SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

GUDLAVALLERU ENGINEERING COLLEGE

SESHADRI RAO KNOWLEDGE VILLAGE GUDLAVALLERU - 521 356 KRISHNA
DISTRICT
521356
www.gecgudlavalleru.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adusumilli Aswardha Narayana Murthy and Vallurupalli Venkata Rama Seshadri Rao(AANM & VVRSR) Educational Society was established in 1981 with the objective of establishing general and Technical Education Institutions in Gudlavalleru, a village in Andhra Pradesh.

The promoter Society established a Polytechnic in 1981, an English medium High School in 1988, an Engineering College in 1998, and a Pharmacy College in 2010.

AANM & VVRSR Educational Society has been instrumental in making a rural village, Gudlavalleru, an educational hub and provided opportunities to many middle and lower-middle-class public to pursue their education.

Gudlavalleru Engineering College offered four undergraduate B.Tech programs with an intake of 180 when it was established in 1998. This Institution became successful in imparting education and at present offering 8 UG B.Tech programs, 5 PG M.Tech programs and MBA programs. Every year more than 1000 students are getting the opportunity to be admitted into the college in these courses.

Founder of this college, Sri Vallurupalli Venkata Rama Seshadri Rao has been recognized posthumously with Edupreneurs Award 2013 by "Engineering Watch, a National Magazine, New Delhi, under Vice-Chancellors choice for his contribution to Engineering Education in India. This is an indicator of the commitment and achievement of the Society to serve the cause of Education.

Gudlavalleru Engineering College is able to provide a Rich Learning Experience to students by organizing various Educational and personality development programs to enable the students to become responsible citizens. Gudlavalleru Engineering College gives priority to sports & games, social service activities, Advanced training to make students Industry-   ready in addition to the delivery of the regular academic curriculum.

Gudlavalleru Engineering College built adequate buildings with a built-up area of 5,50,000 Sft. in its area of 14 acres to provide sufficient Instructional areas, state-of-the-art library and Information Center, Laboratories, Skill Development Centers, Sports Complex, and other amenities. Gudlavalleru Engineering College established certain laboratories with its Vision, even before the directive from regulatory bodies to establish such laboratories.

The transparent policies and mechanisms of the college paved the way to have more qualified, experienced, and competent Faculty to serve the student community.

Vision

To be a leading institution of engineering education and research, preparing students for leadership in their fields in a caring and challenging learning environment.

Mission

- To produce quality engineers by providing state-of-the-art engineering education.
- To attract and retain knowledgeable, creative, motivated, and highly skilled individuals whose leadership and contributions uphold the college tenets of education, creativity, research, and responsible public service.
- To develop faculty and resources to impart and disseminate knowledge and information to students and also to the society that will enhance the educational level, which in turn, will contribute to the social and economic betterment of society.
- To provide an environment that values and encourages knowledge acquisition and academic freedom, making this a preferred institution for knowledge seekers.
- To provide quality assurance.
- To partner and collaborate with industry, government, and R and D institutes to develop new knowledge and sustainable technologies and serve as an engine for facilitating the nation's economic development.
- To impart personality development skills to students that will help them to succeed and lead.
- To instill in students the attitude, values, and vision that will prepare them to lead lives of personal integrity and civic responsibility.
- To promote a campus environment that welcomes and makes students of all races, cultures, and civilizations feel at home.
- Putting students face facing industrial, governmental, and societal challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- UGC- Autonomous Institute
- UG B Tech Programmes in EEE, ME, ECE and IT are accredited by NBA under Tier-I
- Accredited by NAAC with "A" Grade for five years from 2016 March 29th to 2021 March 21
- Departments of EEE, ME, ECE & CSE were recognized as Research Centers by the affiliating University JNTUK, Kakinada.
- Recognized by ONGC, New Delhi for taking up ONGC Consultancy works and other structural designs.
- Accredited by Tata Consultancy Services (TCS).
- State of art Infrastructure
- Committed, retained faculty and staff.
- IT Enabled Central Lecture Theatre for interactive teaching to about 350 students at a time.
- Well established laboratories, good sports facilities.
- Water, Environment and Land (WEL) centre to address local, regional and national problems pertaining the environment.
- ELT Centre - A resource and research centre; promotes the continuing professional development of teachers of English; and conducts programmes for enhancing the communication skills of the GEC faculty.
- Well ventilated and ergonomically designed class rooms, e-class rooms, seminar halls with internet connectivity.
- English Language Communication Skills Labs for training in soft skills.
- 360 mbps internet bandwidth
- Wi-Fi enabled campus covering an area of more than half a kilometer radius.

- English Language Teaching Centre (ELTC) for Teachers Professional Development.
- **Power Backup**: About 695 kVA Generator Power backup is provided.
- **Solar:** A monthly average of 39000 to 40000 units generation through 350 kVA power station with 4 inverters (each 100 kVA) connected to main grid.
- Pearson VUE Test Centre for Microsoft, Oracle, CISCO, etc. Certifications.
- PMKVY-TI Centre of AICTE to empower unemployed youth with skills leading to gainful employment.
- Unnat Bharat Abhiyaan 2.O
- Remote Centre for IIT, Mumbai facilitating the conduct of Faculty Development Programmes.
- APSSDC CM Skill Excellence Centre (CMSEC) to scale up and increase the number of skilled candidates and placements
- Association with ICT Academy for training the students on industry relevant courses.
- VM Ware IT Academy
- National Cyber Safety and Security Standards (NCSSS)
- Incubation and Innovation Council
- CISCO Academy
- Oracle Academy
- Microsoft Campus Agreement
- National Instruments - Lab view (industry supported lab).

Institutional Weakness

- The students at the entry level are with poor competencies.
- Being a rural Institution, peer group interactions are not contributing to learning.
- The Research & Development and Consultancy activities are not promising.
- Institution-Industry collaborations are not encouraging.

Institutional Opportunity

- The parents and students are focused on getting educated.
- The Agri and Aquaculture of the surrounding area is providing scope for solving their engineering problems and develop product implements for their use.
- The automobile and other industries in the district are useful for internships and apprenticeships.
- The Institute can use the freedom of using academic autonomy and revise the course curriculum from time to time to meet the needs of the present scenarios.
- The Institute has the reputed higher level Institutions nearby to it like NIT AP, VIT-Amaravathi, and many industries in and around Vijayawada, whose interaction helps in improving the quality of research and education.
- The Institute being in the rural area has lot of scope in serving the society through community programs.

Institutional Challenge

- Exponentially growing competition with mushrooming of engineering college and Deemed Universities.
- Reduced inclination of students to pursue Post Graduate Education.
- Mismatching of the cost of functioning the college and the revenue through the Tuition Fee permissible

to receive from the students.

- The institute is unable to fill all the seats especially in PG courses due to negative mind set of students
- The Institute being a private self financed college is finding difficulty in improving consultancy activities.
- Many students are preferring admission in deemed universities due to their strategic early admissions. Excess number of engineering colleges and newly started deemed universities in the state capital are also affecting the admission in the Institute.
- The Institute has major financial resource only in form of tuition fee paid by the students and fee reimbursement from the state government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The motto of Gudlavalleru Engineering College (GEC) is to offer a holistic and rich learning experience to the student community. In this regard, the institute has a clear vision for learning, research and extension, for progress and development of the students and local community. The Institute makes every effort to realize its vision of developing competent human resources through quality education, by designing innovative educational environment and promoting creativity. The Institution has flexibility in designing the curriculum with its autonomous status and focus on OBE in all programmes and courses having well-defined objectives and learning outcomes aligned with institutional mission. Development and review of curriculum is done regularly to keep pace with developments in respective fields and meet the requirement of academia, industry and society. All the stakeholders are involved in the design and improvement of curriculum through feedback process. New courses are introduced by taking inputs from stakeholders' feedback. The course contents are designed for enhancing knowledge, employability and entrepreneurial skills. To make the teaching and learning more innovative and interactive, the college encourages the faculty to use ICT tools. MOOCs, internships, projects, and field work are incorporated in the curriculum to enhance the higher-order learning skills. Choice-based credit system is in vogue, since 2014, the year in which college was conferred autonomous status, to meet the interests and aspirations of students. Environmental Studies course is mandatory for all UG programmes. Also Value-added courses are introduced to make the students more employable. Effective feedback mechanism is available which serves as input for continuous improvement in curriculum along with results of outcome assessment.

Teaching-learning and Evaluation

Many models of teaching are routinely employed, and this includes, but not limited to lectures, experiments, tutorials, project work, industry visits and apprenticeships. These diverse pedagogic methods allow students to be exposed to the subjects of study in various formats, and thus strengthen the learning process. With guidance from the approved syllabus, the faculty plans for the delivery by creating a Course Plan which generally also includes problem sets, assignments, self study and library time.. The college also offers opportunities for learning through special programs, lectures from renowned experts, short courses by industry experts and approved e-learning resources. With the availability of large number of online courses through SWAYAM portal students and faculty members are motivated to learn latest developments in their area of interest. Students' learning is evaluated employing different assessment tools suited for the subject under study using both continuous and semester end examinations. Outcome based education is implemented in this institute since 2014. In line with the OBE program specific outcomes, programme outcomes and course outcomes are

constantly monitored by department academic committee. Student's performance and grievances are regularly monitored by class in-charges and shared with counselors for further action. Examination section schedules and conducts the internal and external examinations as per the academic calendar supported by teaching and non teaching staff. End examination results are processed by software and published within the stipulated time.

Research, Innovations and Extension

To inculcate and stimulate the students for new idea generation, faculty members are encouraged to participate in conferences, workshops and seminars with special leaves, registration and travelling allowance. Institute encourages the faculty members to register themselves for Ph.D. The faculty members with doctoral degree are also encouraged to acquire Research Supervisor status to guide faculty members either of the same department or other colleges for Ph.D. All the faculty members are encouraged to apply for Minor/Major Research Projects, attend Symposiums etc., offered by AICTE, UGC and DST etc. Institute provides necessary infrastructure facilities and administrative support to augment research activities. Students are encouraged to carry out live projects based on latest technology with the guidance of experienced faculty members. Many departments are recognized as research centers by JNTUK. All the departments are endowed with research facilities in the thrust areas. To nurture young minds, innovation club was started and it is active. They are motivated to participate in hackathons conducted by state and central government authorities to promote innovation. Institution is also undertaking extension activities with the help of students.

Infrastructure and Learning Resources

GEC takes utmost care in providing sufficient infrastructure to realize their vision of imparting quality education to students. It has 14 acres of campus area with adequate class rooms and seminar halls with ICT facilities. Laboratories as per the curriculum and skilling centres to impart hands on training in cutting edge technologies are available. Licensed software and open source software are being used to make the students proficient in modern tool usage. Internet connectivity is in vogue with 131 accessible points through WI-Fi. A central lecture theatre with audio and video facilities is available to arrange special lectures from eminent people and to conduct oration lectures. All-round development of students is the underlying concept of the college while imparting quality education. To reach that goal, college has provided adequate sports and cultural facilities. It has facilities for outdoor and indoor games and a gymnasium. These facilities enable the students to maintain physical fitness and in turn mental health. Cultural centre extends training in various musical instruments by seasoned professionals.

Excellent library is at the disposal of the students which acts as one of the important sources of knowledge gaining. It has many titles and volumes apart from digital learning material. Computers are available to access the online journals and e-books with internet connectivity. E-learning material offered by word famous universities and NPTEL are available to make the students competitive in the domain knowledge. Library is completely automated and many Rare books are also in store. Apart from the library videos and learning material prepared by the faculty is available in Microsoft Teams platform. Domain IDs are provided to all the students and they can access these learning resources as and when they want to refine their knowledge.

Maintenance of all the physical equipment, academic facilities, computers, sports facilities including gymnasiums take place as per the standard operating procedure of the institution.

Student Support and Progression

For every twenty to thirty students a counselor is appointed who regularly meets the students, either in groups or individually, to discuss and counsel them in both academic as well as non-academic matters.. The counselor helps their wards on study techniques, training opportunities, preparation for co-curricular events and other issues. They also occasionally get in touch with the parents of some students when there is a need for communicating or discussing matters affecting the student academic performance.

`The academic program offered at GEC is designed to encourage and motivate all the students to be regular and consistent in their efforts towards learning. In addition to this, GEC makes special provisions for both the above and below average students so that they may reap the benefits of the academic facilities available in the College. There is a provision for quick learners for fast tracking their courses in advance so that they can complete all courses other than project work of the final semester ahead of time. This allows them to take up project work outside of the campus, usually in an industry. Provision is made in the curriculum to quench the knowledge thirst of enthusiastic students, in the form of optional electives. They can acquire additional credits over and above the stipulated one by studying optional electives. For slow learners the College organizes additional teaching sessions and support systems.

Governance, Leadership and Management

Gudlavalleru Engineering College is guided by "Governing body" headed by one Chairman, and AANM & VVRSR educational society under whose aegis college was established, and the Principal is the Member Secretary of the governing body. Its members include representatives of Directorate of Technical Education-Govt. of Andhra Pradesh, AICTE-Southern Central Regional Office, Hyderabad, experts from industry and faculty members.

The body advises on the policies and overall management of the College. The Principal provides overall administrative and academic leadership to the College, and he is supported by two Vice Principals. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Each department is having a Head who is a Professor and supported by teaching, technical and administrative staff. Decentralized administrations, complete autonomy to the departments in academics, transparency in budget allocation are practiced in management of the institution. Academic, finance, library and examination activities are automated to the extent possible for ease of administration.

Institutional Values and Best Practices

GEC adheres to values and adopts best practices in its functioning

GEC promotes gender equity. Considerable percentage of staff and students are female. International women's day is celebrated every year to motivate all the staff to organize discussions for understanding the role of women towards a progressive society. The institute is secured by dedicated security guards for each departments and every important location within the institute premises. Campus is under electronic surveillance with the help of 181 CCTV cameras, available at academic blocks, amenities block, all the junction points and open areas without compromising the privacy of female staff and the students. Presence of Internal Complaints Committee (ICC) ensures protection of women from sexual harassment at work place. A professional

Counselor is extending counseling & Mental Wellness services to GEC students.

The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development.

Commemorative days like Republic Day, international yoga day, Independence Day, teacher's day and Engineers day are celebrated and their importance is highlighted to faculty and students.

The hall mark of GEC is holistic education to students. The complete focus is on "KNOWLEDGE-SKILL-BEHAVIOR" - the basic mantra of OBE. The entire process is a career vision approach starts with Induction Program and ends at employment routed through the Outcome-based curriculum (Cognitive domain skill set) blended with (Internship, Industrial linkage, Certification courses, Skill development Labs, Placement Training Programs)- Psychomotor domain skill set, (student clubs, professional society chapters, participation in other co and extracurricular activities –GECFEST)- Affective domain skill set.

