution organized virtual classes using social platform.
8. Faculty development programs/seminars are conducted to expertise on modern & effective teaching methods and pedagogical mechanism in addition to subject and domain expert sessions are conducted to enhance their skills & ability for adoption.
9. The concerned authorities monitor to ensure prompt completion of syllabus in time.
10. Feedback is taken twice a semester to provide guidance for rectification of flaws and effective learning.
11. Exclusive non-academic calendar & Extra-curricular activities are followed by every department.
12. The institutional calendar is approved by college academic committee in authentication with that of university calendar.
13. The calendar of events, class theory and laboratory time-tables and lesson-plans are circulated among the staff and students on notice-boards, circulars and social platforms for collective understanding and smooth functioning.
14. The track of students’ progress is maintained through the conduction of internal evaluation; mid-term examinations, seminars, project work, semester examination etc are supervised under the guidance of the Principal. The IQAC also conducts internal reviews to ensure proper

documentation. The process includes the following,

- Internal assessment will be conducted before the commencement of the semester examinations.
- Every student acquires an assignment for each course respectively after the commencement of semester.
- For the development of influential communication skills and effective organization of content, seminars are conducted where students have and flexibility to choose their own topic using power-point presentation.
- Transparency is maintained for effective internal evaluation through,
- Students' academic performance is diligently focused and also publicized on notice boards including ones attendance.
- To ensure the effective management of affairs, the IQAC which is guided by the Principal supervises the day-to-day schedules of academic activities.

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

1.2 Academic Flexibility

1.2.1

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

Response: 30

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 66.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
690	699	650	777	660

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

The institution adheres closely to the curriculum of the University, including a comprehensive blend of life skills, values & technology challenges that are essential for aspiring technocrats in the future. The institution is dedicated to upholding the significance of gender equality, environmental safety and sustainability, human values and professional ethics within the realm of technical education. Various internal units such as the NSS Cell, RISE Arena for Girls Advancement (RAGA) and Anti-Ragging Cell are actively engaged in implementing this advanced level of knowledge.

Our educational institution is characterized by co-education and our guiding principle is to promote respect for every individual, regardless of their gender students participate in many events that are arranged on campus, therefore showcasing their mutual regard and consideration for one another.

The RISE Arena for Girls' Advancement (RAGA) is a dedicated entity focused on promoting the empowerment of women and girls. The organization hosts events that include guest lectures, seminars,

workshops, and other programs that focus on topics such as women's rights, duties and the need of adopting a contemporary mindset rooted in compassion.

The Internal Complaints Committee (ICC) is an organizational body established to address and resolve internal complaints within a certain institution or entity.

It is imperative that female staff members and female students should not have any concerns about gender prejudice. Institutional settings should not tolerate behaviors characterized by rudeness, negligence, or other dehumanizing characteristics. The practice of ragging and instances of sexual harassment should not be tolerated. The Internal Complaints and Anti Ragging Committee consistently uphold the welfare of women and girls on our campus, demonstrating a high level of vigilance.

The inclusion of an introductory course on "Environmental Studies" in the first year curriculum of all engineering degrees has been a commendable step undertaken by the University. The curriculum has resulted in a transformative shift in students' attitudes, leading to a heightened awareness of the value of natural resources, the need of a diverse ecosystem, and the need to comprehend the environmental effect on life and address ecological challenges.

The college implements several initiatives such as green, energy, and environmental audit to promote energy and environmental conservation inside the campus. Napkin incinerators are also used on the college premises. The National Service Scheme (NSS) unit facilitates the organization of sapling plantings, whereby students actively participate in the establishment of a verdant environment inside the college. The unit further coordinates activities such as elocution and group discussions, with a focus on picking themes that have environmental significance.

The inclusion of the course on "Professional Ethics and Human Values" has served as a means to enhance the existing curriculum. The curriculum facilitates the development of individual pupils into responsible citizens who possess a strong sense of values, morality, and compassion for others.

Values are acquired via both explicit instruction and implicit observation. The aforementioned idea serves as the guiding framework for many departments. Each department demonstrates a strong dedication upholding ethical principles, moral standards, and core values within their respective domains.

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: 42.84

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

Response: 440

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
257	300	263	173	254

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	360	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 57.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	85	79	30	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	126	126	126

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.1

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

A)An experiential learning method

- 1) Students learn technological abilities in labs by applying theoretical knowledge. Instructors and lab technicians help them do experiments.
- 2) Industrial trips give students firsthand industry knowledge. Students use field experiences to improve their visualizations, development, and placements.
- 3) "Industrial Internships" provide students a taste of industry before they start. These internships assist students assess their talents and abilities, giving them a realistic idea of what to accomplish and be while learning.
- 4) Hobby and project exhibitions enhance student work experience.

B. Participative Learning Methodologies:

- 1) Early professional attitude development in engineering and technology students through departmental activities such as workshops, seminars, conferences, and guest speakers.
- 2) The college hosts FUSION-2K-XX, a national technical event, annually. Student competitions including paper and poster presentations, project exhibitions, circuit-trix, technical quiz, JAM, etc.
- 3) The college encourages students to take NPTEL courses in their fields.

C. Problem-solving methods

- 1) Problem-solving involves defining and planning to fix the issue. In academic, technical, and professional areas. Students build problem-solving skills through case studies, coursework, and tutorials.
- 2) Participatory observation helps students develop reliable knowledge, skills, and a professional viewpoint.

D. More student-centered learning methods

Cooperative Learning involves students working together to achieve goals.

Utilizing current technology.

virtual labs for practice.

Brainstorming and creating new problem-solving ideas.

Continuous Self-Learning facilities

- 1) Digital Library: The digital library is a one-stop shop for pupils to study technology.

2) Central Library: Students find endless knowledge and inspiration in the central library & supports students by providing timely reading and learning resources.

Teachers use ICT for effective teaching-learning.

In organizing teaching-learning methods and standards, we focus on objectives. The institution has traditionally encouraged student curiosity and faculty curiosity. The college emphasizes respectful student-faculty interactions.

Methods that focus on students

The institution hosts Paper Presentations, Workshops, Seminars, Technical Symposiums, Mini-Projects, Project Works, Group Discussions, Peer Teaching, Role-plays, and Guest Lectures led by specialists. Moodle and other LMSs attempt to improve learning through ICT.

- Learner-Centered Teaching Methods
- Integration of new tech.
- Enhancement through projects.
- Ingenious teaching approaches.
- Innovative use of lecture time (40 minutes for instruction, 10 minutes for interaction) and web resources.
- Creative direction for students' participation in projects, field trips, and internships to learn and grow.
- High-quality digital resources for MOOCs and campus placement training.
- Special Communication Skills laboratories for vernacular students.

Teaching with ICT

- Use of learning management systems like Google Classroom, Code Tantra, Wise, etc. to improve teaching and learning.
- Projector-based classroom and lab events to inspire learning.
- Helping and encouraging pupils to use ICT and learning tools.
- Animated video production, display, and use.
- The high-speed internet allows instructors to take NPTEL-approved courses to learn.
- We used Zoom, Wise, G-Meet, Goto Meeting, Webx, and Microsoft Teams to teach during Lock Down.
- To make online lecture videos with OBS studio, Filmora, screen cast-o-matic, etc.
- We use Google Forms, Kahoot Quiz, ClassMarkers, Online Quiz Creator for online technical quizzes.

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: 84.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	86	92	92	99

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2

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

Response: 21.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	17	14	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	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:

The institution conducts Internal Assessment by posting the timetable on a notice board, 10 days before the tests, along with marks and class announcements according the University schedule.

