



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VIDYA JYOTHI INSTITUTE OF TECHNOLOGY

VIDYA JYOTHI INSTITUTE OF TECHNOLOGY, AN AUTONOMOUS
INSTITUTION, AZIZ NAGAR GATE, C.B. POST, HYDERABAD-75,

500075

vjit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VJIT is an elite engineering college in Hyderabad, the heart of Telangana. VJIT ranks at a niche, of being the 8th best engineering college in Telangana State by “2020 Times Annual Engineering College Ranking Survey”. Founded in 1998, VJIT competently functions as a leading engineering college under the able guidance of Dr. Palla Rajeshwar Reddy, a philanthropist and MLC, TS. VJIT a technical educational entity, aims at promoting innovation and entrepreneurship in the realm of Science and Technology. VJIT distinguished as the 2nd Best college for student placements by 2018 Times of India Survey is consistently maintaining it with evident and progressive up-curve, marking a unique place for itself among engineering colleges in Telangana.

Conferred with Autonomous status for six years in the AY 2015-16 by University Grants Commission (UGC), VJIT implemented Choice Based Credit System (CBCS) introducing AICTE based model curriculum in 2018. With an intake of 1200 students in B. Tech, 170 in M. Tech and 60 in MBA programs, VJIT is one among the most preferred by prospective students. It offers undergraduate programs in Civil, EEE, Mechanical, ECE, CSE, IT, AI and CSE(DS). The departments of CSE,ECE, EEE,ME, IT and CE are accredited by NBA. The Institute is affiliated to JNTUH and approved by AICTE.

VJIT’s dedicated faculty-team have been striving hard in realizing its vision by practicing Outcome Based Education since 2015. Recognitions attained endorses VJITs consistent efforts in preserving the standards of Technical Education. VJIT has a rich research caliber, distinguished by the senior and experienced faculty, guiding research scholars registered from various reputed universities and possess quality publications. Established JNTUH-recognized research centers to foster research activities. Research Projects are granted by DRDO & RCI research laboratories. VJIT pioneered signing MoU with Qlik (USA-based Data Analytics Company), to establish Centre of Excellence in Data Analytics. VJIT holds membership with professional bodies like ISTE, IET, CSI,ACM, IEOM, IEEE, ICI, IETE ensuring high standards in technical education.

VJIT fosters inclusive growth with efficient and steadfast faculty moulding students as responsible professionals and creating opportunities to redefine professional perceptions that’s positive and succeeding.

Vision

To be the best engineering college known for providing impactful student experiences, Knowledge creation and dynamic educational opportunities.

- **To develop into a reputed Institution at national and international level in Engineering, Technology and Management by generation and dissemination of knowledge through intellectual, cultural and ethical efforts with human values**
- **To foster scientific temper in promoting the world class professional and technical expertise**

We believe that we can transform lives and communities through the power of learning, research and creativity. Develop to be the nation’s essential Educational, Cultural and Economic Driver for prosperity. We trust that in an inclusive environment we can meet the global challenges. We would like to embrace the diverse

perspectives of the technological world and find solutions. Further to serve as an innovative and engaged partner to meet community needs and enhance the quality of life.

Mission

- **To create state-of-the-art infrastructure facilities for optimization of knowledge acquisition**
- **To nurture the students holistically and make them competent to excel in the global scenario**
- **To promote R&D and consultancy through strong industry-institute interaction to address the societal problems**

VJIT impacts to become a leading Engineering College with global competitive edge. The best faculty serving as educators, researchers and mentors shall be the navigational tool to achieve our targets. The Alumni leaders as Professionals, in business and beyond. Our students unafraid to break the mold and push boundaries, we aim to reach higher avenues of educational leadership. We nurture a culture of continuous improvement of the college resources and infrastructure under the efficient stewardship to accomplish our objectives. Provide an inclusive and engaged learning environment where students thrive and graduate as informed citizens committed to a life of impact

Quality Policy

- **To ensure high standards to Educate, Enrich and Excel in imparting professional education by top-quality-faculty who endeavors to mould the students into socially responsible professionals through creative team-work, innovation and research.**

The Institute is focusing towards the mission and vision of the Institute. The institute evolves strategies to provide quality education to fulfill the aspirations of the students to strive hard to achieve excellence in technical education.