The second best practice is "Go Green" campus. Initiatives have been taken for the Green campus and facilities, practice, as well as audits, are in vogue

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GUDLAVALLERU ENGINEERING COLLEGE
Address	Seshadri Rao Knowledge Village Gudlavalleru - 521 356 Krishna District
City	GUDLAVALLERU
State	Andhra Pradesh
Pin	521356
Website	www.gecgudlavalleru.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	G V S N R V Prasad	08674-273737	9848779124	08674-273957	principal@gecgudlavalleru.ac.in
IQAC / CIQA coordinator	A Jawahar Babu	08674-273888	9440692472	08674-273953	ajbgec@gamil.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 minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	25-06-1998

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	19-06-2014

University to which the college is affiliated

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	04-05-2012	[View Document](#)
12B of UGC	04-05-2012	[View Document](#)

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](#)	15-06-2020	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Seshadri Rao Knowledge Village Gudlavalleru - 521 356 Krishna District	Rural	12.68	43613

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,Civil Engineering	48	Intermediate	English	120	92
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	120	87
UG	BTech,Mechanical Engineering	48	Intermediate	English	180	146
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	240	237
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	60	50
UG	BTech,Computer Science And Engineering	48	Intermediate	English	240	240
UG	BTech,Computer Science And Engineering	48	Intermediate	English	60	60
UG	BTech,Information Technology	48	Intermediate	English	180	180
PG	Mtech,Civil Engineering	24	B.Tech	English	18	7
PG	Mtech,Electrical And	24	B.Tech	English	12	3

	Electronics Engineering					
PG	Mtech,Mechanical Engineering	24	B.Tech	English	12	3
PG	Mtech,Electronics And Communication Engineering	24	B.Tech	English	12	0
PG	Mtech,Computer Science And Engineering	24	B.Tech	English	12	1
PG	MBA,Master Of Business Administration	24	Any Degree	English	120	44

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				26				43				213
Recruited	25	1	0	26	30	13	0	43	144	69	0	213
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				93
Recruited	90	3	0	93
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				59
Recruited	49	10	0	59
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	25	1	0	16	8	0	19	6	0	75
M.Phil.	0	0	0	1	0	0	5	0	0	6
PG	0	0	0	13	5	0	118	65	0	201

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	0	0	4

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
PG	Male	90	0	0	0	90
	Female	96	0	0	0	96
	Others	0	0	0	0	0
UG	Male	2603	0	0	0	2603
	Female	1412	0	0	0	1412
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	115	114	96	111
	Female	59	64	70	66
	Others	0	0	0	0
ST	Male	6	4	11	10
	Female	0	3	0	1
	Others	0	0	0	0
OBC	Male	239	231	252	245
	Female	115	113	123	110
	Others	0	0	0	0
General	Male	248	243	256	253
	Female	150	138	161	184
	Others	0	0	0	0
Others	Male	30	23	24	32
	Female	13	12	10	9
	Others	0	0	0	0
Total		975	945	1003	1021

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Information Technology	[View Document](#)
Master Of Business Administration	[View Document](#)
Mechanical Engineering	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	13	14	14

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

1.2

Number of departments offering academic programmes

Response: 7

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4803	4961	4992	4862	4678

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

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1305	1420	1274	1205	1125

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

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4696	4869	4928	4596	4363

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

2.4

Number of revaluation applications year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
801	800	912	861	452

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
590	590	600	625	625

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

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
283	274	324	341	307

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

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
283	274	324	341	307

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

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
975	945	1003	1021	1078

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

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
660	690	702	738	738

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

4.3

Total number of classrooms and seminar halls

Response: 83

4.4

Total number of computers in the campus for academic purpose

Response: 984

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
969.90	1369.27	1309.92	1201.86	1536.89

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Since inception Gudlavalleru Engineering College (GEC) focus on imparting Holistic learning experience, to professional aspirants. Our graduates spread all over the country and globally, have contributed enormously to the local, regional, national and global development. Over the last five years, the Institute has steered itself towards outcome based education. Accordingly, the Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs) have been thoughtfully drafted. The POs were designed to reflect the spirit of the Graduate Attributes as defined by accrediting bodies of India. Seamless and meticulously articulated learning outcomes of individual courses have been devised to ensure a realistic attainment of the outcomes. A well established procedure for developing curricula is in place to fully reflect and justify the outcome based education. The curricula developed aims to produce employable graduates with skills to understand the contemporary societal issues while providing sustainable solutions. The needs of the industry and social relevance of the engineering education has always been the cornerstone of curricula development at GEC. A major strength of the curricula is a fine blend of skill development in modern engineering tools, multi disciplinary approach and professional ethics. The Institute is providing the complete flexible curriculum which is revised every three years to keep abreast with the changing needs of the industry and society. Industrial training, internships and projects, apart from professional and open elective courses are introduced. Also, feedback from the stakeholders is taken regularly to identify gaps and update the curriculum. The various statutory bodies like Academic Council and Board of Studies perform both advisory as well as vigilante roles to monitor the academic progress. Curriculum contributes GEC to be a center of excellence with synchronized effort from the visionary management with strong commitment.

Relevance to local and regional needs

Students are encouraged to undertake projects in the areas of emerging fields, which offer solutions to societal problems. NSS is included in the curriculum for all disciplines where students visit the surrounding villages, identify local problems for which solutions can be offered.

Relevance to national needs

The curriculum has courses having social relevance that help in achieving the objectives like awareness of societal needs and problems and also in line with various initiatives of Government of India. Few courses are listed below

Courses in Curriculum	Linkage with Government of India's Initiatives
Hydrology and Water Resources Engineering	National River Conservation Plan

Water and Waste Water Engineering	National Afforestation Programme	
Disaster Preparedness and Planning Disaster Management	National Disaster Management Plan	
Professional Ethics and Human Values	National Anticorruption Strategy	
Managing innovation and Entrepreneurship	Start-up India	
Non Conventional Sources of Energy Renewable Energy Sources Energy Auditing and Management.	Ujwal Bharat	
Data Mining Big Data Analytics	Big Data Initiative	
Cyber Security Cyber laws	National Cyber Security Policy Cyber Swachhta Kendra	

Relevance to global needs

The provision of inter-disciplinary subjects in the form of professional electives, open electives and optional electives in the curriculum and multi-disciplinary approach addresses the global needs in terms of innovations.
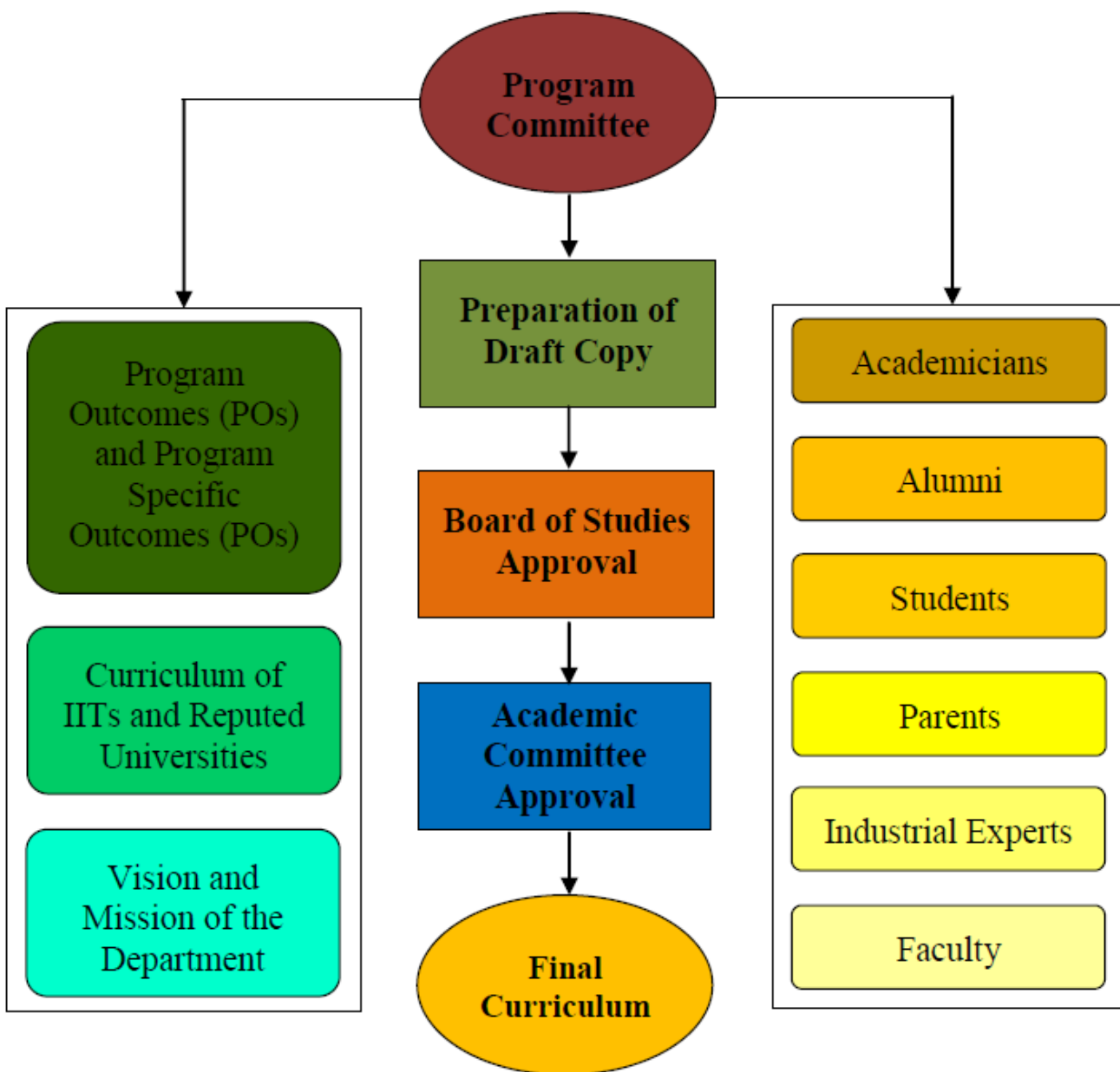
1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 14

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 14

File Description	Document
Minutes of relevant Academic Council/BOS meeting	
Details of program syllabus revision in last 5 years(Data Template)	

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 19.79

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
118	74	171	89	148

File Description	Document
Programme / Curriculum/ Syllabus of the courses	
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 99.34

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

Response: 300

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 302

File Description	Document
Minutes of relevant Academic Council/BOS meetings	
Institutional data in prescribed format	

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 12

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

GEC considers that the purpose of education is to make each learner recognize their identity, understand the purpose in life through their connection and contribution to society, environment and to their fellow human beings. Curriculum offered at the GEC include courses that are diverse and cater to the cross cutting issues relevant to sustainable environment, human values and professional ethics for addressing the economic, social and environmental challenges. The students of GEC are moulded as responsible graduates, professionals by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like**, Environmental Studies, Energy Auditing, and Professional Ethics etc**. This enriches the knowledge base of the student and improves the self-actualization and belongingness to the society.

The Environmental studies course make students to study many of the world's most pressing challenges. There is a worldwide concern over the availability of clean water, loss of bio diversity, environmental pollution. This course makes the students to examine significance of biodiversity, threats to biodiversity, causes and remedial measures of various pollutions, waste management methods and overseeing authorities to monitor the impacts of human activities on environment.

Engineer and Society

The 'Engineer and Society' course enables the students to understand human values like integrity, work ethics, cooperation, commitment, empathy, self confidence and character. It also highlights the need of protecting the nature by revealing the global climatic issues and mitigating strategies. This course emphasizes water conservation practices and waste land reclamation for sustainable development.

Green Engineering

The course 'Green Engineering' imparts the knowledge needed to minimize the impacts of products and processes on environment for sustainable development. Its main focus is conservation of resources to create sustainable products, facilities and infrastructure. It also enables the students to assess the life cycle of a product to evaluate its impact on energy and material use. The sole objective of this exercise is to allow the future generations to consume the natural resources without making any compromise on the present day consumption.

Environmental Engineering

This subject is introduced to make the students learn about analysis and design of water and drainage network systems, water and wastewater (domestic and industrial) collection and treatment methods (preliminary, primary, secondary and tertiary), disposal methods for the sewage, treatment and disposal methods of sludge.

Renewable Energy sources

Fast depletion of fossil fuel sources, coupled with the harmful emission by them have prompted engineers to seek alternate sources of energy for sustainable development. The course on renewable energy sources offers the knowledge regarding exploitation and challenges in harnessing the renewable sources of energies like solar, wind, tidal and ocean.

In addition to the courses mentioned above, awareness regarding universal human values and gender equity is imparted to the students by arranging guest lectures, interaction with eminent people and monks of religious institutions during zero semester, in the form of induction programme which lasts for three weeks.

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

Response: 36

1.3.2.1 **How many new value-added courses are added within the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	7	7	3

File Description	Document
List of value added courses (Data Template)	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 22.34

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1241	1154	1154	1168	723

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 26.4

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 1268

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 71.8

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
975	945	1003	1021	1078

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

2019-20	2018-19	2017-18	2016-17	2015-16
1314	1374	1386	1452	1470

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 80.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
526	551	560	592	603

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

It is desirable that an institution assesses the learning levels of students before starting the process of teaching-learning. GEC believes in customizing the teaching and learning processes to suit the requirements of students soon after the admission, the students are categorized as Advanced and Slow learners based on their qualifying examination and Selection exam which is called EAMCET. In the subsequent semesters the learning abilities of the students are evaluated through mid examinations, assignments, class room interactions and mentoring. Based on the performance of the activities, students are categorized as advanced and slow learners and the same is made known to all the stakeholders.

Through brain storming sessions, Department lists a host of strategies for advanced learners and slow learners for appropriate curricular interventions and needful procedures.

Catering the needs of advanced learners:

- Advanced learners are guided by faculty to go for additional courses with self learning like NPTEL, MOOCs etc.
- Exposed to new technologies like IoT, AI & ML, Data science etc.
- Encouraged to participate in competitions, Smart India Hackathon, Smart city Hackathon,challenge, coding contests etc.
- Students are encouraged to be members of professional bodies like IETE, IEEE, CSI, IEI, , SAE Assisted for internship and short term courses Guided to take up various certification courses
- Provided campus training on advanced technologies like **python, Revit, , Hypermesh, CATIA** etc
- Assisted in participation and presentation in national and international conferences/ seminars/ workshops etc.
- Encouraged and guided to do their mini/major project works in applying advanced technologies
- Encouraged to participate in various student clubs like innovation club, coding club, cultural club etc
- The advanced learners are permitted to take additional open & professional elective courses in advance from their second year of study, in the form of 'vertical mobility'. At the end of pre-final semester these students can complete all the theory courses and are permitted to take up one full semester internship at industry.

Catering the needs of slow learners

- Bridge courses in basic programming, mathematics, and communication skills are conducted for lateral entry students to fill the gap between diploma and engineering and to improve their confidence levels
- Remedial classes/extra classes are conducted for slow learners by subject experts/senior faculty for clarifying their doubts in the specific subjects
- Special attention/counseling by the mentors

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 17:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

GEC adopts student centric methods to make the Teaching Learning process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem solving Methodologies. Faculty of the institute imparts subject knowledge as per the syllabus and curriculum and foster self management and usage of knowledge, holistic development and skill development through participatory learning activities.

The following activities have been adopted by the faculty and they adorn student-centric methods:

1. **Experiential learning:**

- **Laboratory sessions**

Curriculum was designed in such a way that sufficient emphasis is laid on hands-on experiments required for comprehensive understanding of the subjects. The laboratories, software and model experiments are devised to achieve this objective.

- **Industrial visits**

Study without practical approach is not considered as worth in this challenging and competitive environment. Putting that aim in mind college arranges visits to various industries in order to make them understand the classroom concepts in a better way.

- **Field works and Internships**

The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.

- **Industry Oriented Mini Projects/ Case studies**

Students are encouraged to take up any industry oriented application in his/her field of interest in their respective branch/field.

- **Community outreach programme**

Students are taken to community visits as a part of NSS activity. These visits make them to understand real world societal problem. After visit they should understand and design solutions for at least one problem.

1. **Participative Learning:**

- **Expert Talks, Workshops and seminars**

Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.

- **Group Discussions and Role plays**

The purpose of a group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. In the Language lab students will get an opportunity to participate in group discussions. To improve the students' presentation skills and communication skills, language lab makes students to do role plays.

MOOCs: Faculty encourage students to do online courses to reinforce the concepts in curriculum and explore the fields beyond the curriculum.

1. **Problem Solving Methodologies:**

- **Developing Models in Engineering:**

Engineering often involves the construction and use of a wide variety of models and simulations to help develop explanations about behavior of the system under study. Models make it possible to go beyond observables and imagine a world not yet seen.