The Internal Assessment:

During the semester, the institution administers two internal exams: one in the middle and other at the end. Each exam covers half the semester's syllabus and takes 1.5 hours. The Institutional head directs the Exam Cell. The HOD and two senior faculty from each department inspect the rubric and question paper to ensure Bloom's Taxonomy compliance.

1. Question Paper Setup

The Course Coordinator creates the question paper to test students' learning using Bloom's Taxonomy and course outcomes.

A) Question Types

- 1) Easy-to-answer direct questions make up one-third of the questions.
- 2) One-third of course questions are difficult problems that need reasoning and extraction.
- 3) Questions demanding cognitive skills and math knowledge to present one-third of solutions.

B) Online Objective Tests

Online objective exams are conducted by the university, leaving descriptive tests to the institution.

C) Tasks

The relevant academic member sets assignment subjects and deadlines.

Bright students receive challenging homework out of syllabus to improve their brains.

Lab Test

The lab records and grades, students' experiments, Internal exams are given at semester's end. Lab and internal exam results are posted on the university website.

Quality of Evaluation

The concerned faculty design the internal exam evaluation scheme and key. Students receive their graded answer scripts and undergo a thorough performance review.

We address all complaints with attention.

The internal/external examination grievance mechanism is transparent, timely and efficient.

Exam Cell Committee

The Examination-Cell Committee (EC) handles department, college and university evaluation concerns.

Scrutiny

Grievances are thoroughly reviewed by the EC using Exam-Cell data. Avoiding fake complaints, we address genuine problems. Careful inspection reflects the Examination Cell and Committee's spirit.

University-Level External Grievances

Students can appeal their performance to the university in the prescribed format. The EC sends appeals to university officials per university rules and asks action. The Examination Cell informs students of university developments without delay and keeps them informed.

Internal Grievance-Institutional

The EC resolves institution-level complaints. Students can check internal exam answer scripts for a realistic assessment. For transparency, the EC addresses difficulties before students also records and updates data immediately.

Department-level

After receiving a complaint about Department-level evaluation anomalies, the EC, HOD and Faculty review the records and fix the matter. The procedure is transparent, impartial and completed on schedule.

Malpractices

All malpractice and misconduct are handled according to university policy. The action taken is thoroughly recorded with the delinquent student, invigilator, and relevant parties' signatures and forwarded to the University for Future Procedures.

Permission to Arrive Late

A student can attend an Examination on humanitarian grounds if they are late for a genuine reason and provide a signed undertaking.

Other Complaints

In addition to its regular duties, Committee can investigate and address unusual occurrences that require quick action to ensure smooth administration.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The organization places a strong emphasis on the Programme Outcomes (POs) that have been outlined by the National Board of Accreditation (NBA), as well as the related 2-4 Programme Specific Outcomes (PSOs) that are included in each Programme. The members of the faculty, once they have been assigned courses, are responsible for recording their course outcomes prior to the beginning of each semester. The POs, PSOs, PEOs and course outcomes of the respective departments are posted to the institution portal. The unified resource locator for this portal is as follows: www.risekrishnasaigandhi.edu.in

The college's outcome-based education can be authorized by its Vision, Mission, and PEOs (Program Education Objectives), all of which were developed by the institution. The members of the faculty, the students, and the stakeholders all have a better understanding of outcome-based education. At a number of the different meetings, the Vision, Mission, and PEOs have been distributed and displayed. In any program, there are both internal and external stakeholders to consider.

Management, teaching staff, non-teaching staff, and students are all considered to be internal stakeholders.

Parents, employers, members of various industries, and graduates are examples of external stakeholders.

The following is a list of sources from which the Vision Statement, Mission Statement, and PEOs can be obtained.

The Catalogue of College Course Materials Can Be Found in The College Portal.

Manuals for the Laboratories

The following is a list of sources that are used to display the vision, mission statements, and program educational objectives.

- The HOD's Room
- Departmental walkways and passageways.
- Departmental Notice Boards
- Conference Room of the Departments
- Rooms for Faculty
- Conference Rooms for the Research and Development Department

The following is a list of sources that are used to spread information about the PEOs, vision, and mission statements.

- Meetings of the Department
- Reunions of Former Students (Alumni meets)
- The get-togethers of the governing body.
- workshops
- Conferences and seminars
- Faculty development programs.
- Parent teacher meet
- The Orientation Program for Students Who Have Recently Joined the College
- Annual days and Fests

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcome Assessment

The assessment of course outcomes, for each individual course, is conducted by utilizing predetermined methods of both direct and indirect evaluation. The process of evaluating the effectiveness of the course involves both direct and indirect assessment methods. Direct evaluation is conducted through internal and external assessments, while indirect evaluation is carried out through the Course End Survey. The scheduling of direct evaluation is determined by the Course Coordinator in accordance with the established criteria of the institute.

Course Outcome Assessment Procedure for Theory Course

The course outcomes are assessed using the formula encompassing the following criteria.

(1) CO Direct Assessment = 30% of Internal Assessment + 70% of External Assessment

(2) Internal Assessment = 15% of Descriptive + 10% of Objective + 5% of Assignments

Course Outcome Assessment Procedure for Laboratory Course

The course outcomes are assessed using the formula encompassing the following criteria.

(1) CO Direct Assessment = 33% of Internal Assessment + 67% of External Assessment

(2) Internal Assessment = 11% of Continuous Evaluation + 11 %of Record + 11% of Lab

Internal Exam

Course Outcome Assessment Procedure for Project Work

The course outcomes are assessed using the formula encompassing the following criteria.

(1) CO Direct Assessment = 30% of Internal Assessment + 70% of External Assessment

(2) Internal Assessment = 10% of first review + 10% of second review + 10% of third review.

(3) External Assessment = 70% of Project Viva-Voce by the University

Course Outcomes Assessment Procedure for Seminar

The course outcomes assessment is done as specified hereunder.

1. CO Direct Assessment = 100% of Internal Assessment.

Indirect Assessment

Indirect assessment is conducted subsequent to the student's presentation, taking into account their performance in Project, Seminar, Theory, and the results obtained from Laboratory Courses.

Programme Outcomes Assessment Procedure

The assessment of Programme Outcomes takes into account the evaluation ratings of both Direct and Indirect measures, as well as the performance exhibited in Project, Seminar, Theory, and Laboratory Courses outcomes.

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

2.6.3

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

Response: 77.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
117	215	226	214	223

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

2022-23	2021-22	2020-21	2019-20	2018-19
170	275	260	246	330

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.95

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The RISE Krishna Sai Gandhi Group of Institutions has recently built an advanced Incubation Centre with the aim of promoting innovation among students and staff across many fields of Engineering and Management. The facilities offered encompass a Room, a space conducive for Group Discussions, Presentations, and brainstorming sessions. These facilities are equipped with high-end computers that have broadband connectivity, ensuring 24-hour internet service. Additionally, there is an uninterrupted power supply to support these activities. Furthermore, there is a digital linkup that provides access to journals and research papers from various locations worldwide. It also accommodates the requirements of industry representatives for their engagement with the management, employees, and students. The environment fosters an atmosphere that is beneficial to both learning and personal development. The Incubation Centre has successfully cultivated an inviting atmosphere that is drawing the attention of visitors to the institution. As a result, there has been an increase in inquiries from external industry officials seeking to utilize the facility for their internal board discussions.

RISE cultivates an environment that is favorable for the development and promotion of entrepreneurial

ideas and creative advancements. The provision of essential utilities is ensured, and the participants are under the guidance and supervision of an instructor. Students are strongly encouraged to engage actively in the utilization of technology in order to fulfill the demands of the community. In addition to facilitating the publication of research articles in both national and international conferences, our services extend to assisting researchers in acquiring patents.