VJIT is steadfastly committed to disseminate the vision and mission to all the stakeholders to address and solve problems facing society, the Nation and the World.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength



- Striving towards accomplishing Vision & Mission of the Institute

- Quality facilities, labs & infrastructure strongly focused on experiential learning complimenting all academic programs
- Student-First Approach in all academic programs and Good Quality of students admitted
- Qualified and Experienced faculty and staff
- Management Support in motivating faculty for research and qualification upgradation
- Above 40% faculty registered for Ph.D
- Senior faculty focused on growing research footprint of VJIT by pursuing solutions to critical research with applied patents
- Guidance in elite research projects granted from DST, UGC and DRDO
- Harnessed 30+ MoU's in all departments with industries
- Highly disciplined & rewarding academic culture and working environment leading to high satisfaction for students and faculty
- Students encouraged for meritorious achievements with awards and rewards
- Excellent Feedback & Mentoring System
- Regular monitoring of attendance, academic performance and overall holistic development of students
- Good Record in Placements and Students pursuing Higher Education
- Good Sports facilities and well planned and executed extra-curricular Activities
- Active Alumni Association with many alumni in coveted positions both in India & abroad
- Standard Procedures, Policies and Practices in place
- Institute location easily accessible to all Stakeholders
- Effective Teaching-Learning and conjoined with our commitment to entrust lifelong learning

Institutional Weakness



- Getting good senior professors with research aptitude
- MoU's with core companies
- Meager sanctioned grants from DST/UGC and other agencies
- Less number of faculty with Ph.D
- R&D and consultancy activities are limited and research culture needs to be strengthened

Institutional Opportunity



- Continuous efforts from departments in applying for Research Projects from various agencies
- VJIT plans to collaborate and interact with Research Laboratories, Institutes and Industry for research activities to enter formal MoUs
- Establishment of Research Centers in emerging areas in all departments
- Offering Ph.D Programmes through JNTUH Research Centers in all departments
- To provide seed-money to faculty for research in all departments of the institute to undertake interdisciplinary research, the e-library facility available serves the cause
- Institution facilitates conducive environment for smooth progress & implementation of research schemes & projects providing support in terms of technology and information
- Prioritized Efforts for Consultancy Projects leading to vigorously improve Technical Skills and Re-sharpening Knowledge
- Having faculty members registered for Ph.D increased scope for research activity
- Addition of new infrastructure sanctioned by AICTE through MODROBS, research shall be regimented and show cased through Research Center sanctioned by JNTUH
- Autonomy enabled the Institute to address the shortcomings under affiliation system
- Leveraging the locational advantage to network with institutes of higher learning, industry and research organizations for consultancy, collaborative R&D Projects, sponsored research, academic interaction, student internships etc.
- Strong Alumni Network engaged for Institutional growth

Institutional Challenge



- Establishing High-End Labs for the courses with the help of Industry support
- Recruiting competent faculty members with Ph.D in all the departments
- Develop Industry Ready Courses in Curriculum
- Develop Research Ecosystem in the Institute
- Improving Quality of student intake in certain departments due to change in preferences

- Presence of mediocre journal publishings
- Attracting core companies for Campus Recruitments
- Providing paid internship to all the students
- Expanding student activities in Student Clubs, IEEE, IIC and NISP

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute offers a wide range of UG & PG programs contributing to Science & Technology with the national goal of empowering people through education. The curricula for the UG & PG programs of engineering have been formulated in accordance with the guidelines of AICTE, affiliating university and is in tune with the Vision and Mission of the Institution.

The courses offered are carefully designed to keep up with the current trends of developing technology, entrepreneurial skill development etc. Curriculum is aligned with the Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes.

Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic and Engineering Sciences, Mathematics, Professional Core, Professional Electives and Open Electives and Skill development courses, emphasising on overall development and knowledge acquisition. The curriculum includes Technical Seminars, Laboratory Mini, Major project work to enhance the technical skills to reach Industry standards. The core subjects in the curriculum provide technical knowledge in chosen program focusing on important core concepts and advanced concepts in elective subjects.