- **Project Based Learning:**

Project Based Learning is a teaching method in which students learn actively by engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question.

- **Case studies:**

In short, case studies are a miniature version of a business situation used to facilitate learning. The major areas for case studies are women empowerment, finance, rural development, stock markets.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. Whereas learning through facts, drill

and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times. The major hallmark of this learning transition is from teacher centered to learner focus paradigm. During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment by integrating ICT. GEC emphasis on ICT infusion in pedagogy to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration, and create a student centric learning culture. It permits the move from reproductive model of teaching and learning to an independent, autonomous learning model that promotes initiation, creativity and critical thinking with independent research. Learners are expected to collect, select, analyze, organize, extend, transform and present knowledge using ICT in authentic and active learning paradigm. Teachers are expected to create a new flexible and open learning environment with interactive, experiential and multimedia based delivery system. The adaptation of ICT tools help to open up opportunities for learning by enabling four major key processes in transforming teaching and learning as follows:

- ideas and information from diverse sources through searching, locating, selecting, and authenticating material in a wide range of multimedia forms;
- **Extend** ideas and information through processing, manipulating, analyzing & publishing material in different multimedia forms;
- **Transform** ideas and information into new or different forms through synthesizing, modeling, simulating and creating material in many multimedia styles and formats; and
- ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time.

Faculties utilize three types of ICT tools such as

1. **Generic tools for learning :** Starting from productivity tools to simulation & modelling to access, extend, transform and share information e.g. Licenced and open source software for lab and Projects, APSSDC Certification courses
2. **Content-based resources :** to access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs, etc
3. **Interactive instructional courseware**: Self-paced learning materials e.g Google Class Room, Microsoft teams , Video Lecture, Course material in website etc

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

• Explore and represent information dynamically and in many forms

• Become socially aware and more confident

• Increase motivation

• Communicate effectively about complex processes

• Develop better understanding and broader view of processes and systems

• Greater problem solving and critical thinking skills.

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

Response: 19:1

2.3.3.1 **Number of mentors**

Response: 247

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	[View Document](#)

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The purpose of academic planning and monitoring process is

- To ensure that all departments have done proper planning before the start of semester for conduction of lectures, practicals, and other co curricular and extracurricular activates.
- To ensure that effective teaching learning is taking place throughout the semester.
- To ensure that fair continuous assessment and evaluation is taking place to support teaching learning

The process of academic planning and monitoring should be carried out through a systematic procedure as per the steps mentioned below:

1. **Preparation of Institute Academic Calendar:** College Academic Council comprising of Principal, Vice Principal Academics, Vice Principal Administration, IQAC Coordinator, Head of the Department (HOD), CoE, PD, all Professors will discuss and prepares the academic calendar for the institute. The academic calendars consist of plan of conducting in-house class tests, examinations, mock practical / oral examinations, semester end examination schedules along with slots for co and extra-curricular activities etc. It is then distributed to all the departments.
2. **Preparation of Departmental Academic Calendar**: Each head of the department will prepare their Department Academic Calendar in consultation with faculty members in the department. Academic calendars of departments must include tentative dates of class test, dates of value added courses, extra and co-curricular student activities, departmental Student Association activities, mock practicals, dates for submissions, project reviews etc. Planning of student activities both extra and co-curricular shall be done in co-ordination of respective college level coordinators.
3. **Allocation of courses to faculty** : Course allocation is to be done by heads of departments by the end of previous semester in order to enable faculty members to start their preparation in vacation for the courses allotted to them. The steps to be followed by departments are

- Collecting electives choices from the students
- Collecting the course choices from faculty members
- Finalisation of electives considering the student choices, faculty choices, faculty expertise and previous experience of faculty members.
- Calculation of theory and practical teaching hours as per the finalised electives and university structure
- Allocation of courses to faculty

1. **Preparation of all timetables (Class/ Class Room/ Lab and faculty timetables)**: The Institute level Time Table Coordinator plans the schedules for the common facilities and in line to the plan the departments prepares the Time table.
2. **Preparation of Teaching Plan, Lab plan, CO PO PSO Correlation, Course file-** The preparation is as per the templates finalized by Vice Principal Academics. IQAC monitors the adherence.
3. **Curriculum Delivery (Theory and Practical Sessions):** The effective implementation of curriculum will be ensured by supplementing classroom teaching with co- curricular activities.
4. **Academic Monitoring:** HOD, Vice Principal academics, IQAC Coordinator will monitor the progress of syllabus coverage. The number of lectures planned and the number of lectures actually conducted will be monitored, and necessary corrective actions will be taken for filling the gap.

2.4 Teacher Profile and Quality

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

Response: 97.52

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

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

Response: 14.9

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
60	54	39	38	32

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 7.46

2.4.3.1 **Total experience of full-time teachers**

Response: 2111.49

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 10.4

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	6	9	13	19

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.01

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	0	2	0

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Examination Reforms by the College

The college keeps its examination system open for modifications and thus strengthens it from time to time, ensuring the system fool proof and address the grievances of students, if any. The institutional reforms in all the activities of the examination system are kept at par with the reforms pushed by the AICTE for various engineering disciplines. The drivers for reforms in examination system of Indian engineering education taken up by the premier technical institutions have been incorporated into our examination system and they include OBE- frame work for assessment process, evaluation of higher order abilities and professional skills in different forms like open elective courses, optional elective courses, internship experience and project works, Bloom's taxonomy for assessment design etc.

The following significant reforms were effected in the Examination system.

- Increasing weightage of marks for continuous internal assessment from 30% to 40%. Continuous internal assessment is carried out in the form of class tests and midterm examinations with 10% and 30% weightage of marks respectively.
- Preparing unit wise Question Bank, by covering all possible levels of Blooms Taxonomy, in every subject for conducting semester end examinations by involving both internal and external subject experts.
- Evaluation of Semester End Examination Answer Scripts:

(i) B.Tech/MBA programmes: Single evaluation under the supervision of chief examiners (one chief examiner for every 3 or 4 examiners). The chief examiner will himself/herself re-evaluates 20% of the scripts valued by each examiner to ascertain the veracity of evaluation and also to pass on the necessary instructions to the examiners from time to time.

(ii) M.Tech programmes:

- Double evaluation by two different examiners. If the variation in marks between the two evaluations is more than 20% of total external marks, third evaluation is taken up.
- Introducing challenge evaluation system and showing the evaluated answer script to the student are the measures taken as a part of the transparency in the evaluation system.

○ Advanced supplementary examinations are conducted at final year level (both I and II semesters) for B.Tech and MBA programmes so as to give a chance to the students to clear the backlog subjects and obtain the degrees within the stipulated period of four years.

○ Reevaluation of semester end examination answer scripts shall be carried out for registered students. If the variation in marks of two evaluations is more than 15% of total marks, there shall be a third evaluation by an examiner other than the first two examiners. The best marks of two evaluations (which are nearer) shall be taken into consideration

    ○ Students with no backlogs and CGPA not less than 7.5 may register for two professional elective courses offered in IV B.Tech II semester in advance so as to have exclusive project work during that semester.

○ Strict adherence to the Institute academic calendar and timely publication of results.

○ Preparation of detailed scheme of evaluation by internal subject / course experts and it will bring Uniformity in the evaluation among the evaluators.

IT Integration

○ Automation of Examination Management System (EMS) services helps to integrate all the activities in the examination branch. The pre and post examination activities are integrated, starting with examination notification.

○ Payment gateway is also available for the payment of various fees online by the students to make the registrations online for various services.

○ Complete automation of examination process helps in the successful execution of examination processes such as monitoring of examination fee payment, examination schedule, seating arrangement, attendance monitoring, coding and decoding of scripts, marks data entry and preparation of program wise results.

○ Digital evaluation of semester end examination answer scripts is introduced so that the evaluation and assessments are fast, easy, accurate and highly secure. Customized reports can be generated with ease.

Continuous Internal Assessment System

○ Continuous internal assessment is done through conducting various tests from time to time.

○ Of 40 marks for internal assessment, 20 marks are for continuous assessment in the form of class tests/assignments/seminars and 20 marks are based on two mid-term examinations.

○ Average marks of the two class tests/assignments/seminars are taken as the marks for the continuous evaluation process and sum of the 75% marks of better scored mid-term examination and 25% marks of less scored mid-term examination are taken as mid-term examination marks.

○ After each test, the answer papers are given to students for verification.

○ The final internal marks are calculated based on the CIA Marks and made available to the students through online for verification.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program Outcomes (PO) are broad statements that describe the professional accomplishments which the program aims at. POs are to be attained by the students by the time they complete the course. POs relate to the skills, knowledge and behavioral traits, the students need to acquire during their graduation. They are in coherence with the Graduate Attributes. The Program Specific Outcomes are the specific requirements to be met and the specific accomplishments to be fulfilled by the students relevant to their program of study. POs, PSOs and Course Outcomes (COs) are framed after several brainstorming sessions among faculty members.

POs, PSOs and COs are communicated to the teachers and students by following means:

Department pages of college website, display boards in all the class rooms, laboratories, strategic locations in the department, HOD cabin, faculty cabins and seminar hall. They are published in handouts, syllabus books, and laboratory manuals. Head of the department addresses the faculty and the students and highlights the importance of POs and PSOs. Faculty in turn propagates the significance of achieving COs, POs and PSOs to students. They are also mentioned in the Parents meet, Alumni meet, and meetings with industrial experts. Every effort is made to disseminate them to stake holders effectively.

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

For each course outcome, methods of measurement are identified to measure progress of the outcome. Assessment methods include direct methods and indirect methods. Assessment of learning outcomes is carried out using data collected from direct and indirect methods.

Direct methods include following:

- Assessment of theory courses, through internal examinations and semester end examinations
- Assessment of laboratory course
- Assessment of Project work

Indirect methods include, course end survey and student exit survey.

All the courses which contribute to PO are identified and these courses are evaluated through their course outcomes using direct assessment tools. The PO is also assessed using indirect assessment tools. Judicious mix of direct and indirect assessment lead to final assessment of that particular PO. This attainment level is compared with expected level. If the expected attainment level is reached then the PO is considered achieved.

**2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

Response:

CO Assessment Tools and Process

Examination Process:

1. **Continuous Internal Examinations (CIE)**

In a semester, the subject teacher will conduct Two mid-term and four subjective class tests as per the academic calendar in a given semester.

1. **Semester End Examinations (SEE)**

1. **Theory Course:** The examination will be conducted at the end of each semester.
2. **Laboratory Course:** The practical examination will be conducted at the end of each semester in the presence of external examiner.
3. **Project Work Evaluation (Mini project / Main Project):**

- For project work, the evaluation process consists of two reviews for continuous internal evaluation and final viva-voce in the presence of the external examiner.
- For mini project and internship, the evaluation process consists of two reviews for continuous internal evaluation and final viva-voce in the presence of the internal examiners.

Assessment Process:

The assessment process used to evaluate course outcome consists of 70% of direct assessment and 30% of indirect assessment.

CO Assessment Rubrics

Rubric for Assessment Course Outcomes for Theory and Laboratory courses:

Assessment Methods		Weighatge		Final Course Outcomes
Direct Assessment	Continuous Internal Examination	40%	70%	
	Semester End Examination	60%		
Indirect Assessment	Course End Survey	30%		

Assessment Tools for POs and PSOs

PO/ PSO Assessment Rubrics
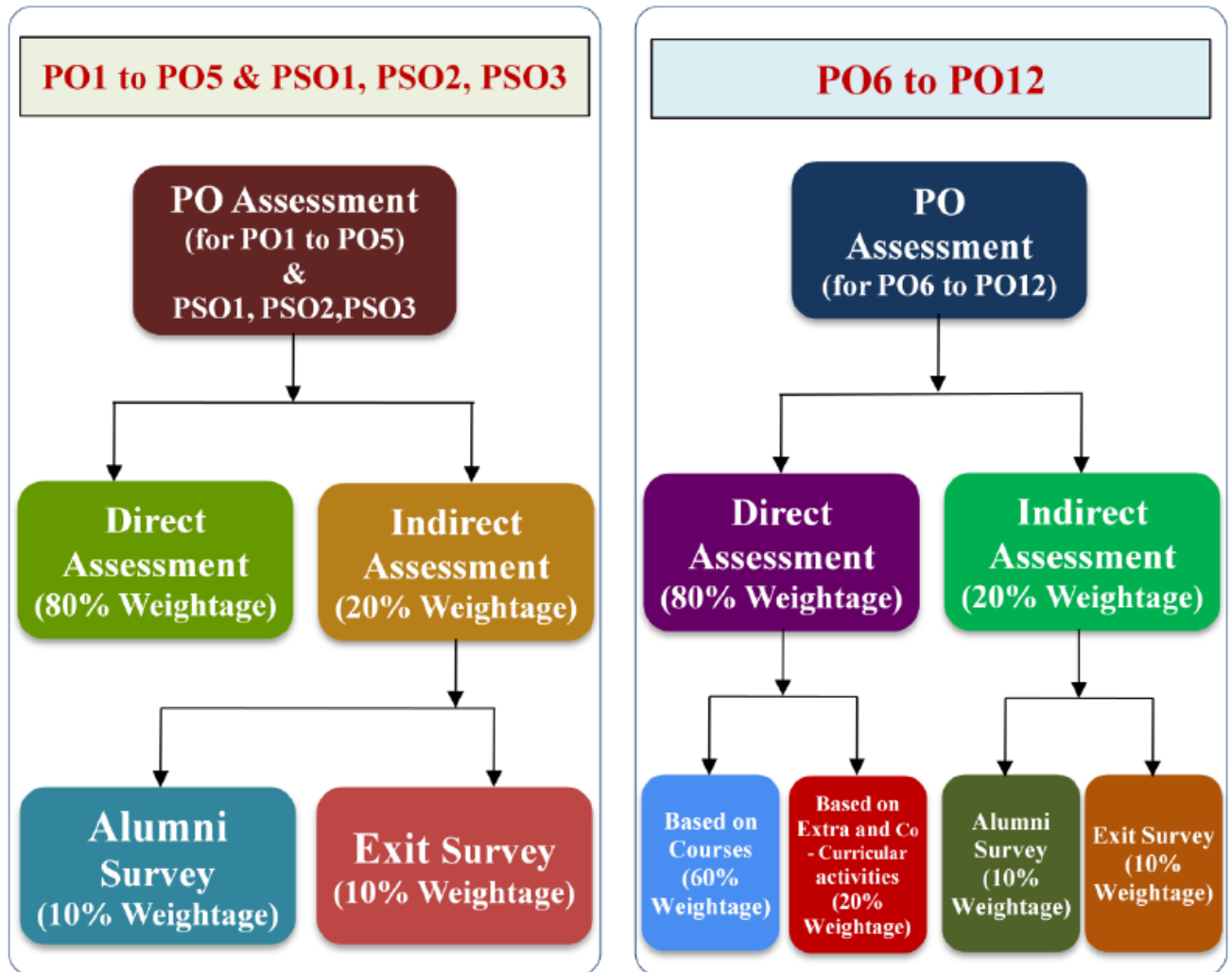
Assessment tools and processes used for assessing the attainment of each PO and PSOs

PO Assessment (for PO1 to PO5) & PSO1, PSO2, PSO3

Assessment Methods		Weightage		Final PO, PSO Assessment
Direct Assessment	Based on Course Assessment	80%	80%	
Indirect Assessment	Exit survey	10%	20%	
	Alumni Survey	10%		

PO Assessment (for PO6 to PO12)

Assessment Tools		Weightage		Final PO, PSO Assessment
Direct Assessment	Based on Course Assessment	60%	80%	
	Based on Co curricular /extra Curricular activities	20%		
Indirect Assessment	Exit survey	10%	20%	
	Alumni Survey	1.		