The organization intends to provide a series of events, including knowledge-meets, workshops, seminars, and guest lectures, with a specific focus on the topic of entrepreneurship. Students are provided with a distinctive opportunity to interact with remarkable entrepreneurs who hold leadership positions in their respective domains.

The principal objectives of the Incubation Centre are to engage in collaboration with students, with the aim of transforming their distinct ideas into significant technological advancements.

The faculty has published few patents in recent years. Faculty members are strongly encouraged to publish their research papers in both national and international publications. Furthermore, the institution organizes a variety of seminars aimed at facilitating the exchange of expertise in the field of research with distinguished individuals.

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: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	12	7	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: 1.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	50	06	55	43

File Description

Document

Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website

[View Document](#)

Link to re-directing to journal source-cite website in case of digital journals

[View Document](#)

Links to the papers published in journals listed in UGC CARE list or

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	04	01	03	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

In order to cultivate a sense of social responsibility among both staff and students, the institution offers a range of sensitization efforts that actively include them in many social movements and activities, thereby facilitating the fulfillment of their civic duties. All the Second year students will do a Community service project which will inturn have a major impact on the students to social issues for their holistic development

Gender-sensitive concerns at the college are effectively addressed through the establishment of a dedicated committee known as RAGA (RISE Arena for Girls Advancement). The campus organizes a range of programs aimed at educating and empowering women, including seminars and workshops focused on personal excellence, healthcare, and other challenges encountered by women. Additionally, personality development programs are also offered.

Several outreach programs, including:

The regular involvement of students in blood donation camps, both on and off campus, organized by several blood banks such as RIMS blood bank, Red Cross Society blood bank, and Lion's Club blood bank, is noteworthy.

This discussion centers on the implementation of road-safety initiatives and educational campaigns aimed at raising awareness about the detrimental consequences of alcoholism.

The Swachh Bharat program aims to promote and maintain a hygienic environment in the surrounding rural areas.

Annual celebrations of significant national events, including Independence Day, Republic Day, and Constitution Day, are observed with great respect, with the active involvement of students.

As an integral component of the National Service Scheme's routine initiatives, students are actively urged

to engage in events such as National Unity Day, International Yoga Day, and World AIDS Day.

The Village Camps, organized by the (NSS), took place in January 2019 and March 2020 in Valluru and Koppolu Villages, respectively. These camps facilitated the implementation of various awareness programs and health camps, with the active involvement of NSS volunteers. The primary objective of these camps was to foster the development of social responsibility and a service-oriented mindset among the participants. A Covid awareness program has been organized in the Koppolu Camp as well.

COVID-19 vaccination campaigns were also orchestrated within the campus premises.

The outcome of the Activities:

Blood donation campaigns have played a significant role in imparting knowledge to young individuals regarding the importance of life, while fostering the development of their trustworthiness and sense of responsibility. The implementation of extension programs, which actively encourage student participation, has been crucial in fostering the development of leadership qualities such as discipline, effective time management, and coordination. Furthermore, they have acquired a comprehensive comprehension of societal issues and endeavored to address them by means of organizing rallies and engaging in advocacy efforts. The individuals acquired an appreciation for the value of human life and developed a commitment to engage in acts of service. It instilled a sense of societal responsibility within the student body.

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:

RISE has consistently endeavored to excel in extension activities, bridging the gap between academic knowledge and societal needs. Our commitment to using engineering expertise for community development has been recognized by various government and government-recognized bodies. This report outlines the key awards and recognitions received in recent years.

Major Awards and Recognitions

ANTI DRUGS & PROHIBITION OF ALCHAHOL

Year: [2019]

Awarded by: [LIONS CLUB]

SWATCCHATHA ACTION PLAN INSTITUTIONS

Year: [2020]

Awarded by: [MINISTRY OF EDUCATION]

ENERGY LITERACY DRIVE

Year: [2020]

Awarded by: [ENERGY SWARAJ FOUNDATION] are some of the Few noticeable awards.

Impact of Extension Activities

Our extension activities have not only garnered accolades but have significantly impacted communities.

These projects have:

- Improved living conditions in rural and underprivileged areas.
- Fostered a culture of social responsibility among students.
- Enhanced collaborative research and innovation.

Future Outlook

Building on this recognition, RISE is committed to expanding its extension activities.

Future plans include:

- Collaborating with more government bodies for community development projects.
- Integrating advanced technologies for social welfare initiatives.
- Strengthening student participation in national and international extension programs.

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

3.4.3

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	4	5	5

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

3.5 Collaboration

3.5.1

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

Response: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus is 10.18 acres of green space with 8946 square meters of built-up space. The campus meets AICTE and JNTUK standards for physical facilities.

Currently, there are 21 well-furnished, ICT-enabled classrooms with a minimum size of 66 square meters to suit the academic needs of all departments.

Tutorial Rooms

Four 33-square-meter rooms are reserved for instructive and interactive activities. Tutorial room programs augment classroom instruction.

Seminar-Halls

The College includes two lecture halls that can hold 100–150 people. They host symposia, seminars, training, project evaluations, placement activities, and other institutional and departmental events. The halls have LCD projectors and audio systems.

Laboratory facilities on campus are sufficient and designed to enhance students' knowledge and skills.

Laboratory numbers for each department are listed below.

1) CSE: 03

2) ECE: 07

3) physics and Chemistry labs: 02

4) Computer Centers: 01

5) Language Labs: 01

6) Drawing Halls: 01

7) Auditorium: One world-class auditorium with 500 seats has AC, AV, and ICT.

Wi-Fi

AIRTEL provides campus-wide internet connection. The campus has 250 Mbps routers.

PC Centers

One well-equipped computer center helps the institution organize academic events including online exams, oral tutorials, webinars, NPTEL, placement training, and skill development programs.

The Central Library

The central library has 120 seats on 400 square meters. Its KOHA integrated library administration software ensures efficient library services. .

Placement Block

The Placement Block handles training, group discussions, interviews, etc. to achieve the best student placement.

This campus has the following facilities for students and faculty.

- 1) Student Counseling Centre
- 2) Carrier Guidance Cell
- 3) Server Rooms
- 4) Canteen
- 5) Ladies' and boys' hostels
- 6) Mess
- 7) NSS Cell

Fitness activities and athletics are prioritized in the institution. Sports complexes on campus have these playgrounds.

I) Outdoor Game Playgrounds

- 1) Ball badminton courts: 01
- 2) Badminton Courts: 02
- 3) Basketball Courts (synthatic): 01

4.) Valley-Ball Courts: 02

5) Kho-Kho Fields: 01

6) Tennikoit Courts: 02

7) Kabbaddi Courts: 02

8) Lawn Tennis Court (synthetic): 01

9) Throw Ball Court: 01

Indoor Games

The institution offers indoor games facilities for Table Tennis, Caroms, Chess, etc..

Gym for Student and faculty gym is available at the campus. Gyms are open before and after college hours. Gym services are provided by the Physical Director and instructors. Equipment in the gym is as follows.

1) Manual Bicycles

2) Abdominal Twister Stand

3) Multi-station gym

4) Upright Bike

5) Fitness Abdominal Rocket

6) Abdominal Flat Bench

Yoga & Meditation Center

The college has a Yoga and Meditation Center. Yoga and meditation classes are regular. Additionally, external masters are asked to lead yoga and meditation training and practice sessions. Faculty and students use the center.

Extra-curricular

The college supports extracurricular activities to stimulate interests, develop leadership, and teamwork. Dance, skits, Rangoli, sketching, painting, and short films are among the activities students do.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

With the KOHA software, the library at RISE Krishna Sai Gandhi Group of Institutions is entirely automated. The software allows the administrator to view book, member, author, subject, department, supplier, publisher, book bank, and cataloging module reports, among other information.

Descriptions of Individual Modules

The following modules are utilized by the software.