The institute follows Choice Based Credit System in all its academic programs. The students are given wide choice in electives based on their aptitude, skill and aspiration. The curriculum imparts transferrable life skills through courses such as Human Values & Professional Ethics, Environmental Science and Gender Equality, offered to all undergraduate engineering programs.

Syllabus is regularly revised in all programmes catering to the needs of Society and Industry with more than 30% of new courses have been introduced during the last five years. 95% of the courses are focused on employability blended with conventional Engineering and skill development, while 5% of the courses are focused on entrepreneur development.

The feedback on curriculum received from the stakeholders are carefully analyzed, discussed and appropriate actions initiated at various bodies including the Department Academic Committee, Academic Council, Governing Council etc.

The success of curriculum design and development towards employability can be gauged through increase in net selections in placements, gradual improvement in the average pay-package and by admissions to higher education in India and abroad.

Teaching-learning and Evaluation

The quality of students seeking admission has been improving. As the students are from diverse backgrounds,

the institution provides requisite induction program and extends academic support for them to face any undue difficulty. By implementing a composite approach of direct observation and conducting diagnostic tests, the students are identified in two categories, namely slow learners and fast learners. Remedial classes are conducted for slow learners while the fast learners are encouraged to take up GATE classes and are encouraged to participate in Hackathons/Design contests, and are guided to sign up for certification courses etc.

The institute follows a Mentoring system in which around twenty students are assigned to each faculty and he/she functions as their local guardian and are taken care of in all academic matters. The institute has a policy of recruiting well qualified and experienced faculty as per AICTE norms and as per the stipulations of the JNTU, Hyderabad. The faculty prepare an elaborate course plan, lesson plan and handouts by adhering to the academic calendar. Innovative processes in Teaching and Learning, like ICT tools and modern pedagogical techniques are adopted by the faculty.

To bridge the gap between the curriculum and the industry requirements, technical training programs are conducted. To strengthen students' domain knowledge further, guest lectures, workshops, conferences etc. are organized by the professional bodies of respective programmes.

As an autonomous institute, the examination and evaluation system follow systematic rules and regulations which are revised from time to time making the system more efficient. During COVID pandemic, a fool proof online examination was conducted for the final year students for awarding their degrees without any undue delay. A set of PEOs, POs and PSOs are formulated for every programme based on the 'Outcome Based Education' approach. Course outcomes are prepared for each course following the appropriate levels of Blooms taxonomy and mapped to the POs and PSOs. The Continuous Internal Evaluation (CIE) and Semester End Examination (SEE) question paper setters also follow various levels of Bloom taxonomy. Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs.

Research, Innovations and Extension

The Research, Innovations and Extension at VJIT is well supported by a unique ecosystem that exists within the college. The cell has a well-defined research promotion policy supported by Research Advisory committee. The code of ethics to be followed for performing research is also disseminated among faculty and students through defined rules and awareness programs.

The college also has a dedicated Entrepreneurship Development Cell and Intellectual Property Rights Cell to nurture innovations in the college and mapping it subsequently to the welfare of the society.

The college and departments have an average of 21 MoUs signed with various industries for collaborative works and placements. The college has 25 sponsored projects and endowments worth 138.5 lakhs from government agencies spanning over the last 5 years. The Departments of CSE and Mechanical Engineering are recognized as Research Centers by JNTU, Hyderabad. There are totally 10 faculty guiding research scholars as part of the research strength. Seed money is given to students and faculty to boost innovation in the campus. A defined process is operated by R&D cell to sanction the seed money and to promote the research ecosystem of the college. Over the last 5 Years, 100 of our faculty have registered for Ph.D in renowned institutes of the country and 5 Faculty have completed their Doctoral research. The Academic research of the college also has more than 665 journal publications and 100 research papers in book chapters and renowned conference proceedings in the last 5 years. The quality of the research publications is indicative with 243 scopus publications and 30 Web of Science publications in the last 5 years. The faculty and students of VJIT has

published totally 43 patents which are in different stages of the process. 24 consultancy projects were done by the faculty of VJIT worth 36.38 Lakhs spanning over the last 5 years.

The college had offered 444 internships to students in various government and non-government companies as part of collaborative work. A total of 71 extension activities for the community were conducted in the last five years besides organizing several blood donation camps.