Assessment Process for POs and PSOs

Programme outcomes and programme specific outcomes Attainment process

- Articulate level of mapping of course outcomes with programme outcomes and programme specific outcomes.
- The weighted average correlation level is calculated for all programme outcomes and programme specific outcomes for each course based on the CO's, and rounded off to nearest whole number 1, 2 or 3.
- For assessment of PO1 to PO5 and PSO s, the following rubrics are considered

POs	Course Outcomes Assessment	POs Exit Survey	Alumni Survey	Targeted PO levels on 3 scale
1-5. PSO 1-3	80 %	10 %	10 %	1.5

- For assessment of PO 6 to PO 12 , the following rubrics are considered

POs	Course Outcomes Assessment	POs Exit Survey	Alumni Survey	Extra and Co - Curricular Activities	Targeted PO levels on 3 scale
6-12	60 %	10 %	10 %	20 %	1.5

The program defines the rubrics and schedule for co and extracurricular activities for attainment calculations.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 81

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

Response: 1057

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1305

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	[View Document]()
Any additional information	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.94	

File Description	Document
Upload database of all currently enrolled students	[View Document]()

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute strongly believes and is driven by the adage "a teacher is a perpetual learner". Accordingly, it encourages its teachers and students to carryout research in their respective areas. To succeed in their endeavors, college provides all the necessary infrastructural facilities, financial support and conducive environment to carryout research. Faculty members are motivated to submit the project proposals at the beginning of every academic year, to render a shape to their innovative idea. All the proposals are scrutinized department wise and feasible proposals are approved by granting requested budget. They are further encouraged to apply for research grants to procure necessary materials and equipment to various funding agencies like UGC, AICTE, DST etc. The facilities to conduct the research is continuously procured either through seed money in the name of internal R & D or through funded agencies. The equipment and other facilities to conduct research by faculty of engineering are available in Bio-fuel research laboratory (ME), Material testing laboratory (ME), Water Environment and Land center (CE), Smart applications laboratory (ECE), and Power systems laboratory (EEE). They act as platforms to conduct research activities by the faculty and the students in the form of project works. Efforts are under progress to augment the research facilities further according to the needs of stakeholders. Improvement of research facilities has led to the recognition of research centers by the affiliating university JNTUK, KAKINADA. Many branches of engineering are recognized as research centers which enable the professors of the college to guide external scholars apart from in house faculty. College has a policy to promote research activity in the form of internal R & D and necessary incentives are granted to all the faculty to pursue Ph.D. It also felicitates faculty who acquires Ph.D. by additional incentives. It also allows faculty to visit industries, research centers, conferences and symposiums, either to enhance their interaction with external world or to know latest trends in technology or to get ideas from them.

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3.10	0	0

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government and non-government	[View Document](#)

3.2.2 Percentage of teachers having research projects during the last five years

Response: 0.13

3.2.2.1 **Number of teachers having research projects during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

File Description	Document
Names of teachers having research projects	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 7.07

3.2.3.1 **Number of teachers recognized as research guides**

Response: 20

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Any additional information	[View Document](#)

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 5.71

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

3.2.4.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

GEC has Innovation and Incubation Centre, that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

The main objectives are to:

* Invoke innovative ideas and increase job opportunities.
  Motivate students to participate in technology transfer management.
  Increase effectiveness and utilization of resources on research and development activities.
* Our management actively assists in broadening the scope of research, its utilization and intellectual property rights.

The Incubation Centre was provides creative atmosphere

* where new ideas and projects can flourish. Incubation centre offers
* A Platform on business incubation and innovation to provide spaces for incubation, counselling services on business management and technological solutions.
  Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions.
* A systematic process designed for innovators to convert their concepts, ideas into product.

- The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing a network for commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

The college has excellent infrastructure and good relations with industries nearby and with alumni. The research facilities available here provide a supportive platform for evaluation of novel ideas and solution development. The existing facilities and the facilities extended by collaborating industries collectively form a highly conducive environment to encourage and nurture innovative ideas. Further students are encouraged to participate in Smart India Hackathon and Chhatra Viswakarma awards, a theme-based competition by AICTE to extract and display their novel thinking in application of technology to societal problems.

The Entrepreneur Development Cell is taking care of promoting the entrepreneurial culture among the students by conducting programs such as Entrepreneurship Awareness Camp, Entrepreneurship need and opportunities, entrepreneurship Challenges in setting social business. Many departments are recognized as research centers and faculty are encouraged to carryout innovative research projects. Many of the faculty members are working on funded projects. Further college administration is also providing facility and financial support for select innovative projects proposed by faculty and students. The students are also encouraged to conduct project model exhibition, workshops and symposiums to present their innovative ideas.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 5

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
List of workshops/seminars during last 5 years	[View Document]()
Any additional information	[View Document]()

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: C. 2 of the above

File Description	Document
Any additional information	[View Document](#)

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

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

Response: 20

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 0.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	12	7	4	3

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.17

3.4.4.1 **Total number of books and chapters in edited volumes/books published and papers in**

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	8	11	3

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 1.39

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 7

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 18.69

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
2.17	1.47	0.63	3.65	10.77

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Education is the process of preparing the individual to find out one's inherent potentialities and develop the same to the maximum extent in order to derive utility for himself and contribute to the society. Educational institution is an important social agency whose contribution to the development of the society

is most expected and the national development too is revolving around it. Extension activities are the voluntary efforts of the educational institutes, inspired by ethical excellence toward social development through various activities like, enhancement of educational standard of underprivileged groups, adult education activities, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of village for holistic development in addition to the academic commitment of the institution. Understanding the social responsibility, gratification of institutional social responsibility through enhanced extension activities will take the institution to eminence on the part of educational institution in general and the society where it is located in particular. GEC proudly conducts many extension activities for the benefit of surrounding community. GEC strongly believes that extracurricular activities will open avenues for the students to make social participation and contribute for the social empowerment. Under the aegis of NSS and UBA, GEC has conducted following programmes involving the student volunteers: Swatch Bharath, Vanam Manam (Tree plantation program), Legal awareness programme, Blood Donation camp, Digital Financial Literacy Programme, Clean and Green, Voter's Day celebrations, Ban Plastic and Modern Farming Methods. The very purpose of conducting these activities are many folds. To create awareness of health, need of maintaining clean environment, to enlighten the adverse effects of plastic, importance of planting trees, modern methods of farming to achieve productivity in agriculture to rural people. By involving students in these activities, they will come to know the need of upliftment of villages, their responsibility as engineers, need of literacy and how to make rural population tech savy at least to carry out their daily transactions. GEC treats extension activities as one of the important objectives to be fulfilled on par with its main activities like curriculum development, providing enough and appropriate infrastructure, examination and scholastic development etc. The impact of these extension activities is tremendous and commendable. Tangible change in communication, ability to face new people and empathy towards fellow men. This change reflected in better placements after their graduation.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs

such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 39

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	6	9	3

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 31.33

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1682	1600	500	3516	330

File Description	Document
Reports of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 0

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	
Copies of collaboration	

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 32

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	7	2	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Gudlavalleru Engineering College management constantly interacts with various stake holders about the changing trends and requirements for creation and enhancement of the infrastructure facilities. The college plans well in advance the requirement of infrastructural needs to meet the increase in intake and introduction of new courses besides improving the existing facilities to meet the cutting edge trends and requirements of industry. Along with optimal utilization of existing resources additional time slots and facilities are provided as and when it demands to expose the students to real world like GO-KART, Smart India Hakathon. Campus maintenance and assessment of future requirements in association with academic and administrative authorities is monitored by an estate manager. Apart from the adequate availability of physical infrastructure, the institute has plans for future expansions or additional requirements with the help of Estate Manger who looks after campus maintenance to promote a good teaching-learning environment.

GEC has three academic blocks and other facilities with built-up area of 24520 Sq.m spread over 14 acres

Facilities for teaching learning

- 76 class rooms and 7 Seminar halls with ICT facility
- Central Lecture Theatre
- 61 laboratories across all departments
- Computing facilities as per the norms
- Internet through LAN and Wi-Fi facility across the campus including hostels
- 131 access points for Wi-Fi connectivity
- Office 365 (Microsoft Teams) for online teaching
- Licensed software, Proge CAD, Solid works, CATIA, ANSYS, STAT PRO, MATLAB, e-CAD, and open source software
- Dedicated Research laboratories for all departments
- Workshops
- Skill development centres supported by APSSDC
- Project labs

The institute has adequate number of class rooms and laboratories as per AICTE norms to continue with any academic activity. Further, every department is equipped with their own computing resources as well as departmental library. Each department has dedicated seminar hall with internet and LCD projectors to conduct faculty and student development programs. The departments have their own specialized software in their laboratories. In addition to the above, the institute has a Central Library which is equipped with National and International journals. Unique feature of GEC central library is with discussion rooms which enable student groups to have academic discussions. Digital library is an additional advantage for the institute. Central lecture theatre with audio and video facilities can accommodate three fifty students at once. The very purpose of this lecture theatre is to have expert lectures from industry and academia to a

focused group of students in a particular domain. All departments of the institute are fully equipped with latest state-of-the-art technology equipment as mentioned in the curriculum. Every department has got their own computing facility with latest software to meet their own requirements of major project/mini projects and research activities. Dedicated Internet facility with 360Mbps . Software tools necessary for the preparation of computer aided teaching material by the faculty is also made available to the student community. The institute regularly conducts national level technical paper presentations and awards are given to best papers.

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

Response:

Gudlavalleru Engineering College strikes a balance between the axioms "Knowledge is Power" and "Health is Wealth". The institution is having a separate Physical Education Department with 02 full time qualified Physical Directors to train the students and to promote interest in Sports and Games. Gymnasium with necessary facilities is made available to the students to keep their body fit. All the physical facilities are established and continuously upgrading as and when required from the time of inception of institute.

Following facilities *for sports, games (indoor, outdoor), and gymnasium*s are available in the premises:

OUTDOOR GAMES (Boys & Girls):

Well laid basketball court [with flood lights] (Boys & Girls)	1	30
Well laid tennis court [with flood lights] (Boys & Girls)	2	60
400 Mts. Running Track (Boys & Girls)	1	40
200 Mts. Running Track (Boys & Girls)	1	20
Kabaddi Court (Boys & Girls)	2	26
Throw Ball Court (Girls)	1	12
Kho-Kho Court (Boys & Girls)	2	60
Volley Ball Courts (Boys & Girls)	2	36
Cricket Net Practice Pitches (Boys)	2	66
Ball Badminton Court (Boys & Girls)	2	24
Cricket Ground 75 Yards (Boys)	1	75
Long Jump fits, High Jump fits, Short Put, Disc, Javelin Sectors		

INDORE GAMES (BOYS):

Table Tennis Boards (Boys & Girls)		
Carrom Boards		
Chess		
Shuttle Badminton Court (Boys & Girls)		

National Standard Table Tennis Hall (33' x 16')

GYMNASIUM FOR BOYS: **GYMNASIUM FOR GIRLS:**

16 Station Multi Gym	8 Station Multi Gym
Stepper	Stepper
Jogger	Jogger
Twister	Twister
Abdominal Board	Abdominal Board
Multipurpose Benches	Multipurpose Benches
Weight Lifting Set (Plates & Rods)	Weight Lifting Set (Plates & Rods)
Dumbbells	Dumbbells
Treadmill Motorized	Cycle
Cross Trainer	
Cable Cross Over	
Hock Squat	
Preach Curl	

Facilities for Cultural Activities:

A separate cultural hall provides ample opportunity to the students to nurture their musical bent of mind. Training for the following instruments is arranged by external experts:

- maddela,
- dholak,
- pads,
- veena,
- violin,
- flute,
- kanjeera, and
- Keyboard.

"Student needs healthy body and sound mind" the institution is striving to fulfill the axiom through institute's yoga center. A trained GURU imparts techniques to tame the body and mind.

Following clubs offer ample opportunity to students to showcase their innate talents in extracurricular activities.

- Green club
- Music and photography club
- Literary and dramatic club
- Cultural club
- Coding club
- Techno club
- Innovation and start up club
- Quest club

- Electronics hobby club

The college has an open air auditorium and is used for conducting GECFEST and annual day celebrations.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 95.18

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 79

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 24.56

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
83.81366	307.4925	369.6809	300.89	590.57

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The college library is fully automated in the year 2002 and encompasses all aspects of library management system, with seating capacity of 500 spread over 1658 square meters area. The ILMS adopted is GEC Lib, 8.0.5. The distinct features of GEC Lib are:

- Acquisition
- Cataloguing of Resources
- Classification of Subjects
- Shelves Management
- Circulation of books and Serial Management
- Reporting
- OPAC (Online Public Access Cataloguing)
- E-Learning Resources, E-Books, E-Journals, NPTEL Video Lectures

Question Papers and Learning Materials

- CAS (Current Awareness Service) / SDI(Selective Dissemination of Information)
- Reference Service
- Book Bank Books for SC/ST Students

The Digital Library is provided with the server with 6TB storage extendable to 12 TB. All the books in the library are bar-coded and transactions are automated by using this bar code system. Entire task of book issues returns and renewals are computerized. Advanced book addition feature uses to automatically fetch all the book details based on ISBN. Book bringing information is also automated and made simple to keep track of book maintenance tasks. Counter transactions page is simplified in such a way that the system user need not navigate anywhere and the transaction time is significantly reduced giving the end user a great experience. The information regarding new arrivals is publicized on the notice board. This system enables efficient library administration to cater user services.

Library information

Titles	: **14,265**
Total No. of Volumes	: **58,915** (Excluding SC/ST Book Bank)
Book Bank for SC/ST	: **11,521**
Reference Books	: **9,224**
E-Journals	: **1,092**
E-Books	: **11,500**
Databases	: **4,329** (J-Gate JSMS)
Print Journals	: **136**
Magazines	: **15**
Back Volumes	: **1,560**
Project Reports	: **4,077**

Digital Library

Number of Computers   : 48 with multimedia and Internet facility

Broad Band Connectivity   : 360 MBps

Library Server   : DELTA-R5 Server with 6TB SAN storage Scalable

                                                    Up to 12TB, 16GB RAM Scalable up to 64GB

Library Network Membership   : DELNET, INFLIBNET, National Digital Library

Discussion Rooms   : 03 (for start-stop mode of e-learning)

Video Projection Room   : Video Projection and Conferencing Facility

Satellite Enabled Sources   : EKLAVYA and EDUSAT

E-Learning Material   : 11,650 Hours of NPTEL Video Courses on 520 subjects

                                                    NPTEL Web Courses on 250 subjects

                                                    300 Hours of MIT Video Lectures

                                                    300 Hours of Stanford Video Lectures

                                                    100 Hours of Harvard Video Lectures

                                                    500 Hours of SONET Video Lectures

                                                    200 Hours of INDO-US Video Lectures

                                                    42 CD's of Computer Based Tutorials

                                                    385 Subjects of JNTUK-COEERD Material

Library Automation: Library maintenance is computerized and bar coding technology is used. Library books are classified as per Dewey decimal classification

Book Search: Within the campus through INTRANET

                     Outside of the campus through GEC LIBRARY Website

Media Resource Centre: Reprographic, Printing and Document scanning facility

Following costly rare books are available at GEC library

- Handbook of Nanotechnology

- Handbook of Sensor Networks
- Handbook of Security and Networks
- National building code of India 2005
- Shakespeare Collection

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 21.02

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
16.09	18.34	22.90	21.96	25.80

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 7.71

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 392

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

GEC Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution's information technology resources. The college adopts active policy for its IT facilities as per the requirements of increasing intake of students. The bandwidth was increased to 300 mbps from 64 mbps, from City Online, and BSNL. The entire college campus covered with 131 Wi-Fi Access points to access Internet and Intranet educational resources. The Wi-Fi facility has been extended to all the hostels connected through Wireless bridges with Fiber optic cable. All the access points are password protect. MAC filtering for device registration is applied for Wireless devices/Laptops.