1) The process of cataloging

Creating, editing, and maintaining a database containing books, journals, etc.

2) Management of Circulation -Transaction

This module is designed for all forms of counter transactions, including Issues/Renewals>Returns/Recalls, etc., for all documents.

3) Report Administration

The module generates and prints numerous reports, including the inventory of books by an author, the accession register, catalogs, etc. Additionally, the module can generate a variety of statistics and reports.

4) Executive management

The module permits the creation of a new login ID, password, and the granting of permissions to access multiple modules.

5) Online Inventory Authentication

Using a Barcode Scanner, the module enables online stock verification of library resources and the production of various reports.

6) Journal Administration

The module is designed to automate various activities involved in the subscription of journals such as creation and maintenance of journal master, claiming of absent issues, and their replacement.

7) Bar Graph

The Bar Chart permits the graphical representation of issues and returns.

8) Barcode Technology

The generation of bar codes for books and students facilitates identification and representation.

9) Book Standing

The book status option is helpful for determining whether a specific book is available in the library or in circulation.

10) Dues

The option of dues is helpful for calculating the user's dues and penalties.

The extensive use of the library's immense collection of resources, including books, journals, and digital content, is indicative of a thriving academic environment. Faculty members utilize these resources

frequently for research and curriculum development, whereas students utilize them for academic tasks and personal development. Additionally, the incorporation of digital platforms has improved accessibility. In fact, there is a designated period for each student to use the library, which was incorporated into the timetable. Overall, the library is a beacon of academic excellence and is optimally utilized.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our institution recognizes the importance of cutting-edge IT infrastructure in the modern educational environment. With the rapid advancements in technology, the institution consistently updates its IT facilities to ensure that the faculty and students have access to the best tools and resources. Furthermore, understanding the essential nature of uninterrupted online access, the institution has ensured the provision of sufficient bandwidth for internet connection(200 +10 mbps). This guarantees seamless online research, virtual collaborations, web-based learning, and other critical internet-dependent activities. Such consistent improvements underscore our commitment to fostering a conducive, tech-forward learning environment for all stakeholders.

- 1) LCD projectors have been installed in classrooms for effective demonstration of various concepts.
- 2) The complete campus is under surveillance by a CCTV system. The strategically placed CCTVs aid in the monitoring of campus activities. This facility ensures a college environment devoid of hazing.
- 3) The college makes computers accessible to both students and faculty in order to facilitate academic and extracurricular transactions. There are printers in the administration office, library, exam cell, and department heads' offices.
- 4) High-speed Internet access is available everywhere on campus. Students are given restricted access to this facility so that they can acquire new knowledge and skills without falling prey to inappropriate

influences.

5) The library management system software has been used to digitize library-related activities. This facilitates straightforward book monitoring and efficient library management.

6) The automated procedure aids students in reviewing their grades and reporting discrepancies earlier. All information about impending college and departmental events is posted on the college's website and shared with students via social media such as Facebook, WhatsApp, etc.

7) RISE recognizes the need for robust internet connectivity in the modern educational landscape and has taken significant steps to address this:

The campus is equipped with a high-speed 200 Mbps broadband internet connection, aligning with the dynamic demands of higher education and technology.

Wi-Fi facilities were introduced in the academic year 2009-10, benefitting both students and faculty members.

In the academic year 2020-21, Wi-Fi coverage was extended to all floors of the campus, including the canteen, enhancing accessibility.

The college currently boasts over 10 Wi-Fi routers with extenders to ensure comprehensive wireless coverage.

The internet bandwidth was increased to 200 Mbps in the academic year 2020-21, providing students with faster and more reliable internet access.

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: 3.07

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

Response: 334

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.67	10.17	5.26	8.06	7.66

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
779	740	697	659	799

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1.Soft skills

2.Language and communication skills

3.Life skills (Yoga, physical fitness, health and hygiene)

4.ICT/computing skills

Response: A. All of the above

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

5.1.3

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

Response: 48.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
577	425	453	546	521

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 52.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	115	120	135	177

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	255	250	233	300

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

5.2.2

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

Response: 4.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	05	08	06	01

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	01	01

File Description	Document
list and links to e-copies of award letters and certificates	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: 6.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	5	9	6

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:

In addition to its current faculty and student body, an institution thrives on the legacy and support of its alumni. Recognizing this essential symbiotic relationship, our institution is pleased to host a registered Alumni Association, which has become an indispensable pillar of our educational ecosystem.

Establishment of the Alumni Association:

Our Alumni Association is evidence of the institution's enduring connection with its graduates. It functions as a structured entity under the necessary regulations, with an executive committee that organizes and leads various initiatives. Its membership is comprised of a wide range of alumni, from recent graduates to those who have carried on our legacy for decades.

Financial Contributions: The Alumni Association's consistent financial support is one of its most tangible effects. Alumni, through the Association, have supported the construction of statues, among other infrastructure initiatives. They also award merit-based and economically disadvantaged students with scholarships, ensuring that financial constraints do not inhibit talent and potential. This spirit of generosity enhances not only the institution's facilities and opportunities, but also a culture of philanthropy and community service.

Mentorship Programs: The Alumni Association plays a crucial role in bridging the divide between theory and practice through its mentorship programs. Mentorship programs are offered by seasoned alumni from a variety of industries to current students, providing them with real-world insights, career guidance, and valuable industry perspectives. These interactions frequently result in internships, hands-on projects, and sometimes even employment opportunities, which further prepare students for the competitive world.

Alumni frequently conduct seminars, guest lectures, and interactive sessions by leveraging their professional experiences and knowledge. These events complement the regular course of study by introducing students to current industry trends, innovative methodologies, and the world of work's ever-changing expectations.

Opportunities for Networking: In the modern world, networking is frequently the key to unleashing an abundance of opportunities. The Alumni Association organizes annual gatherings, reunions, and interactive sessions to connect current students with alumni from a variety of fields. These interactions can lead to collaborations, research partnerships, and a deeper comprehension of the enormous array of post-graduation opportunities.

Alumni, as former students, provide invaluable feedback on the curriculum, instructional methodologies, and overall operations of the institution. Their unique position—having experienced the institution's education and then ventured into diverse professional fields—makes their feedback astutely pertinent, guiding refinements and improvements.

In addition to financial contributions, the Alumni Association provides various support services to the institution. They assist with placements by leveraging their professional networks, provide opportunities for collaborative research.

The Alumni Association is not only a symbol of our institution's illustrious past, but also a guiding light for its future. Through their consistent contributions, whether financial, intellectual, or experiential, our alumni have established themselves as indispensable stakeholders in our pursuit of academic excellence and holistic development. Their contribution reaffirms the institution's dedication to fostering lifelong relationships and a community that thrives on mutual development and shared achievements.

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

Response:

The defining characteristic of a successful educational institution is its ability to integrate its fundamental beliefs, as articulated in its vision and mission, into all of its practices, strategies, and decisions. Our institution stands as a shining example of such congruence between proclaimed beliefs and enacted practices.

Implementing the NEP:

The National Education Policy (NEP) provides a comprehensive framework for transforming the country's educational landscape. The leadership of our institution has ardently embraced the NEP's guidelines and recommendations, in keeping with our mission to foster innovation and holistic development. Whether it may be the multidisciplinary approach, the emphasis on experiential learning, or the emphasis on research, the institutional practices reflect both the progressive spirit of the NEP and our core values.

Persistent Institutional Development:

A central aspect of our mission is to ensure that the institution continues to develop and evolve as a beacon of academic excellence. This is evidenced by the sustained growth on multiple fronts, including student enrollment, faculty recruitment, infrastructure development, and the introduction of new academic programs. Our leadership's strategic decisions, which are founded on foresight and a dedication to excellence, ensure that growth is not merely about expansion but also about enhancing quality at every stage.

The principle of decentralization:

In accordance with our mission to promote a participatory and inclusive educational environment, our institution's governance is decentralized. Diverse divisions, committees, and cells are given decision-making authority, resulting in a more nuanced, context-specific, and effective operational model. This not only optimizes processes but also instills a sense of ownership and accountability throughout the institution's hierarchical structure.

Involvement in Institutional Governance:

Our institution's belief in collective intelligence is reflected in the diversity of its governance structure. Faculty, students, administrative staff, and alumni have opportunities to post. Regular meetings, feedback

mechanisms, and committee representation ensure that the institution's direction and decisions are influenced by a diversity of voices and perspectives, in keeping with our mission.

SHORT TERM GOALS

- Assuring and enduring quality through Accreditations like NAAC and NBA.
- Maintaining Quality through Certifications like ISO.
- Academic Excellence through getting maximum pass percentage.
- Motivating and encouraging student's participation in Co-curricular and Extra-curricular activities.
- Encouraging faculty to attend Faculty Development programmes, Workshops, Conferences, Seminars/Webinars.
- Getting the approval of government sponsored research projects.
- Motivating the faculty for register for P.hD and concentrate on research.
- Encouraging students and faculty to do certification courses for further development.
- To conduct Add-on programmes for students to meet the requirements of the industry.
- Providing 100 placements to the students.
- Honing the life skills of the students.

LONGTERM GOALS

- To offer feasible programs of relevance for upliftment of rural students and populace.
- To achieve the status of center of excellence in Technical Education and Research.
- To get the approval of permanent affiliation from JNTU– K.
- To achieve the Autonomous status for the institution.
- To convert the institution into deemed to be university in future.
- To undertake social welfare activities which increase the living standards of the people nearby our Institution surroundings

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The essence of a well-structured educational institution resides not only in the development of a solid long-term strategy, but also in its efficient implementation. Our institution exemplifies this principle by seamlessly integrating vision and execution, resulting in a dynamic, efficient, and student-centered ecosystem.

Vision-Reflective Policies:

The institutional perspective plan outlines both short-term and long-term objectives. In accordance with this plan, the institution has enacted policies that prioritize academic excellence, research innovation, student welfare, faculty development, and community engagement. These policies are not static; they are reviewed and revised on a regular basis to ensure alignment with changing requirements and aspirations.

Administrative setup:

To implement the prospective plan, the administrative infrastructure has been meticulously designed. Hierarchical structures, distinct role delineations, and decentralized decision-making guarantee expeditious and efficient action. Each department and cell is vested with the authority necessary to implement the broader vision on a micro level, ensuring that the overarching objectives permeate every aspect of operations.

Transparent Procedures for Appointment:

Recognizing that its greatest asset is its human capital, the institution employs a merit-based, transparent appointment process. Whether the faculty recruitment, administrative personnel, or student admissions, the institution's processes are rigorous, standardized, and reflective of its commitment to diversity and excellence. The comprehensive selection criteria and procedures ensure that only those who share the institution's values and vision are accepted into the community.

Service Regulations and Conduct Code:

The institution's ethos of mutual respect, professionalism, and development is reflected in the institution's service rules, which are explicitly delineated for all employees. These rules define roles, responsibilities, growth paths, and accountability mechanisms with precision. In addition, the code of conduct fosters a culture of integrity, collaboration, and mutual respect by ensuring that the entire community upholds the institution's values.

Procedure Simplification:

An effective perspective plan is more than just a series of directives; it also ensures efficient execution. To this end, all institutional procedures are streamlined, including academic scheduling, research grant applications, student grievance resolution, and faculty development. Standard Operating Procedures (SOPs) exist for every function, minimizing ambiguity and maximizing productivity.

Feedback and Continuous Enhancement:

Important to the successful implementation of the perspective plan is the institution's receptivity to feedback. The operational model includes regular audits, stakeholder consultations, and feedback mechanisms as integral components. Insights gleaned from these feedback loops are fed into the

continuous development processes, ensuring that the institution remains adaptable, responsive, and always in alignment with its core vision.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Recognizing the pivotal role of its workforce in molding its legacy and future, our institution has proactively established systems and measures to ensure the well-being, growth, and development of both its teaching and non-teaching staff.

Performance Evaluation System: The institution's human resource strategy revolves around its comprehensive performance evaluation system. This system, which was developed with input from experts and stakeholders, seeks to objectively evaluate the contributions of both teaching and non-teaching personnel. It takes into account a variety of factors, such as teaching efficacy, research contributions, administrative efficiency, and teamwork.

Evaluations of teaching personnel are founded on student feedback, peer reviews, research publications, and classroom performance.

Efficiency, collaboration, initiative, and contribution to the institution's operations are emphasized for non-teaching staff.

Institutionally, a conducive working environment for faculty members is of the uttermost importance, and the following welfare initiatives are implemented in this regard:

- The college provides complimentary transportation for its employees.
- Families of staff members are invited to get-togethers in order to foster a sense of loyalty and create a strong bond with the institution.
- As part of its dedication to the well-being of its employees, the institution offers a three- to four-month maternity leave.
- Newly Married faculty members receive a leave of absence.
- Faculty members are granted on-duty paid leaves to enable participation and learning in off-campus faculty development programs, as well as financial assistance in meritorious cases.
- When faculty members are unable to afford medical costs, the institution offers them monetary assistance.
- The institution offers faculty members grants and incentives for their accomplishments, such as the publication of papers in pursuit of excellence.
- In recognition and appreciation of the faculty's professional dedication, service, and tenacity, the institution grants faculty members regular raises.
- Group Accident Insurance is available to employees. The institution allocates adequate amounts of employee provident funds to teaching and non-teaching staff in accordance with self-established standards. The EPF scheme is implemented rigorously by deducting 12% of each employee's monthly salary.
- The institution provides non-teaching personnel with ESI medical facilities.
- Membership fees to a professional body are fully refunded.
- According to the standards of the professional dress code, the institution provides laboratory uniforms to technical employees.
- The institution has a completely functional cafeteria that provides staff and students with hygienic food at discounted prices and separate seating areas.
- Staff are given email addresses with the institution's domain.
- Separate parking facilities are available.
- Fire safety and closed-circuit television cameras are in position.
- The institution also has a RO mineral water facility to provide students and staff with safe, pure, and fresh drinking water around the clock.
- On campus, a gymnasium has been established to promote fitness among faculty and students.
- The faculty and students have simple access to a nearby ATM.
- A campus Health Care Center is available for any medical emergencies.
- A small number of unmarried male and female faculty members receive free dormitory

accommodations.

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: 0

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

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

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

6.3.3

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

Response: 33.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	50	52	42

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	55	52	52	52

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Internal

The institution has provided financial support for all departments, allowing it to meet its long-term objectives and remain solvent. In light of this, department leaders collaborate to develop a budget plan

for submission to the principal. Consequently, the budget proposals are examined and authorized. After that, purchases will be made in accordance with the budget proposals of the department chiefs. Prior to granting final permission, the Principal will provide an explanation and justification for any deviation.

Every three months, Chartered Accountants conduct internal audits, and accounting procedures for internal financial security are performed on a daily basis. All employee benefits, such as attending and presenting at seminars and conferences, as well as participating in faculty development programs, are guaranteed due to the institution's stringent internal control measures, which include requesting bids, comparing prices, and creating purchase orders for nearly every need. All expenditures must be approved or sanctioned by the Principal.

External

Chartered accountants also conduct external audits for the institution. When the statutory auditor examines for anomalies in the yearly account and assesses evidence of fees received against a list of students authorized by the management, any issues may be discussed and resolved. After every financial transaction have been recorded, financial statements such as the balance sheet and income and expense statement are compiled at the end of the fiscal year. The Auditor and Management will both sign these financial statements. The ultimate audit report based on the audited financial statements.