Cyber security is in place through cyberoam - 200 iNG model. Its Unified Threat Management system blocks accesses of unwanted sites. It also provides security from malwares and viruses. It is capable of handling 32 lakh sessions simultaneously. This feature not only meets present demand, but also the future requirements. Historical and real time monitoring of activities is possible through this system. As a part of cyber security, following preventive measures are in place through the system.

- Protection of College IP address
- Web filtering option
- Application filtering

Web policy and Filtration:

The college has adapted the web policy and applied filtration for unhealthy and non working websites.

- Access to the information through the Internet for enhances the educational using www.
- The websites are classified as Productive, Neutral, Unhealthy, and Non working.
- Productive means domain GEC allowed sites, allowed websites banking, IRCTC, Redbus. etc.
- Neutral websites means Educational Institutions, Electronics, Cultural Institutions, Education and Reference Material, Health and Medicines., etc.
- Unhealthy means Porn, Crime and Suicide, Militancy and Extremist, Phishing and Fraud, Weapons, etc.
- Non Working means Blogs, Games, Finance, Entertainment, Astrology etc.

In addition to existing band width an extra band width of 20 mbps is provided by MHRD under NMEICT at a concessional rate of Rs. 39,000/- enabling the entire campus, including hostels. The campus is under electronic surveillance 24X7 with 150 CC cameras at different places in the college helping maintain watch and ward and security.

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

Response: 3:1

File Description	Document
Upload any additional information	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Upload any additional information	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: C. 2 of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 72.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
955.22	1023.40	882.97	841.21	901.18

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

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

Response:

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures. Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

1. Maintenance of Physical Infrastructure and Support facility:

Institute believes in maintaining a spic and span campus as a necessary prerequisite to achieving a salubrious environment. In view of this, Maintenance Committee has been formed which ensures that the maintenance of the physical, academic and support facilities is carried out in a planned and systematic manner as per the standard policies developed by the Institute.

Routine Maintenance:

- Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the contractual housekeeping staff and is supervised.
- Machines and equipment having moving parts are subjected to routine preventive maintenance according to stipulated guidelines by OEMs.
- All the measuring instruments are calibrated every six months by the in-house technical persons.
- Testing equipment is calibrated by concerned manufacturer or agency having expertise with calibration and relevant calibration certificate would be obtained.
- All the UPSs are kept in a temperature-controlled environment and are given for annual maintenance contract for minimizing the interruption of power due to breakdown and to prolong the battery life. Regarding computational facilities all computers are being used in air conditioning environment.
- Up-gradation of system, the configuration takes place whenever the software requirements exceed the available capacity, also to meet the new curriculum requirements.
- Exclusive maintenance crew is available to handle malfunctioning of systems and networking issues. Complaint regarding a system is to be intimated through a call report. The team responds to this call report and carries out the diagnosis. Appropriate remedial action will be intimated and accomplished.
- The system administration team also ensures the provision of all LAN connectivity for proper access to internet facilities in the Institute.
- Academic support facilities like class rooms seminar halls, central lecture theatre will be taken care by respective wings of maintenance.
- Electrical section looks after replacement of switches, lighting requirements. Public address system,

projectors are taken care by the department of ECE.

- Sports facilities at GEC includes sports pavilions, gymnasium, cricket ground, volley ball courts, tennis court, ball badminton courts and similar places where members of the GEC assemble to engage in physical exercise, participate in athletic competitions etc. Procedures for maintenance of sports equipment, supplies like racquets, balls, nets, bats etc and grounds are routinized at GEC for safe and organized sporting events.

- All the supplies are purchased as per the requirement and subject to budget provisions. Fitness Centre is given for annual maintenance contract. Lawn tennis courts, volley ball courts and shuttle courts are regularly rolled as per the norms. Every care is taken to see that participants will have a safe gaming experience.

Preventive Maintenance:

Painting: The Institute ensures that all the areas are periodically painted.

Air Conditioning: Many areas of the Institute are air-conditioned. The maintenance of the Heating, Ventilation, and Air conditioning (HVAC) system is outsourced. The agency services the machines monthly and submits its report to Estates Manager.

CCTV: The Institute has installed multiple CCTVs on the Campus. The maintenance of the system is outsourced. The agency inspects the equipment monthly and submits its report to the Estates Manager

Water testing: as per the institution maintenance policy

Water Tanks / Septic Tanks: All the underground and overhead water tanks are cleaned by professional service-providers using sophisticated equipment including UV equipment.

Pest Control: The Pest control which includes combating general disinfection, rodent treatment and larva breeding is done periodically. Anti-Termite treatment is also done periodically.

Apart from the above all the Laboratories are maintained in proper working conditions and overseen by the concerned lab In-charges. Separate registers are maintained for lodging complaints, stock keeping works executed etc.

- The repair and servicing of equipment are carried out after obtaining statutory approval of the concerned Head of the Department, Principal, and Management. The lab in-charge and the concerned faculty ensure proper utilization of the laboratory premises and instruments/equipment. The procurement of new equipment is as per the standard procedures wherein, the lab in-charge applies to the Principal through the Head of the Department. Upon obtaining approval from the Management, quotations/tenders are invited based on the tentative cost of the equipment.
- The Central Library is headed by the librarian who oversees the maintenance and utilization of the premises and all the books, data, etc. The library staff maintains books in the lending as well as reference sections, stacked in catalogued racks segregated branch wise. The issue and return of the borrowed books are maintained by the library software. Procurement of new titles, volumes etc. is carried out once every academic year and even as per the requirements based on the inputs received by students, faculty members and the Library committee. Remote access to all online content is

made available to all the faculty members. The students can access the same using dedicated systems available within the library premises. The subscription and renewal of the online journals are undertaken and overseen by the librarian and the library committee for each academic year.

- All the classrooms, seminar halls, auditoriums, etc. are ICT enabled and maintained under the supervision of the Estate Manager. All works related to periodic inspection, maintenance, and repairs are carried out by the Estate manager and his team of technicians and housekeeping staff.

- A dedicated team comprising a system administrator and technicians takes care of periodic maintenance and upkeep of all computer systems in the Institute. Proper utilization of systems is overseen by the Lab in-charges and concerning faculties.

- The maintenance and upkeep of all classrooms, seminar halls, etc. come under the purview of the administrative officer and his/her team of technicians and housekeeping staff.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 1.28

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
88	62	47	47	66

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Details of capability enhancement and development schemes	
Any additional information	

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

Response: 55.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2506	3198	2241	2502	2948

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	
Any additional information	

5.1.5 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
Upload any additional information	
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 43.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
652	662	581	442	411

File Description	Document
Upload any additional information	[View Document](#)
Details of student placement during the last five years	[View Document](#)

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

Response: 0

5.2.2.1 **Number of outgoing student progressing to higher education.**

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 96.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	28	48	35	35

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	30	50	35	35

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	1

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Students at GEC play a vital role in offering suggestions and assistance to administration by being part of

various academic and administrative committees as follows:

- IQAC
- Class monitoring committee
- Library committee
- Sports committee
- Cultural committee
- Anti-ragging committee
- NSS Unit
- Student associations of all the branches of engineering and MBA
- Student clubs like music and photography club, quest, innovation and start up club, coding club etc.
- Professional society student chapters like ISTE, IE, CSI,IETE,IEEE,SAE are active.

 Students are nominated for the important body of the college, Internal Quality Assurance Cell (IQAC) after autonomous status has been conferred to the college. They actively participate in the meetings and offer valuable suggestions for the academic growth of the institution.

GEC is habituated to take feedback from its students on academics since its inception by constituting a group for every class, in the name of Class Monitoring Committee (CMC). CMC consists of selective students, faculty and Head of the department. It meets twice in a semester and invites the opinion on academic matters. HOD advises faculty to respond to the concerns expressed by the student members of the committee. Minutes of CMC will be forwarded to the Principal for intimation as well as for necessary action for the issues beyond the purview of Head of the department.

GEC also extends the opportunity to students, to acquire leadership qualities by participating in the annual festival of the college GECFEST, which is the confluence of technical, cultural and sports events. In this festival students from other colleges are invited to participate to showcase their talent in the above said events. And decorated artists perform their artistic skills to enthrall the audience. In this connection students actively involve in this festival from planning and execution of various events under the guidance from faculty. And every department is having its own student association whose aim is to conduct curricular, co-curricular, and extracurricular activities every week. In order to promote interpersonal skills, communication ability and organizational behavior, they will be given the opportunity to participate in various events, which help them to overcome certain inhibitions, fear of being ridiculed, and stage fear etc.

They are also active in the discipline and anti-ragging committees to inculcate discipline among them and to make the campus a ragging-free one. By active involvement of extension activities, they are exposed to real-life problems faced by the rural masses and they get an opportunity to offer solutions to the identified problems.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 8

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
2	9	6	10	13

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Alumni association of Gudlavalleru Engineering College was started in the year 2003. It was started with a motive of bringing together all the Alumni and share their experiences they faced outside the college and also extend their helping hands from all aspects for the budding engineers of the college. GEC Alumni association organizes various technical seminars / guest lectures, motivates and guides students for their academic improvement.

Significant move from the GEC Alumni association is 'DISA a way forward' - a career building programme for first B.Tech students. This programme will be organized every year for the benefit of I BTech students. This programme was started on 22nd November 2008 with the purpose of guiding the first B.Tech students through all the four years of their study in this college and for the betterment of their careers.

The following points are highlighted in DISA Programme:

1. The budding steps an engineering student needs to take during four years of his/her study.
2. The expectations of the industry from an engineering graduate and how an engineer should adapt to changing industry expectations.
3. The various career options available for engineers in the light of present economy and educational system.
4. Need of acquiring skill set by doing certification programs through online resources like NPTEL, corsera, udemy etc
5. Importance of communication skills, and allocation of adequate time for keeping the body fit by participating in sports and games.
6. Emphasis on development of wholesome personality.

It offers scholarships to meritorious economically poor students and has also instituted cash award to the GATE top ranker of the college. A database for the alumni has been created, which will be constantly upgraded. This effort was initiated with the view to keep alive, the interaction between the alumni, so that,

the alumni may, learn the where about of their batch mates, benefit from the placement cell, where in vacancies and opportunities may be put to use. This also helps in identifying potential among alumni who may, if willing, contribute useful service to the institute. The alumni association thus acts as a platform to share views and experience, on common interests.

All the outgoing students of GEC every year are welcomed into GEC Alumni's fold. Their presence in the association helps to promote personal relationship and thereby improving public relations. They can send the emails to gecgudlavallerualumni@gmail.com

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

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the Institute

To be a leading institution of engineering education and research, preparing students for leadership in their fields in a caring and challenging learning environment.

Mission of the Institute

- To produce quality engineers by providing state-of-the-art engineering education.
- To attract and retain knowledgeable, creative, motivated and highly skilled individuals whose leadership and contributions uphold the college tenets of education, creativity, research and responsible public service.
- To develop faculty and resources to impart and disseminate knowledge and information to students and also to society that will enhance educational level, which in turn, will contribute to social and economic betterment of society.
- To provide an environment that values and encourages knowledge acquisition and academic freedom, making this a preferred institution for knowledge seekers.
- To provide quality assurance.
- To partner and collaborate with industry, government, and R and D institutes to develop new knowledge and sustainable technologies and serve as an engine for facilitating the nation's economic development.
- To impart personality development skills to students that will help them to succeed and lead.
- To instil in students the attitude, values and vision that will prepare them to lead lives of personal integrity and civic responsibility.
- To promote a campus environment that welcomes and makes students of all races, cultures and civilizations feel at home.
- Putting students face to face with industrial, governmental and societal challenges.

The college is governed by well defined Quality Document. The Management, the Principal and the staff / faculty are always stepping in together for designing and proper applications of the quality policy and plans. The Principal of the college is the head of the institution and provides requisite leadership to the system. The Chairman of the Managing committee keeps on meeting the college staff to discuss various policy matters and their application and adjudication.

The College Management Committee (CMC), comprising of majority of faculty representatives and representatives from Management discusses the proposals of College Academic Committee(CAC) to reform strategies and plans to upkeep the quality of education in the campus. The Members of the Management, Principal and other officials are always available to the faculty to present their views and ideas. The opinions of faculty and staff will be considered positively for evolving policies.

Management and Administrators provide adequate freedom to faculty for strengthening teaching–learning process, academic advancement, nurturing multifaceted talent in students. Faculty has liberty to formulate plans for supporting poor learners, preparing required learning material, organizing various programmes for curricular and extra-curricular abilities, encouraging enthusiastic learners for professional competency, designing new experimental set up in laboratories, taking up in house R &D projects. The freedom of action motivates faculty for creative and innovative practices, coordination and team work. The functioning of the college is very much transparent. Every individual in the organization can observe all the aspects and put forth their observations in the appropriate meeting. This kind of administrative mechanisms are becoming effective tools to realize Vision and Mission of the institution.

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Functioning of the college is transparent through well defined rules and regulations for governance. The voice of (opinion) every individual find place at its appropriate platform, which paves ways to participative Management and individuals can take decisions on the matters concerned to them. These provisions of governance is leading to effective leadership.

Institution has well defined mechanism to monitor effective and efficient use of available resources. The budget allotment will be done based on the budget proposals. The lab technician concerned and the Faculty In-charge concerned to the laboratory will arrive at the budget requirement of the laboratory will arrive at the budget requirement of the laboratory and will send their budget requirement to the Head of the Department. Head of the Department convenes a meeting in the department and discuss the consolidated budget proposal and finalizes the Budget Proposal of the department. The Principal will consolidate such Budget Proposals received from various departments and sections and presents it in College Management Committee, a committee that comprises of both faculty representatives and Management representatives headed by the Chairman of the College. CMC is an Advisory Body to Governing Body. The Head of the Department is delegated with a financial power of Rs. 25,000/- per semester and Principal is delegated with a financial power of Rs. 2,00,000/- per semester.

The top management provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process, not only to achieve the vision, mission and goals of the institute, but also in building the organizational culture. The Principal permits the HODs and staff members in performing freely in the academic activities and administrative programmes such as departmental activities, allotment of workload, various academic committee programmes, association and club activities.

Top Management:-

- Designing Quality Policy
- Provide Budget
- Infrastructure
- Recruitment
- Provide support to economical backward students

Principal:-

- Quality policy- Planning, deployment and monitoring
- Weekly Meeting with HOD
  Departmental Meeting with faculty once in Semester
- Administration of teaching and learning
- Monitor academic performance
- Non teaching member meeting
- Recruitment
  Maintenance

Program Coordinators

- Departmental meeting Execution of course work
- Social activities
- Mentor to student
- MOU's
- Maintenance
- Result Analysis and corrective actions

Decentralized

1. Top management has given necessary authority to Principal to manage different functions with operational autonomy.
2. Principal forms different committees as per requirement.
3. Committee co-coordinators have given appropriate authority by principal to take decision.