In addition, the AP state government (APHERMC) will audit the institution's financial statements every three years, based on which it will determine the institution's tuition fee.

Among the primary sources of income are

Tuition fee

The principal source of recurring revenue is the periodic collection of tuition fees from students.

Guaranteed Loans

Banks offer secured loans in the form of auto loans and term loans.

Unguaranteed Loans

Unsecured loans made in the form of temporary adjustments by society's members.

Drafts

Overdrafts permitted by banks and financial institutions due to the institution's impeccable credentials.

Cost of Transportation

Students pay a nominal transportation fee.

Hostel Cost

Hostel maintenance fee paid by students staying in campus-hostels having come from far-off locations.

Share of Examination Fee

A portion of the examination fee retained by the institution in accordance with university regulations to cover staff compensation, stationery, etc.

Accounts Maintained by Institution

Current Account, in the name of RISE Krishna Sai Gandhi Group of Institutions, at the bank.

Scholarship Account, in the name of RISE Krishna Sai Gandhi Group of Institutions, at the bank.

Examination Fees Expenses Account.

Capital Utilization:

Management quota fees and fee reimbursements from the government are used for academic, infrastructure, and salary purposes. A yearly audit of the institution's accounts will be conducted to ensure accountability. At the same time, quarterly internal audits are done to guarantee optimal utilization of the resources. Every three years, the Andhra Pradesh Higher Education Regulatory & Monitoring Commission (APHERMC) conducts an audit of the institution's financial records.

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:

IQAC cell has defined roles and responsibilities with action plans for each year to institutionalize quality assurance at various levels and ensure the augmented strategies and processes throughout the year.

In each semester, IQAC creates an academic schedule to facilitate teaching and learning. The IQAC Committee establishes criteria for teaching and load allocation, teacher recruiting, and library book purchases. The Cell's assistance helps individual departments enhance their performance in all areas. IQAC conducts performance evaluations of professors and staff to assist them to achieve personal and institutional goals.

Every semester, IQAC audits course files, attendance sheets for theoretical and practical exams, lab manuals, staff comments, lab notice boards, and lab dead stocks. The committee also encourages instructors to keep up with current educational developments.

Best Practices in the Institute

- 1) Academic Monitoring Activity
- 2) Mentoring System
- 3) Training and Placement Cell
- 4) Strategies for Improvement of Teaching Practices
- 5) Soft Skill training Program

Best Practice 1: Academic and Administrative Audit (AAA)

The academic audit is done at the end of each semester and during the semester by a team of internal audit and at the end of the year by a team of external audit. Suggestions are provided for quality improvement after careful review of audit reports at different levels. Besides academic reviews, it covers a review of various co-curricular and extra-curricular activities like guest lectures, bridge courses, certificate courses, value-added courses, tutorial & remedial classes, lecture schedules, course files verification, counseling, industrial visits, association activities, external participation, training and placement, collaborations, FDPs, e-learning resources, research, career counseling, workshops, seminars, conferences, extension activities, etc., for development of students.

Outcomes

The principal, HODs, Coordinators, and Faculty are provided with suggestions for improvement at various levels based on the discrepancies found during the audit. This would pave the way to the overall improvement in the quality of the institution.

Best Practice 2: Counselling and Mentoring

Support weak students and encourage bright students to minimize dropouts, improve performance, and reduce stress.

Practice.

- The institute has a very active Counselling and Mentoring Cell that matches 20 students to each faculty member for personalized counselling.
- Counsellors receive a Counselling Register to track the 20 students' attendance, performance, activities, and results and provide academic, co-curricular, and extracurricular guidance and motivation.
- They meet weekly to discuss, clarify and share various problems which may be personal or academic, etc.

- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- The mentors also counsel the students in need of emotional problems.
- Mentors take special care of weak students, who are given advice on how to study, prepare a time table for study and clarify the doubts and also given notes to study.
- Students problems are discussed with the departmental heads, other faculties and necessary action taken to solve it.

Outcomes

Its success is shown by better exam results, higher attendance, fewer dropouts, increased engagement in co-curricular and extracurricular activities, better campus discipline, and respectful teacher-student relationships

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Curricular Initiatives:

Integration of Gender Studies: Our curriculum in several fields now incorporates elements that address gender studies. This guarantees that students from all disciplines are introduced to the principles of gender equality and the significance of a harmonious and all-encompassing society.

Faculty Training and Development: We have consistently organized seminars and training sessions for our faculty members, equipping them with the skills to incorporate gender-sensitive techniques into their teaching methodologies. This endeavor guarantees the establishment of a comprehensive classroom setting, whereby every student experience's representation and respect.

Research & initiatives: Promoting research initiatives and papers that specifically address gender issues has been a primary undertaking. We provide assistance to students and faculty in conducting research that contributes to the wider discussion on gender equality.

Extracurricular Activities:

We frequently arrange gender sensitization workshops, seminars, and lectures conducted by industry professionals as part of our awareness programs. The purpose of these events is to instruct and foster consciousness among students and staff regarding matters pertaining to gender.

Student Clubs and Societies: We provide assistance and enable student-led organizations that center around gender-related matters. These clubs arrange a variety of events such as debates, talks, and campaigns to foster a culture that values inclusivity and respect for all genders.

Community Engagement: Our institution proactively fosters connections with the local community through outreach initiatives focused on advancing gender equity. These programs engage our students and staff in projects that have a measurable impact on society.

Women's amenities on campus:

Ensuring the safety and security of women on campus has been a paramount concern. We have enforced rigorous security protocols, which encompass the utilization of closed-circuit television (CCTV) monitoring and highly skilled security personnel.

Health and Counselling Services: We provide tailored health and counselling services specifically designed for women. These services are designed to offer assistance and attention in a private and considerate setting.

There are sufficient and well-kept lavatory facilities for women and childcare facilities located across the campus. In addition, we have implemented childcare amenities to cater to the needs of our staff and students who have parental responsibilities.

Continuing endeavors and upcoming strategies:

We are continuously dedicated to achieving gender fairness. We continuously assess and revise our policies and programs to ensure their efficacy and relevance. Our intention is to broaden our efforts by incorporating further international collaborations that specifically prioritize gender equity.

Awareness campaigns:

Regular campaigns, events or workshops to raise awareness about gender issues and the importance of equality.

Gender audit:

Periodic assessments to evaluate the effectiveness of gender equality measures in the institutions and to identify areas for improvement.

Safe reporting mechanisms:

Anonymous reporting helplines for students and staff to report incidents of gender-based discrimination or harassment.

RISE Krishna Sai Gandhi Group of Institutions has made substantial efforts to promote gender equity and sensitization in the past five years. By implementing a holistic strategy that includes curriculum, extracurricular activities, and campus infrastructure, our goal is to establish a setting that promotes equal respect and value for both genders.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

A fundamental component of our educational philosophy at RISE Krishna Sai Gandhi Group of Institutions is creating an inclusive atmosphere that values harmony and tolerance across linguistic, cultural, regional, ethnic, and socioeconomic divides. Our initiatives also include educating staff members and students about their constitutional responsibilities, which include upholding democratic principles and rights as well as civic duties and responsibilities.

Linguistic and Cultural Inclusion:

Multicultural Celebrations and Events: We frequently organize festivals and events to honor the various cultural backgrounds of our employees and students. These gatherings provide forums for discussing and valuing the diversity of cultures.

Language Support Programs: We provide language support programs to help students from various linguistic backgrounds since we recognize the linguistic variety of our student group. This guarantees that study and integration within the campus community are not impeded by language barriers.

Peace in the Regions and Communities:

Policies and Practices that Encourage Inclusivity: Our organization has put in place, policies that support and respect all religions and communal peace. We make sure that everything about campus life, including the eating options and the observance of religious festivals, is in line with these rules.

Interfaith conversations and Workshops: Continually scheduled interfaith conversations and workshops are intended to promote a greater level of respect and understanding for diverse religious and spiritual beliefs among students and faculty.

Social and Economic Integration:

Financial Aid and Scholarships: To assist students from economically disadvantaged families, we offer a variety of financial aid and scholarship programs. This guarantees that opportunities for education are not impeded by budgetary constraints.

Community Outreach & Engagement: To promote a feeling of social responsibility and inclusivity, our community engagement programs involve staff and students in initiatives that tackle socioeconomic difficulties in the local communities.

Civic Duties and Constitutional Obligations:

Civics and Ethics Education: Parts of our curriculum are devoted to teaching citizens about their rights, obligations, and constitutional principles. The goal of these classes is to foster a strong feeling of civic duty and an understanding of one's place in a democratic society.

Workshops on Constitutional Rights and Duties: Subject matter experts lead our workshops and seminars on constitutional rights and duties. These seminars offer useful perspectives on how to preserve constitutional ideals in day-to-day existence.

Active Citizenship Projects: Students are urged to work on initiatives that force them to interact with public concerns in order to apply what they have learned about their constitutional rights to practical situations.

Sensitization and Ongoing Improvement: We're dedicated to making our efforts to foster a more welcoming and peaceful environment better every day. We often ask staff and students for input to make sure our initiatives stay relevant and successful.

The goal of the College is to create an inclusive atmosphere where everyone is respected and diversity is cherished. We work to create a campus culture that epitomizes tolerance, unity, and a profound respect for the rights and duties of every citizen through our comprehensive approach, which takes into account cultural, linguistic, socioeconomic, and constitutional factors.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice

"Cultivating Ethical and Moral Values through Holistic Education"

Objectives of the Practice

The primary objective of this practice is to integrate ethical and moral values into the fabric of higher education.

Holistic Development: To foster students' all-around development, emphasizing moral, ethical, and social values alongside academic excellence.

Value Integration: To seamlessly incorporate value education into existing curricula, ensuring that values are not an add-on but an integral part of the learning experience.

Community Impact: To create a ripple effect where students, imbued with strong values, positively influence their communities.

The Context

The modern educational landscape often prioritizes technical and vocational skills, sometimes overlooking the importance of moral and ethical education. This gap hinders the development of well-rounded individuals who are socially responsible and ethically sound. Recognizing this, our initiative addresses the need for value-based education in a rapidly evolving society, especially within the Indian context where traditional values hold significant importance.

The Practice

This practice is unique in its approach to embedding value education within the Indian higher education system. By integrating ethical teachings into regular coursework, organizing workshops, and encouraging community service, students experience a holistic education. We faced challenges in balancing academic rigor with value-based teachings and ensuring faculty buy-in for this integrative approach.

Evidence of Success

The success of this program is evidenced by the positive behavioral changes observed in students, their increased community engagement, and feedback from faculty and external stakeholders. Surveys and performance metrics have shown a notable improvement in students' ethical decision-making and empathy. This indicates a successful embedding of moral values in the educational process. We didn't find a single case in ragging or any related to indiscipline.

Problems Encountered and Resources Required

Key challenges included aligning academic curricula with ethical teachings, training faculty to effectively deliver value-based education, and ensuring student engagement with non-academic learning. Required resources encompassed training materials, skilled educators in value-based teaching, and support from the institutional leadership.

Notes

For institutions looking to adopt this practice, it is vital to tailor the value-based components to align with the institution's ethos and the local cultural context. Continuous evaluation and faculty development programs are essential for sustained success.

Our institution firmly believes in nurturing not just academically proficient but also ethically sound and socially responsible individuals. This practice is a step towards realizing our vision of holistic education, which we believe is crucial for the betterment of society.

Best Practice 2

1. Title of the Practice

"Lunch Time Tech Talk: Bridging Knowledge Gaps and Fostering Innovation"

2. Objectives of the Practice

The objective of the "Lunch Time Tech Talk" series is to create an informal yet informative platform where students and faculty can engage in technology-related discussions.

Key goals include:

Encouraging Knowledge Sharing: Facilitating the exchange of ideas and recent technological advancements among participants.

Fostering Innovation: Inspiring creative thinking and potential collaborative research projects.

Building Community: Strengthening the sense of community within the institution by connecting individuals with shared interests in technology.

3. The Context

In the rapidly evolving field of technology, staying updated with the latest trends and innovations is crucial. However, formal educational structures sometimes lag in integrating new advancements. "Lunch Time Tech Talk" was conceived to address this gap, offering an informal setting for discussing cutting-edge technologies and industry trends, which are essential for students preparing to enter the tech industry.

4. The Practice

This unique practice involves weekly sessions where different technology topics are presented and discussed. The uniqueness lies in its informal setup, encouraging free-flowing conversations and spontaneous Q&A sessions. Speakers include faculty and mostly students. While the initiative has been widely successful, challenges include scheduling talks that align with academic timetables and ensuring a diverse range of topics to cater to varied interests.

5. Evidence of Success

The success of the "Lunch Time Tech Talk" series is evident in the growing participation of students and faculty, positive feedback, and the increase in collaborative projects stemming from these talks. Surveys indicate high satisfaction rates among participants, and many have reported a better understanding of complex tech topics and trends. The series has also sparked interest in technology among students from non-tech disciplines.

6. Problems Encountered and Resources Required

Challenges include finding a regular time slot that accommodates most interested participants and ensuring a continuous flow of speakers with relevant and interesting topics. Resources required include a dedicated coordinator for the series, audio-visual equipment for presentations, and occasionally, funds for inviting external speakers.

7. Notes

For successful implementation, it's crucial to maintain a balance between technical depth and accessibility for a general audience. Regular surveys to gather feedback and topic suggestions can help keep the series relevant and engaging.

Our institution values continuous learning and staying abreast of technological advancements. The "Lunch Time Tech Talk" series embodies this ethos by providing a dynamic platform for knowledge exchange and innovation, contributing significantly to our academic and professional community.

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

College Radio .

The RISE Krishna Sai Gandhi Group is renowned for its College Radio situated within the campus. Our college is the sole establishment in the entire Prakasam district to have obtained a College Radio . Additionally, it is one of the rare establishments in the State that possesses such a facility.

The Radio Station fulfils multiple fundamental objectives and functions. Various announcements broadcasted via College Radio will effectively bridge all communication gaps throughout the campus with a single message. The faculty, staff, and students will receive current information regarding all ongoing programmes on campus. The Radio serves as a comprehensive platform for fostering efficient coordination of activities. The facility enhances the personal satisfaction of everyone on the campus.

The day commences with a devotional melody in the College Radio. The prayer's lively and motivating tone and melody will evoke a feeling of improvement in all individuals. It will facilitate beginning the day with a confident perspective.

The News will provide a comprehensive view of global events directly to the college. The news, events, and profiles broadcasted on the radio will keep students and staff well-informed about global developments. The campus will consistently maintain up-to-date information.

Students and staff members are acknowledged for their accomplishments through the use of the radio on various occasions. Their achievements are publicly acknowledged through the sharing of their success stories and the recognition of their skills. This will enhance their prominence and status. Sharing birthday wishes would bring great joy to the individuals celebrating the event. This will lead to a sense of satisfaction and fulfilment in one's identity and employment inside the institution. The presence of a feeling of belonging enhances the cognitive processes of both students and staff members.