Participative

1. Participative management.
2. Students, faculty and administration join hand in hand.
3. Internal as well as external stakeholders are involved for any modification in teaching learning and administrative process or any similar process.
4. College constitutes committees for general and academic development which includes faculty, nonteaching staff and students' participation and everyone is involved in decision making processes.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Vice-Principal (Academics), Vice-Principal (Administration), and Internal Quality Assurance Cell have started planning various activities of the Institution. The guidelines and expectations from the All India Council of Technical Education (AICTE), JNTUK Kakinada, Industries and Societies have been

taken into account as a base for the strategic perspective plan for the next five years 2017-20. A summary of the recommendation of the perspective plan is as follows:

Key Focus Area	Recommendation / Plan	
Administrative and Organizational Structure	• An efficient and lean Organizational setup at the Campus • Establishing a paperless e-Office for efficient, responsive and accountable administration	
Academic Development & Academic Reforms	• Industry Oriented Outcome Based Curriculum • E-content generation	
Quality Improvement	• NBA accreditation for all Eligible Programs, • Online Monitoring academic activities of the colleges, • Development of academic facilities, Evaluation of Teaching-Lear processes, • Feedback from all stake-holders, • Training of Teachers in emerging areas	
Exams & Assessments	• Continuous Assessment for all Courses, • On-line Internal Assessment to save time. • Digital Evaluation of Answer-books,	
Research & Development, Innovation	• Development of Centers of Excellence in specified areas, • Advanced Research facilities, • IPR cells, Incubation centres, • Capacity building of faculty in emerging area Programs/courses	
Industry Relations	Two way Industry Interactions such as • Staff Development, • Joint Technology and Product Developments, Technology Transf • Training of Industry Personnel • Industrial and Corporate exposure	

Information & Communications	- Development of Information Management System, - Building ICT infrastructure of High Speed computers, Data management System, - Online resources and e-services to all Stake holders, - Online admissions, registrations, and conducting examinations,	
Infrastructure Developments	- Solar power generation, - Water purification plants and Waste Disposal plants, - Shopping complex, Medical facilities for residents, Sports Compl recreational facilities - Go green Initiatives - Green Buildings.	
Skill Development	- Development of skills in graduates in specified areas, - Training of uneducated youth and local population.	
Alumni Relations	Networking with past students, developing local chapters	

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

ORGANIZATION CHART
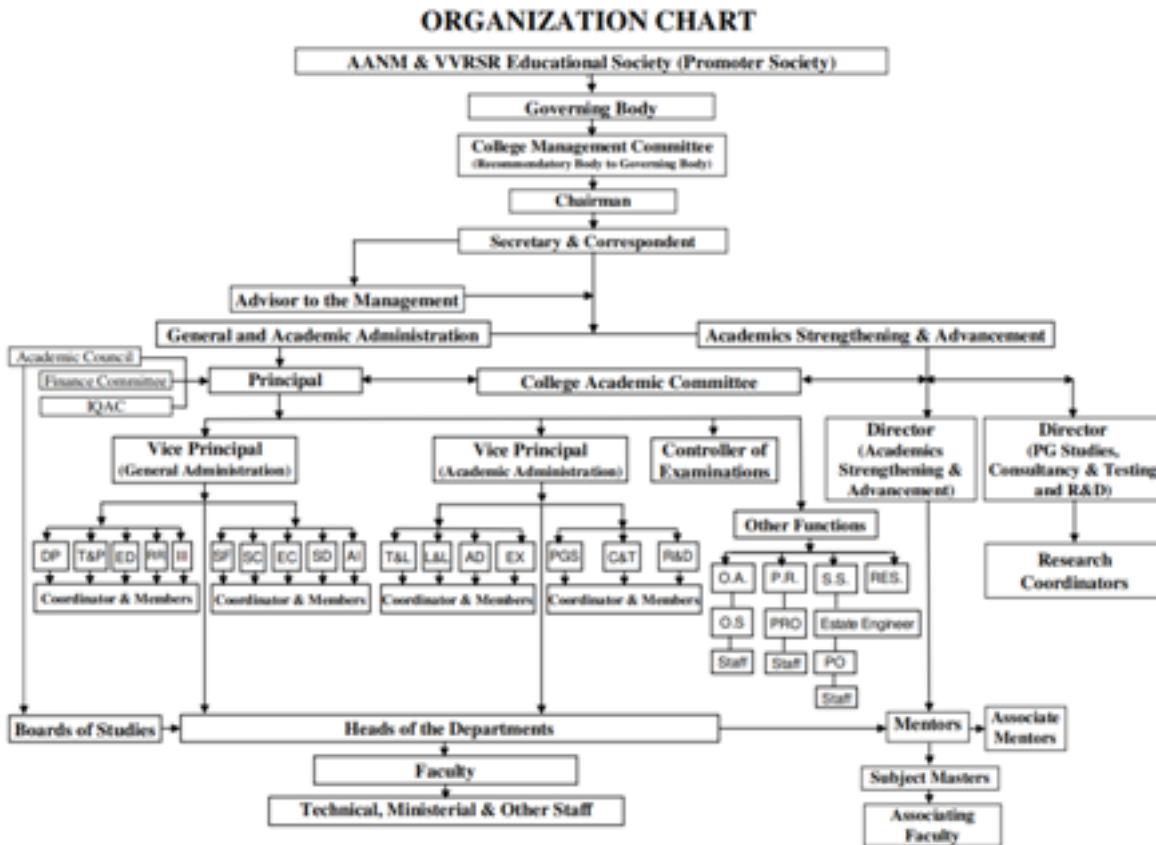
The College has decentralized and transparent governing mechanism.

Chairman is the functional head of the college. He mainly looks after academics, development of education and also growth of institutions and can cause any action to be initiated which is required in his opinion for the promotion of the above subject to ratification by the Governing Bodies.

The Secretary & Correspondent is the chief executive of the College. He coordinates between the sponsoring Society, College Management Committee and the other systems of management in the college.

Advisor to the management advises the Management and Principal on academic, administrative and developmental activities by keeping himself apace with the latest trends in education.

The Principal is the chief Academic Administrator and a bridge between the Management, Staff and Students. Vice principal-Academics assists Principal in the domains of Teaching-Leaning process, Library and Laboratory Development, Academic Development, Examinations, Engineering PG studies, Research and Development and Consultancy.

Vice principal-Administration assists Principal in the domains of Overall Development Planning and implementation, including Quality Document, Recruitment, Training and Placement, Industry-Institute Interaction, Entrepreneurship development, Student Facilities, Student Counseling, Extracurricular activities, Student Discipline and Alumni Information.

College established Academic strengthening and Advancement Cell for reinforcing Teaching-learning process, Faculty competency, Research and consultancy. The Director(AS&A) of the cell with the Mentors works for the academic advancement of the faculty .Director(PGCERD) of the cell works for Research &

Development, Consultancy. AS&A cell implements the action plans after the approval of CAC.

Controller of examinations (CoE) takes care of the responsibilities of Autonomous examination system and reports to Principal.

HOD is responsible for the functioning of that Department as per the laid down policies of the college. He will be consulting with and reporting to Vice Principal concerned in technical matters coming within the purview of him.

In all subject matters of Vice principals, HOD shall report to the Principal through the Vice principal concerned. HOD will prepare budget estimation for the Department for its operation, maintenance and development. HOD will constitute various committees to help in various matters.

6.2.3 Implementation of e-governance in areas of operation

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	[View Document](#)
Institutional data in prescribed format	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

List of Welfare measures:

- EPF,
- Group Insurance
- Gratuity kind of Payment
- Transport facility on concessional prices
- Free medical consultancy and hospitalization for common ailments:provided through College Medical Centre.
- Sponsoring to higher education:
- Incentive for pursuing Ph.D. programme.

- An amount of Rs.25,000/- will be presented to the faculty obtained Ph.D degree.In addition to that, an amount of Rs.10,000/- per month will be paid for the period between the date of submission of thesis and date of the award of the degree.
- Incentives for acquiring Ph.D. degree during service
- Sponsoring for National//International paper presentations, continuing education programmes, conferences
- Academic Leave:
- Earned Leave (E.L):
- Maternity leave: 60 days for two times in career.
- Medical leave:

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

Response: 38.77

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**

2019-20	2018-19	2017-18	2016-17	2015-16
91	135	99	132	111

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 23.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
027	24	30	20	18

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Institutional data in prescribed format	View Document

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

Response: 32.34

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
69	76	93	137	125

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

GEC Strictly believes in following all statutory requirements for all audits and accounting practices. The Institution conducts internal and external financial audits regularly. As part of this mechanism, College conducts internal financial audit by presenting outcome budget, Income and Expenditure details, Receipts and Payments, Budgetary obligations in College Management Committee for discussion and communications.

The audit objections, if any will be discussed in the CMC. CMC will be conducted once in three months.

College conducts external financial audits regularly and the copies of audited statement will be published in college website.

The external audit is conducted once in a year. The external audit is carried out by M/s SivaKrishna & Narayan Chartered Accountants (Regn.No.03883S).. The queries which are raised are put before the

Principal who clarifies & rectifies before finalizing the accounts. The Principal also contemplates and decides to appoint an Audit Sub-Committee that attends all the queries raised by the internal audit team and external auditors.

The Objective of Internal & External Audit:

The primary objective of conducting Internal and External audit is to identify the discrepancies in the accounting process. The in-house team, consisting of two members, conducts the internal audit twice in a year and registered Chartered Accountants conduct the external audit once in a year. The departmental budget is followed and the optimal utilization of funds and the monitoring of the budget are done through Internal and External Audit.

After locating the discrepancies in the internal audit, a report is submitted to the Vice Principal administration who then reviews the report, discusses with all the CMC members and then submits the report to Principal. The Principal directs the Accounts Officer to make the necessary corrections on internal audit. The Accounts Officer rectifies the identified discrepancies and submits the corrected audit report to the Principal through Vice Principal administration.

All the financial rules that are implemented in the college take place through No-Cash transaction to the extent possible. Payment of fees is also done through online transaction. An effective Financial Management System is followed which takes utmost care to follow the best accounting practices which give no chance for financial mismanagement.

External Auditors who are certified Chartered Accountants prepare the Audited financial statements including Income and Expenditure details, Audited Reports and then the same is filed in the Income-Tax Department.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The different sources for mobilizing the funds is as follows

1. Tuition fees from students

2. Through external research projects

3. MODROBS

4. AICTE seminar grants

The major source of revenue for the institute is the Annual tuition fee collected from students. The fee is collected from students' as per the guidelines issued by the fee fixation committee of state government of Andhra Pradesh. Mobilization of funds is also done through sponsored projects from Government agencies.

The college budget is allocated based on the needs. The college follows a systematic approach towards the allocation of budget. All the departments are requested to submit an estimate of requirements for their respective department which is discussed under various heads of their department. The needs of the particular department are analysed separately and the required budget is allocated. Further, if there is any requirement for the departments other than the one stated in the budget, the same can be procured by submitting the necessary details. Hence, all the departments are allocated with budget adequacy to meet their needs. Budget requirements under 'recurring 'and 'non-recurring' heads are collected from every department before the commencement of the financial year. Before the commencement of the financial year, budget proposal is collected from all departments. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same will be submitted to Governing Body for approval. Budget approvals will be communicated to the departments and sections. The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The requests are consolidated and reviewed by the Administration team and funds are allotted. Utilization of allocated funds are monitored periodically and reviewed at the end of the Financial Year.

More budgets have been allocated to the infrastructure built-up and laboratory equipment's. Also moderate budgets have been allocated in case of consumables; the same has been utilized for Research and development activities. Separate budget has been allocated for library, Research and development. Additional funds will be allocated in case of emergency requirement. Some of the namely utilization of funds is towards the expenditure on salary of teaching and supporting staff, purchase of equipment, machinery and furniture, library books, e-subscriptions, electricity charges, consumables, software, internet bills, repair and maintenance, faculty development programs, advertisement, affiliation and approval fees, printing & stationary, sanitation- housekeeping-gardening and security charges, and other miscellaneous expenses.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The Institute Internal Quality Assurance Cell (IQAC) is as per the guidelines of NAAC. With a strategic plan and continuous monitoring incremental improvements made for the preceding five years with regard to quality. Two case studies are presented below

Practice- I conduct academic and administrative audits regularly:

Academic audit is a faculty-driven model of ongoing self-reflection, collaboration, team work and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers, all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. It is the process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments' control of the overall administrative system etc. This audit ensures whether following activities are being conducted regularly which ensures quality in teaching learning process:

- Conduct of student development programmes
- Conduct of Faculty development programmes
- Encouragement of students to participate in curricular, co-curricular and extra-curricular activities within and outside the college.
- Encouragement of faculty to participate in conferences to present papers, attend FDPs outside the college.
- Financial support in the form of seed money to faculty to undertake research activity
- Feedback from all the stakeholders regarding design and implementation of curriculum
- Feedback from students regarding teaching-learning process and corrective measure

Practice- 2: To enhance the expertise of faculty

The second significant move as an initiative of IQAC cell is enriching faculty expertise by encouraging them to attend NPTEL courses and participate in subject expert programme. In this programme, newly recruited faculty will undergo guide-mentee programme, where a senior faculty will guide him regarding preparation of lecture material, delivery of the content and preparation of questions as per the Bloom's Taxonomy. A faculty having more than three years of experience will be asked to acquire proficiency in the subject by undergoing NPTEL and other similar courses of his specialization. To guide him in this direction, a senior faculty of same specialization will be allotted to him, under whose mentorship he attends all these certification courses. His performance will be judged by external experts if necessary. ELT center of GEC will impart training to refine the communication skills of faculty. As a result, faculty of all departments are becoming more knowledgeable to impart quality education, contributing to the success of students in their endeavors

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. Following are few parameters on which review is conducted.

Curriculum Level

Review of Academic Process Calendar	-	Once in Semester
Review on Curriculum Planning	-	Once in Semester
Review on Teaching – Learning (Planning)	-	Once in Semester
Review on Teaching – Learning (Execution)	-	Once in Semester
Review on Teaching – Learning (Attainment)	-	Once in a semester
Review on Syllabus Completion Monitoring	-	Twice in semester
Review on Teaching Feed Back from students	-	Twice in semester
Review on Conduct of Remedial Classes	-	Once in semester
Review on Quality of Projects/Product Development	-	Once in Year

Co-Curricular Level

Review on Industrial Visits	-	Once in Year
Review on Internships	-	Once in year
Review on Guest Lectures/Work Shops/		

Certification/Value Added course for students   -   Once in semester

Review on students Technical Paper

Publication in Journals/Technical Events   -   Once in year

Review on Quality of News Letter Publication   -   Once in year

Review on Conduct of Activities by

Professional Bodies   -   Twice in year

Extra-Curricular Level

        Review on Student participation in Activities   -   Once in Year

Organisation level

        Review on attainment of Cos, POs and PSOs   -   Once in year

        Review on ICT / Laboratory facilities   -   Once in year

        Review on Best practices/Innovation/

        product Development   -   Once in year

        Review on Faculty Development Programs

        conducted / attended   -   Twice in year

        Review of MOOC Certification(Faculty, Students)   -   Twice in year

The IQAC Cell is constituted as per the guidelines of NAAC. Efforts has been made for incremental improvements with regard to quality and post accreditation quality initiatives. Few are listed below.

Criteria	Initiatives implemented	
1	- Autonomous -OBE Curriculum for holistic education. - APSSDC – Center of Excellence for certification courses. - Compulsory Internship. - Value Added courses and NPTEL Active Chapter with Score A.	
2	- Effective mentoring system for all round development of students. - ERP module for academic planning, monitoring - LMS and Lecture Capturing system to integrate ICT in Teaching Learning process. 9 Clubs and Professional student chapter ACE,CSI,IEEE,IE,SAE, ISTE. - NPTEL Active chapter, IIT Mumbai Remote Center. - Enhancement in PhD qualified faculty and Cadre Ratio. - Student centric learning environment. - Reformation in Assessment process as per AICTE, UGC,NAAC and NBA. - NBA Accreditation of UG - CSE,ECE,EEE,ME - Outcome Based Education is Practiced by Faculty and Students	
3	- Transparent Seed money, Incubation and consultancy policy - Centre of Excellence Labs - Enhancement in Publications in reputed journals. - Innovation contest conducted to transform student's innovation into products.	