The radio is an effective medium for distributing crucial information. The historical evidence and significance of festivals will generate a fresh sense of curiosity among the audience. Furthermore, it serves as a comprehensive platform for disseminating genuine knowledge about our culture. Students acquire self-motivation to promote such awareness through effective planning and organisation.

The Radio has made a remarkable impact on the students and personnel in the institution, leading to a metamorphosis characterised by patriotism. Each individual listener immediately assumes an erect posture, regardless of their location, when the National Anthem is broadcasted daily on the radio. A comprehensive national perspective is a fundamental necessity in the modern day. The college radio station is actively promoting national integration. The motto we adhere to is 'One Campus, One Voice'. Success is our choice.

The stakeholders will have invaluable opportunity to enhance their communication skills, leadership abilities, and coordination competence through their participation in the Radio announcements.

The campus radio station is a remarkable and memorable experience for students and staff due to its exceptional and distinctive nature.

The institution's vision is primarily centred around three key domains: Value Based Education,

Innovation, and Social Excellence. The institution is dedicated to continuously improving the technical knowledge and academic standards of students in this region. Our primary focus is to support students from rural areas and low-income backgrounds in accessing higher education and potential employment prospects. Promising career prospects lead to favourable results, benefiting both individual and collective advancement, as well as contributing to the development of the nation.

The institution possesses contemporary and well-maintained infrastructure, and it actively promotes the involvement and input of its stakeholders to drive organisational progress. Stakeholders are encouraged to engage in lifelong learning by ensuring their interest, consent, and excitement. The institution organises industry and academic exchanges to enhance the stakeholders' confidence in their future projects and efforts. Ultimately, all of these factors contribute to societal progress.

Significance of Infrastructure Since its foundation, the institution has consistently made determined and unwavering efforts to develop all the necessary amenities and infrastructure. The institution's several departments possess abundant space and sufficient facilities.

Continuous education

The college has developed significant proficiency in fostering technical innovation among students through the organisation of techno fests, awareness seminars, and guided projects. Students are consistently and persistently encouraged to undertake in-house initiatives.

Social connectivity refers to the level of interaction and connection between individuals within a social network or community. The institution prioritises regional development as its primary objective, and thereafter broadens its scope to encompass various other commendable endeavours. The college arranges several socially beneficial programmes and has effectively fostered awareness among individuals regarding the significance of higher education, particularly in the field of engineering.

The institution engages in the following activities in pursuit of its commitment to achieving excellence.

- (1) Advancing Education through Guidance and Counselling.
- (2) Training for Campus Recruitment.
- (3) Academic Excellence Mentorship Programme
- (4) Workshops on Personality Development
- (5) Ensuring a Positive Learning Environment
- (6) Scholarships

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

5. CONCLUSION

Additional Information :

The RISE Krishna Sai Gandhi Group of Institutions was founded with the goal of "Social transformation through active education" by a group of professionals with extensive and distinguished academic backgrounds in the field of technical education. RISE places a strong focus on educating the young, deserving people who want to pursue engineering degrees and who want to acquire the skills necessary to meet industry demands. RISE has unique qualities that have led the institution to excellence and quality in all of its endeavors. RISE, an exclusive technical education stream founded with the motto "Rural Empowerment," provides trained students to meet the demands of the IT and technological industries in the global market. In order to address, oversee, and assess the academic programmes provided to students, RISE seeks to establish a policy of quality assurance. In turn, this will help students learn more effectively and establish the college as a hub for engineering graduates. The institute uses unique methods, effective student involvement for development in all areas, research and development, and social conscience.

Concluding Remarks :

The RISE Krishna Sai Gandhi Group of Institutions works tirelessly to help its students reach their greatest potential, share knowledge, and provide them with the tools of success. Acknowledging the value of accreditation from several organizations, our long-term goal is autonomy via a clearly defined path. The Governing Body, Academic Council, Finance Committee, and other non-statutory committees are only a few of the many statutory committees that our institution is home to. The completion of the Self-Study Report (SSR) in compliance with NAAC criteria has given us the chance to thoroughly evaluate the several aspects of high-quality education. We think that this report, which was produced by our entire staff, satisfies the requirements set forth by the NAAC committee for the accreditation procedure. In my capacity as the institution's principal and head, let me to congratulate the members of the IQAC Cell, the Internal NAAC Committee, and every employee who helped with the SSR's preparation, whether directly or indirectly. Our goal is to deliver an impeccable report that truly showcases the dedication to excellence of our organization.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :30</p> <p>Remark : Input edited as per supporting documents</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>768</td> <td>728</td> <td>724</td> <td>814</td> <td>793</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>690</td> <td>699</td> <td>650</td> <td>777</td> <td>660</td> </tr> </tbody> </table> <p>Remark : Input edited as per metric 1.2.1</p>	2022-23	2021-22	2020-21	2019-20	2018-19	768	728	724	814	793	2022-23	2021-22	2020-21	2019-20	2018-19	690	699	650	777	660
2022-23	2021-22	2020-21	2019-20	2018-19																	
768	728	724	814	793																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
690	699	650	777	660																	
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>105</td> <td>95</td> <td>30</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>86</td> <td>85</td> <td>79</td> <td>30</td> <td>56</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2022-23	2021-22	2020-21	2019-20	2018-19	105	105	95	30	59	2022-23	2021-22	2020-21	2019-20	2018-19	86	85	79	30	56
2022-23	2021-22	2020-21	2019-20	2018-19																	
105	105	95	30	59																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
86	85	79	30	56																	

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	126	126	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	126	126	126

Remark : Input edited as per supporting documents

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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	13	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	12	7	6

Remark : Input edited as Programmes conducted under the metric 1.2.1 cannot to be considered in this metric

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:

2022-23	2021-22	2020-21	2019-20	2018-19
71	73	06	62	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	50	06	55	43

Remark : Input edited as Repetition is observed and in some cases authors belongs to different institution

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	5	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	4	5	5

Remark : Input edited excluding National festivals, Days celebrations

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 :

Answer After DVV Verification :19

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.86	0.41	14.01	30.63	0

Answer After DVV Verification :

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

Remark : Input edited as per supporting documents

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities 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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56.07</td> <td>66.09</td> <td>48.21</td> <td>99.84</td> <td>71.27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15.67</td> <td>10.17</td> <td>5.26</td> <td>8.06</td> <td>7.66</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	56.07	66.09	48.21	99.84	71.27	2022-23	2021-22	2020-21	2019-20	2018-19	15.67	10.17	5.26	8.06	7.66																				
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5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>169</td> <td>156</td> <td>150</td> <td>204</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1348 1046 1482"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>115</td> <td>120</td> <td>135</td> <td>177</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1563 1046 1697"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>170</td> <td>275</td> <td>260</td> <td>246</td> <td>330</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1778 1046 1912"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>255</td> <td>250</td> <td>233</td> <td>300</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	101	169	156	150	204	2022-23	2021-22	2020-21	2019-20	2018-19	80	115	120	135	177	2022-23	2021-22	2020-21	2019-20	2018-19	170	275	260	246	330	2022-23	2021-22	2020-21	2019-20	2018-19	150	255	250	233	300
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5.3.2	<p>Average number of sports and cultural programs in which students of the Institution</p>																																								

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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	08	12	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	5	9	6

Remark : Input edited as Events cannot be split into activities

6.2.2 ***Institution implements e-governance in its operations***

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: B. 3 of the above

Remark : Input edited as per supporting documents

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:

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	0	22	21

Answer After DVV Verification :

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

Remark : Input edited as Only cash vouchers for payment can not be considered.

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	86	86	98	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	50	52	42

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	55	52	52	52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	55	52	52	52

Remark : Input edited as per supporting documents

2.Extended Profile Deviations**Extended Profile Deviations**

No Deviations