	• Industry Academia linkages. • JNTUK recognized NSS Cell. • R&D - IPR Cell for to promote Industry academia innovations practices. • Industry persons talk and entrepreneurship development programs organized.
4	• ICT enabled Class room and Seminar Halls • Enhancement in Library facilities and Digital Library • Enhancement in Internet Bandwidth • Maintenance Committee to ensure well maintained campus and its units.
5	• Career Guidance, Guidance for Competitive examination and Soft Skill training by • Enhancement in Placement and Higher studies • GEC FEST- MEGA EVENT. • Improvement in Alumni Engagement
6	• Perspective plan for 2017-22 in place to monitor the implementation and future asp • Enhancement in faculty and staff welfare measures. • External peer review is through involving experts from Industry/ Reputed Institute/ committees, Invited talk series, curriculum part delivery and audits
7	• Green Campus, Innovative Best Practices

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gudlavalleru Engineering College initiated good number of measures for Gender Equity. GEC approximately has **35%** of female staff and **42%** female students. Women faculties are also provided with an opportunity to lead the departments as heads of the department and are given coordinator ship for several activities. Female students are encouraged to take part in all activities and to lead co-curricular and extracurricular activities. Students of the institution used to be sensitized on Gender - Equity through webinars, seminars and counseling and guidance sessions. The Institute celebrates "Women's" Day annually and motivates all the staff to organize discussions for understanding the role of women towards a progressive society. Female students are motivated and supported for various academic and non-academic activities.

Safety and Security:

Adequate safety and security measures are in place.

1. The institute is secured by dedicated security guards for each departments and every important location within the institute premises.

2. There is a security control room which manages the surveillance with the help of 181 CCTV cameras, available at academic blocks, amenities block, all the junction points and open areas without compromising the privacy of female staff and the students.

4. Reserved seats are provided to female staff /students in all institute transport.

5. Important suggestions and urgent grievances can be directly reported to the authority concerned through online.

The ICC Cell promotes gender amity, upholding the right to protect against Sexual harassment in the workplace. ICC Cell seeks help from the police department and local judiciary to create awareness about "She Laws" & law protection to women.

Counselling:

A professional Counselor is extending counseling & Mental Wellness services to GEC students. Psychological problems, family counseling, maladjustment, deviations, interpersonal relationship, stress-related problems are dealt with. How to promote mental health, the significance of yoga and meditation, effective ways to memorize, healthy habits and positive thinking and trends in the lifestyle etc. are addressed.

Common Room:

1. A Dispensary with a part time doctor and certified nurse is available with first aid facility in case of any illness.

2. A gymnasium exclusively for female students is provided in Amenities Block.

3. Waiting halls with adequate facilities are provided in the college for students. Group counseling and personalized counseling sessions were organized continuously by female psychologists. Sanitary napkins are made available to them in waiting halls.

Space is clearly earmarked in canteen for girl students. One female student is nominated as member of IQAC and the lady alumina were nominated as members of Governing Body twice. Best lady student and Best Sportswoman awards were constituted. Further, female students can compete for "overall best out going student award. Females are representing female students in class Monitoring Committee.

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

A. SOLID WASTE MANAGEMENT:

The collecting, treating, and disposing of solid materials that is discarded because it has served its purpose or is no longer useful.Improper disposal of solid waste can create unsanitary conditions, and these

conditions in turn can lead to pollution of the environment and to out breaks of vector borne diseases. The tasks of solid waste management present complex challenges. They also pose a wide variety of administrative, economic and social problems that must be managed and solved.

In our campus various wastes are collected and segregated in methodically at the source level. Two types of wastes are collected (1) Dry waste and (2) Wet waste.Wet waste includes organic waste (i.e. Kitchen waste, vegetable waste, fruits, flowers, leaves from the garden and paper). Organic waste are collected, segregated and then transferred to compost pits. The output is later used as manure in the garden area.

Dry waste can be further segregated and shifted to scrap yard in to recyclable waste like plastics, glass, paper, metal, paints, chemicals etc. and inert waste like debris etc. are used for land filling.

The stored solid waste will be disposed to authorized agencies which are approved by the Pollution Control Board for recycling purpose at regular intervals.

Liquid

Water conservation is important because fresh clean water is limited resource, as well as a costly one. Conservation of this natural resource is critical for the environment.

Keeping the above in view our campus surface rain water is collected in a separate pond which is located near the medical center. The pond water is used for horticultural works, cleaning of important areas by pumping system.

College has provided sprinkler system for watering the plants & entire garden to minimize water wastage. Regular domestic waste water is connected to local authorized field drains.

Several conservation steps like closing of taps after usage maintenance and monitoring of values in supply system to avoid overflow, leakages and spillage. Conducting water conservation awareness programme for new students. Sewage waste water in collected in a closed septic tank.

The institution generates 'e' waste like computers, key boards, mouse, scanners, fax machines, CD's, pen drives, calculators, cables, burnt tube lights, circuit boards, burnt electrical motors and other digital equipment like cameras etc. Institution follows two methods of disposing e-waste (1) Collection of 'e' waste through bins and storing the e-wastegenerated inprescribed room called as e-wasteroom. The college provides proper awareness to the students and staff by organizing session on e-waste hazards and sale disposal practices. The college also at times organizes campaigns to create awareness in local community on e-waste disposal, collects 'e' waste from neighborhood and arranges for safe disposal.

Electronics waste are of Category-1 waste like computers, and computer peripherals, Category-2 Cartridges, printers, printed boards etc, Category-3 Electrical Tube lights, electrical cut pipes and Category-4 Burnt electrical motors, transformers etc. The above four categories of electronic waste should be disposed to authorized e-waste agency which is approved by pollution control board for recycling purpose.

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: C. 2 of the above

File Description	Document
Any other relevant documents	View Document

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

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institution being a private self-financing affiliated college has limited scope for having the students PAN India. However, to promote diversity among the students and faculty, the institution provides an eco-system and enabling environment for the co-existence of the people coming from different culture, region, linguistic and other socio economic diversities.

The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance and harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development. In order to ensure holistic development of students and staff, the institution encourages them to involve in community services to develop good citizenship. The institution is increasingly involved in conducting the outreach programs for the welfare of the society and to create awareness among students towards social issues

The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Tamil, Telugu, Bengali, Hindi etc. the institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual. To promote cultural and regional heritage with diversity GEC arranges cultural programmes by people of eminence in several fields. GECFEST is the annual festival conducted every year where students are exposed to various dance forms, different instrumental music and poetry.

Transparent governance with clearly laid own procedures and Practices is paving ways for the inclusive environment in the College. Faculty working in the college, who belong to various parts of the country and different religions, are the indicators of the inclusive environment. Students will be guided, motivated and groomed independent of their region, religion etc. Every student will have equal opportunity to be part of the co-curricular and extra-curricular activities and taking leadership in the events organized in the

college.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The employees and students of the institution are provided with awareness on constitutional provisions by conducting seminars and workshops by Advocates, Judges periodically. During the Induction Programme, Sessions were conducted on constitution. One course is designed on values, rights, duties and responsibilities of citizens and offered in the curriculum as a credit course.

Good number of NSS activities is conducted for sensitizing the public on social issues, inculcating the habit of social service among students. Students and staff used to extend financial help to the affected people in case of natural calamities.

students are given encouragement and support to develop and provide technical solutions to local entrepreneurs under Unnat Bharath Abbhian, students developed tools and solutions to support local Aqua formers, Poultry formers and Weavers in enhancing productivity of their concerns. Students are conducting Blood Donation Camps, Digital literacy Programmes.

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

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Following days are observed at GEC

- 26th Jan Republic Day (India)
- 8th March International Women's Day
- 2st June International Yoga Day
- 15th Aug India's Independence Day
- 5th Sep Teachers Day
- 15th Sep Engineers Day

Republic day

The Constitution was adopted by the Indian Constituent Assembly on 26 November 1949 and came into effect on **26 January** 1950 with a democratic government system, completing the country's transition towards becoming an independent **republic**. GEC celebrates republic day by hoisting flag and recollecting the sacrifices made by the freedom fighters.

International women's day

International **Women's Day** is a global **day** celebrating the social, economic, cultural and political achievements of women. The **day** also marks a call to action for accelerating gender parity. Every year on March 8th women's is celebrated at GEC to dispel the notion that they are inferior to men and to promote the gender equity.

15th Aug India's Independence Day

Independence is celebrated every year to commemorate the sacrifices made by the freedom fighter who liberated India from the clutches of British rule. Principal presides over the function and enlightens the staff and students to preserve the fighting spirit of those great leaders for noble cause.

Teachers Day

Teachers day is celebrated every year at GEC to reinforce the feeling of immense satisfaction for being a teacher, as a teacher is the light of the world, the beacon in the dark and the hope that gives strength to students.

Engineers Day is Celebrated at GEC on September 15 every year to remember birthday of ancient **engineer** Visvesvaraya... **Engineers day** is dedicated to all the engineers who strived to make the lives of people in a better way. On that day every department conducts model exhibitions, poster presentations, technocal quizzes and arranges guest lectures.

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:

1. **Title of the Practic:** Holistic Education for Employable Graduates.

Objectives of the Practice

Holistic education also referred to as 'alternative education' focuses on preparing students to meet any challenges that they may face in life and in their academic and professional career. Engineering curriculum developers and all the stakeholders involved in the education process must realize that it is a misconception to think academic achievement and professional success alone is sufficient to lead a happy life. Modern education, has lost sight of the concept of actively cultivating the development of the whole child; his emotions, his social skills, his spiritual beliefs, his participation and contribution to the country and his role in the world in general. Engineering graduates face a very complex life with anxiety and fear about their future. Many professional bodies especially engineering educators are voicing their concerns about how engineering graduates struggle to find balance and meaning in their professional and personal lives. Engineering education has to rethink and develop teaching systems in relation to for example, learning objectives, choice of teaching and learning methods, assessment and organizational culture. The students must have the 3Cs (Curiosity and Creativity, Collaboration and Compassion) for a prospective future to be built.

Proponents of changes in the engineering curriculum advocate a holistic and inclusive curriculum wherein technical subjects, science and humanities and soft skills form part of the curriculum. Holistic education helps in conceptualizing philosophical and abstract inquiries of life and also questions regarding the challenges in life and how to overcome obstacles, achieve success in both professional and personal life. Hence, holistic education allows students to evolve while they are young, as a complete individual who is equipped to face complex realities no matter what their apparent similarities or singularities are. A smooth blend of technical and non-technical, social subjectsand humanities can enhance the quality of life of an engineer.

3. **The Context**: Excellence in Engineering Education from students' perspective is that students learn in the class rooms and on their own by listening, visualising, experimenting, experiencing, and going through practical training. The philosophy of education is to work with the use of Knowledge- Skill and Behavior. Four years prior to their graduation during the first week of registration an Induction program is conducted for the students to provide support for a successful transition and to create a career vision approach. Three years prior to their graduation, the students are sent as grooming professionals to experience the industrial and societal environment. Two years prior to graduation, students have an opportunity to work on experiential learning. And finally During the year of graduation, students are trained to cultivate a sense of accomplishment as employable graduates.

4. **The Practice**

We at GEC strive to impart holistic education to enhance the all-round aspects of graduates enabling employability. The complete focus is on "KNOWLEDGE-SKILL-BEHAVIOR" - the basic mantra of OBE. The entire process is a career vision approach starts with Induction Program and ends at employment routed though the Outcome based curriculum (Cognitive domain skill set) blended with (Internship, Industrial linkage, Certification courses, Skill development Labs, Placement Training Programs)- Psychomotor domain skill set, (student clubs, professional society chapters, participation in other co and extracurricular activities –GECFEST)- Affective domain skill set.

5. **Evidence of Success**

- Induction Program- 3 weeks as per AICTE/UGC guidelines.
- Internship- Compulsory for all third year students.
- Industrial linkages- through 32 collaborations and 41 MoUs.
- Certification Courses- NPTEL Local Chapter with rating of A.
- Skill Development Labs- APSSDC Center of Excellence in CSE, ECE,EEE,ME
- Placement Training Programs- Compulsory from 2nd year.
- Student Clubs- Nine clubs such as Cultural, Green, Literary, Innovation and Start up , Music and Photography, Coding, Techno, Quest, Electronics Hobby.
- Professional Society Chapters- ACE, CSI, IEEE, SAE, IE, ISTE, IETE.
- Students Achievements-
- Placement – above 70%.

6. **Problems Encountered and Resources Required**

The foremost challenge faced is time management by students and faculty at par. Further challenge lies in introspecting the ability of students. There was lack of motivation in students' due to no direct credit and stretching of college hours to accommodate the activities at initial phase of implementation but motivation enhanced considerably viewing the achievements of holistically developed students in form of higher pay packages, admission in foreign universities etc. Students have exhibited certain traits like being responsible citizen, time management, effective communication skill (technical &non technical), leadership skill and lifelong learning. The deployment requires further strengthening and support from stakeholders.

7. **Notes (Optional)**

The purpose of education is to prepare the students to face the challenges in life.

To make the students to excel in their life GEC is imparting holistic education which offer knowledge, skill and behavior. The strategy of implementing this is obvious. In life one has to face unanticipated situations. Sometimes favorable and other times bitter experiences. In both circumstances, one has to exhibit a calm pose or balanced behavior to go ahead with the flow of life. To practice this mental attitude, one needs to undergo variety of experiences. Such learning experiences are provided by allowing the students to participate in debates, elocutions, dramas, games and sports. By participating in curricular, co-curricular and extracurricular activities the person becomes a seasoned person encountering all sorts of experiences, both positive and negative. And one will be ready to face the challenges of life.

Best Practice II

Title of the Practice: Go Green Campus

Goal

Environmental issues bring about thoughtful questions on the roles of Institutes in society. Irrespective of whether they are contributing to a better environment or worsening it, Institutions have to acknowledge environmental or green issues through impact research and measurement. Based on the approach GEC has significant Green Initiatives to

- Promote sustainability by creating awareness
- Share knowledge & expertise-Expert talks about environmental problems and possible solutions

Deploy eco-friendly technologies for greening and cleaning our campuses

The context

The main contexts are (i) Water Management, (ii) Waste management, (iii) Energy(conservationand generation) and (iv) Landscaping and Trees. (v) Beyond the Campus Environmental promotional activities. (vi) Green, Environment and Energy Audits.

The Practice

Energy conservation

• The Internal stakeholders take all measures to save the power.

• More than 60% lighting requirements are met through LED sources and efforts are under progress to improve it further

Use of renewable energy

• Interactive solar power generating system of 350 KVA is provided on the roof top of the academic buildings. With the installation of this system 30 to 40% of the total electricity requirement is met. It also has additional advantages like:

Water harvesting

Water conservation is the practice of using water efficiently to reduce unnecessary water usage. According to reports, water conservation is important because fresh clean water is a limited resource, as well as a costly one. Conservation of this natural resource is critical for the environment. The goals of water conservation efforts include: Ensuring availability of water for future generations where the withdrawal ofü freshwater from an ecosystem does not exceed its natural replacement rate. Energy conservation as water pumping, delivery and wastewater treatment facilities consume a significant amount of energy. According to recent researches 15% of total electricity consumption is devoted to water management. Habitat conservation where minimizing human water use helps to preserveü freshwater habitats for local wildlife and migrating waterfowl, but also water quality. Rainwater Harvesting Water is the most important yet neglected resource. The reason is being very low cost. But over period of years, water is gaining its importance. Entire country is facing a tremendous stress due to water scarcity. Irregular rainfall, depleting ground water table, inefficient usage and leakages etc are all forcing people to adopt water management activities. GEC has always paid special care and attention towards water consumption in their buildings. To tackle the issue at source, rain water harvesting systems have implemented across the campus to conserve, capture and aid effective aquifer recharge.

The campus has the potential to capture 762 cu.m volume of run-off water. To ensure effective capture and aquifer recharge, there are 4 rainwater harvesting pits in the campus. These rain water harvesting pits have dimensions of 4x4x9 feet and are located at suitable places in the campus. These pits cater to each of the buildings onsite and the runoff is directed to the pit through pipelines and storm drains. The water from the rooftop of the engineering sheds is collected via gutters provided and is diverted into a storage tank near the new academic block. The water collected is used for plantation purposes at a later stage. The pits are regularly maintained by backwashing and replacing the layers of sand and gravel materials.

Domestic Water Consumption: The Campus' water requirements are met by bore well & through municipal water line. Bore well water consumption of the facility is around 25KL per day. The water consumption is proposed for reduction by introduction of low flow water fixtures. The initiative has a potential to save around 20-35% of the domestic waster requirements. The management is also considering low cost yet effective measures such as flush bob adjustments in the flush tanks & installation of flow restrictors/aerators for the taps to further reduce potable water dependency. Two streams of wastewater are generated in the campus: greywater and blackwater. Greywater is wastewater from non-toilet plumbing fixtures such as showers, basins and taps. Blackwater is water that has been mixed with waste from the toilet. Owing to the potential of contamination by pathogens and grease, water from kitchens and dishwashers should be excluded from greywater and considered as blackwater. The disposal of above waters is down through naturally available sewer drains.

Efforts for carbon neutrality

•   Byconservingandreusingenergytheneedforexcessiveuseoffossilfuelscangreatlyreduce,thus   reducing carbon emissions. Installing solar panels helps in reducing carbon emissions. The installation of 350 KVA solar power system has saved the amount of carbon dioxide released into the air. Thus the emission of carbon dioxide is well controlled with these efforts in the institute to achieve carbon neutrality.

Plantation

• Every year students along with the garden staff plant trees. Plantation Drives are organized by NSS. Due to this program over the years the campus has become lush and green..

E-waste management

• E-waste generated is first reused in the campus itself and replaced with buy back policy.

Apart from the above following activities are promoted to ensure green campus:

- ○ Sensor based Environmental monitoring system prepared by students:
- ○ Sensor based Automatic Street light:
- ○ Beyond the campus environmental promotional activities: (NSS)
- ○ Green, Environment and Energy Audits.

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:

1. Outcome Based Curriculum- Curriculum with mandatory courses for knowledge, skill and behavioral domain. Compulsory Internship, NSS, Mini Project and Project.
2. Learn with Fun- Clubs, Professional Societies, Center of Excellence Labs, Extra Curricular Activities.

3. Perfect Practice

1. Established procedures
2. Transparency
3. Participating Management
4. Foresightedness   - Sponsoring Faculty to higher education with pay
    1. Establishing CDCS Prior to the initiative of University etc.
5. Earmarking and maintaining funds for future demands.
6. Rich Learning experience to students for overall development (all round).
7. Motivation and support for academic advancement and retention.
8. Well planned Budget allocation and sanction.
9. Effective grant of autonomy through decentralization.
10. Specific initiatives for Faculty empowerment.
11. Alumni on the Board of Governing Body.

1. Excellence: NBA Accreditation more than 50% UG Program, UGC Autonomous status extended up to 2024-25
2. Adaptive: During Covid Pandemic Transition of Academic and Administrative activities from offline to online mode through Microsoft Teams, Google platform, Zoom.

1. Empowering Communities- NSS activities.

1. Respecting Nature- Go Green Campus.

Formulating Policies and procedures for every aspect of functioning of the college and governance of the institution inline with the laid down guidelines is the philosophy of GEC. Creating awareness among Faculty, students and all the stakeholders about the governing mechanisms and keeping all the data accessible for the stakeholders is the indicator of transparency in functioning the college. The administrative manual in the name of "Quality Document", comprises of all the minute details on the governance of the college is the distinctive feature of this institution.

Every Teaching and non-teaching staff member is having the possibility to give his/her voice on the matters concerned in the appropriate platform. College Management Committee having the member representatives from Faculty and Management thoroughly discussed all the academic, administrative including financial aspects and resolves the issues keeping in view of the opinions of all the members. College earmarked 6% of income as reserve fund in the beginning and later made it as 2% as contingency fund to meet the demands and necessities of the institution. The accumulated fund was effectively utilized with due recommendations of College Management Committee (CMC). This feature contributed for the development of the institution.

As a part of "Manpower Planning" college sponsored faculty for higher education right from its inception with pay and secure benefits. College implemented Motivational initiatives to retain faculty and advancing them academically. These initiatives reflected in the form of having more senior faculty working for a longer period in this institution.

The motive of the institution is the overall development of the student. Along with academics, Sports, Co-curricular, extracurricular and social consciousness are given priority in imparting education. Gudlavalleru Engineering College Festival (GECFEST) will be conducted annually. It is a confluence of technical, sports and cultural events. Students of other engineering colleges are invited to participate in this festival. Decorated artists of national fame are invited to exhibit their proficiency. It would be a rich learning experience to the students which they cherish throughout their life.

Oration lectures by eminent people are organized every year to extend rich learning experience to students. Padmasri Ashok Jhunjhun wala of IIT Madras, Metro Sridharan, B V Mohan Reddy of Cyent Technologies are some of the prominent people who delivered oration lectures in memory of the founder Late Sri V.V.R. Seshadri Rao Garu.

5. CONCLUSION

Additional Information :

- Indian Society for Technical Education (ISTE) awarded "**Bharatiya Vidya Bhavan National Award for an Engineering College having Best Overall Performance**" for the year 2019 to Gudlavalleru Engineering College.   The Award consists of a medallion and a citation.
- Gudlavalleru Engineering College is recognized for the prestigious "**ICT Academy - Partner in Growth"** award for its stupendous & vibrant encouragement for the initiatives of ICT Academy in 2018.
- SWAYAM-NPTEL local chapter is one of the active NPTEL Chapter and recognised with a rating of 'AA' among the top 100 rated Local Chapters. SWAYAM-NPTEL recognized GEC for **Best Faculty performance** in NPTEL online Certification courses.
- "**ISTE A.P. & T.S. Section Best Engineering College with Overall Performance for the year 2016 Award**" instituted by Srinidhi Institute of Science & Technology, Hyderabad.
- "**ISTE A.P. Section Best Engineering College with Overall Performance for the year 2013 Award**" instituted by Srinidhi Institute of Science & Technology, Hyderabad.
- The college has obtained the prestigious award of "**ISTE Best Student Chapter in AP**" for 2008 received at ISTE Student National Convention, NIT, Hamirpur, Himachal Pradesh.
- The Founder Secretary and Correspondent of the College, Sri V.V.R.Seshadri Rao and the present Chairman, Dr.Nageswara Rao Vallurupalli were honoured with the Edupreneurs–2013 awards for their leading role in transforming Engineering Education in India by "Engineering Watch", a reputed National Magazine. The Award was received by Er.Satyanarayana Rao Vallurupalli, the present Secretary & Correspondent at Edupreneurs Conclave 2013 held at New Delhi on 15th February 2013 from Dr. Shashi Tharoor, Minister of State for Human Resource Development, Government of India.
- Prathibha Awards 2019 for meritorious students of class of 2019 announced by the JNTUK, Kainada. 13 awards got our students 2019 passed outs, B.Tech 9 (CE-2, ME-2, EEE-1, ECE-3, CSE-1), M.Tech 4 (ME-1, ES-1, CSE-2).

Concluding Remarks :

Institute has well framed vision and mission, considering the needs of the society. Best academics, infrastructure, laboratories, industry-interaction, self-learning and co-curricular and extra-curricular activities are some of the special features which cater to the holistic development of the students.

The governance comprising of Governing Body, College Management Committee , Academic Council, Board of Studies, Departmental Advisory Committee , Internal Quality Assurance Cell, College Academic Committee and various institute level committees. All these play significant role in the evolutionary reforms towards positioning the Institute in the preferred list of all stake holders.

The Institute believes in promoting a culture of delegation of powers through strategic policies. The Principal of Institute is assisted by Vice Principals (Academics) and (Administration), HODs, CoE, and coordinators of various committees in decision making process at the Institute.

Institute executes strategic planning from time to time for producing quality professionals and overall growth of the institute

Institute has well established organizational structure to execute smooth functioning of administrative and academic processes. GEC has deployed e-governance in all the areas of academic processes to ensure better academic planning and monitoring.

Institute regularly conducts training to staff and faculty members for implementation of quality procedures. External audit by various agencies like NBA, NAAC, JNTUK and internal audit is undertaken periodically to improve institutional activities.

The Institute believes that Excellence is a continuous process. The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..** Answer before DVV Verification: (see table below) Answer After DVV Verification : (see table below) Remark : Observation accepted and edited accordingly.
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years** Answer before DVV Verification: (see table below) Answer After DVV Verification : (see table below) Remark : Observation accepted, edited accordingly.
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: (see table below)

1.1.3 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
178	213	183	176	218

1.1.3 — Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
118	74	171	89	148

1.3.2 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	10	7	4

1.3.2 — Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	7	7	3

1.3.3 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1241	1154	1566	1168	773

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1241	1154	1154	1168	723

Remark : HEI has been given attendance list via link in clarification. Observation accepted edited as per 1.3.2.

2.1.1	**Average Enrolment percentage (Average of last five years)**

2.1.1.1. **Number of students admitted year-wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1062	1079	1162	1190	1327

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
975	945	1003	1021	1078

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1314	1374	1386	1452	1470

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1314	1374	1386	1452	1470

Remark : Observation accepted as number of admitted student less than or equal to number of application received.

2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
660	643	683	694	738

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
526	551	560	592	603

Remark : Observation accepted, edited accordingly.

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

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 2125.49
Answer after DVV Verification: 2111.49

Remark : Observation accepted, edited accordingly.

2.5.2	**Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	2	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	01	0	2	0

Remark : HEI input selected as per clarification document.

3.1.2	**The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.33	10.54	4.93	4.20	10.90

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, edited accordingly.

3.1.3	**Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, edited accordingly.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11.09	0	16.88	0	17.25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3.10	0	0

Remark : Observation accepted, edited as 2014-15 data & AICTE grants will not be considered.

3.2.2	**Percentage of teachers having research projects during the last five years**

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	0	6	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

Remark : Observation accepted, edited with respect to metric id 3.2.1.

3.2.4	**Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	3	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

3.2.4.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

Remark : Observation accepted, edited w.r.t. 3.2.1.

3.3.2	**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	9	18	16	18

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

1	1	1	1	1

Remark : Observation accepted, edited as Only programmes conducted on entrepreneurship may be considered.

3.4.1	**The Institution ensures implementation of its stated Code of Ethics for research through the following:**
	1. Inclusion of research ethics in the research methodology course work
	2. Presence of Ethics committee
	3. Plagiarism check through software
	4. Research Advisory Committee
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : Observation accepted, edited accordingly.
3.4.2	**Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**
	3.4.2.1. How many Ph.Ds are registered within last 5 years
	Answer before DVV Verification : 69
	Answer after DVV Verification: 0
	3.4.2.2. Number of teachers recognized as guides during the last five years
	Answer before DVV Verification : 20
	Answer after DVV Verification: 20
	Remark : Observation accepted, edited because HEI has not been recognized as research centre by the Affiliating University.
3.4.3	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
105	53	41	8	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	12	7	4	3

Remark : Observation accepted, edited as many ISSN numbers are not present in UGC list and papers not in the name of HEI.

3.4.4	**Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	37	20	25	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	8	11	3

Remark : Observation accepted, edited by considering books with ISBN number only.

3.5.2	**Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	4.83	7.61	0.66	13.82

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, edited accordingly.

3.6.2	**Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, edited as awards to individual teachers cannot be considered

3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**
	3.6.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	11	9	11	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	6	9	3

Remark : Observation accepted, as Students Condolence to A.P.J.Kalam Sir at Gudlavalleru, Independence Day Celebrations, Republic Day Celebrations, Graduation Day, Impact Programme will not be considered.

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**
	3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2282	2192	2157	3866	2182

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1682	1600	500	3516	330

Remark : Observation accepted, edited according to 3.6.3

3.7.1	**Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**
	3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
64	83	116	44	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, edited as HEI has not provided any collaboration documents.

3.7.2	**Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**
	3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	7	2	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	11	7	2	0

Remark : Observation accepted, edited accordingly.

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*
	4.1.3.1. Number of classrooms and seminar halls with ICT facilities
	Answer before DVV Verification : 83
	Answer after DVV Verification: 79
	Remark : Observation accepted, edited accordingly.
4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
88.44	319.66	405.93	335.75	604.92

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
83.81366	307.4925	369.6809	300.89	590.57

Remark : Observation accepted, edited excluding amount of books, cars & buses.

| 4.2.3 | **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17.09	20.84	22.90	22.50	27.67

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
16.09	18.34	22.90	21.96	25.80

Remark : Observation accepted, edited excluding library furniture. |

| 4.2.4 | **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**
Answer before DVV Verification : 939
Answer after DVV Verification: 392

Remark : Input edited after calculating average of 5days sent by HEI. |

| 4.3.4 | **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing** |

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3323	3618	3463	3240	3038

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Observation accepted, sanction letters are not given edited accordingly.

| 5.1.3 | **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. Awareness of trends in technology

  Answer before DVV Verification : A. All of the above
  Answer After DVV Verification: B. 3 of the above
  Remark : Observation accepted, edited accordingly. |

| 5.1.5 | **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

  Answer before DVV Verification : A. All of the above |

	Answer After DVV Verification: A. All of the above
5.3.1	**Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.** 5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	31	24	20	24

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1	0	1

   Remark : Input edited because certificates provided by HEI are for volley ball which played in Team. Award for a team event should be counted as one.

5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	28	26	25	27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	9	6	10	13

6.2.3	**Implementation of e-governance in areas of operation**
	
	    1. **Administration**
	    2. **Finance and Accounts**
	    3. **Student Admission and Support**
	    4. **Examination**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: B. 3 of the above
	 Remark : Observation accepted, edited accordingly.

6.3.3	**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**
	6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	19	27	19	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
027	24	30	20	18

Remark : Observation not accepted because HEI has been provided attendance through link. Input edited as per provided clarification documents by HEI

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**
	6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
103	132	167	210	212

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	76	93	137	125

Remark : Observation accepted, edited as programmes less than one week and one faculty attending multiple programmes in a year to be counted as one.

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures**
	1. **Solar energy**
	2. **Biogas plant**
	3. **Wheeling to the Grid**
	4. **Sensor-based energy conservation**
	5. **Use of LED bulbs/ power efficient equipment**

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

Answer After DVV Verification: D. 1 of the above

Remark : Observation accepted, edited accordingly.

7.1.4	**Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

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

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

7.1.5	**Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer After DVV Verification: D.1 of the above

Remark : Observation accepted, edited accordingly.

7.1.7	**The Institution has disabled-friendly, barrier free environment**

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

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

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, edited accordingly.

7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**
	1. **The Code of Conduct is displayed on the website**
	2. **There is a committee to monitor adherence to the Code of Conduct**
	3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
	4. **Annual awareness programmes on Code of Conduct are organized**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : Observation accepted, edited accordingly.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	13	14	14

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	12	13	14	14

2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4803	4961	4992	4862	4678

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4803	4961	4992	4862	4678

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 1305 | 1420 | 1274 | 237 | 230 |

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1305	1420	1274	1205	1125

2.3	**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4696	4869	4928	3866	2735

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4696	4869	4928	4596	4363

3.1	**Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
178	213	183	176	218

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
590	590	600	625	625

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
283	240	324	341	307

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
283	274	324	341	307

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 657 | 687 | 693 | 726 | 735 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 660 | 690 | 702 | 738 | 738 |

4.3	**Total number of classrooms and seminar halls** Answer before DVV Verification : 83 Answer after DVV Verification : 83
4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 1453 Answer after DVV Verification : 984
4.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1063.14 | 1369.27 | 1309.92 | 1201.86 | 1536.89 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 969.90 | 1369.27 | 1309.92 | 1201.86 | 1536.89 |