Infrastructure and Learning Resources

Provision of adequate infrastructural facilities for Teaching and Learning has always been the top priority area of the institution. The Campus is spread over in 10.77 acres with lush green environment and aesthetic architecture. ICT enabled classrooms, well equipped laboratories and adequate games and sports facilities are available.

All the classrooms are furnished, spacious with good ventilation with sufficient illumination. The college has ICT enabled four seminar halls including an auditorium with a seating capacity beyond 300. The college has established a high-speed campus-wide network connecting all departments with 1024 systems with a fiber optic backbone. Full access is provided to all staff to access online sources of services and information through two leased lines each of 100 MBPS from GPTL & 100 MBPS from Pioneer E-labs. CCTVs installed at strategic points to monitor the campus activities.

The Institution has power house installed with three Diesel Generators of ratings 200 kVA, 125kVA & 125 kVA and solar power with an installed capacity of 100 kW. The maintenance of equipment like Diesel Generator Sets, Power Distribution Systems, Lifts, Air-conditioners, Solar Panels, UPS etc. is carried out by authorized vendors under annual maintenance contract(AMC).

The college provides Cafeteria, ATM, Readers store for Books & Stationary and Transport facilities which includes 27 buses for all students and staff.

The institution has a central library with a floor area of 1253.9 Sq.meters with a Seating Capacity of the library 400. The Library has a collection of more than 51294 volumes with 6813 titles, 81 print journals and subscribes to E-Journals such as ASME, ASCE, Elsevier, IEEE etc. The E-Journals can be accessed through LAN (campus wide network) .The institute has a research and welfare hub.

Budget for infrastructure, library and other learning resources are earmarked annually based on the recommendations of committees. Feedback is from stakeholders sought about infrastructure and learning resources and a continuous review is carried out by respective committees and the recommendations are taken into consideration annually.

Other supporting facilities like playground and gymnasium girls & boys are provided within the campus. The campus facilities are maintained through full time staff appointed.

Student Support and Progression

Students are the primary stakeholders of the institution and the institution has been evolving measures like student empowerment, inclusive practices and skill development which are student-supportive and student-

centric. The practice of social inclusion, financial incentives and welfare measures has been internalized in the institutional processes. The prospectus containing the different student scholarship and student services is given to all those who aspire to join the college. The college ensures prompt application and payment of SC/ST/OBC/Minority scholarship provided by the State Government and the Government of India. Financial assistance is also given by college management to the needy students.

The institute follows a mentoring system in which around twenty students are assigned to each faculty member. The mentors will meet the students periodically and monitor their performance and their progress.

Academic support for slow learners and advanced learners exist along with guidance to face several competitive examinations. Several co-curricular, extra-curricular and sports activities are being conducted to facilitate holistic development of the students and emerge as socially matured individuals.

The consistent academic and other support rendered has resulted in increased placements and gradual improvement in average pay package. Performances in competitive exams have also increased resulting in admissions into Higher educational institutions, both in India and abroad bagging ranks and gold medals.

A plethora of sports and cultural activities / competitions are organized by the institution wherein the students play an important role in planning and organizing. Several students have excelled in sports at National Level and having won prizes, representing state and University in various competitions. The college magazine and department news letters have encouraged students to hone their creative skills by writing articles on contemporary developments catering to social, educational, economical and other areas.

The institution has a transparent mechanism for timely redressal of student grievances. Students are represented in several academic & administrative bodies/committees of the institution. The committees are Class Review Committee, Anti ragging committee, Canteen committee, IQAC, Women Empowerment cell etc. There is a registered Alumni Association (MILAN) which contributes significantly to the development of the institution through financial and non financial initiatives.

Governance, Leadership and Management

The institute has a well-defined organizational structure and policies of the management. The governing body of the institution takes responsibility to ensure effective management of the institution and plans for its future development. Governing body members are actively involved in decision-making process to sustain and enhance quality of education in the institution.

The governance of the institute is steered by the Board of Governors (BoG) who frames policies, procedures, proposals and strong strategic plan prepared for 5 years aiming at the mission of the institute with an objective to realize the institutional vision. The college involves all the stakeholders in decision-making process for framing guidelines, rules & regulations to ensure smooth and systematic functioning of the institute. Secretary & Correspondent conveys the resolutions to the Director/Principal for implementation. Budgetary allocations are made in March to meet the expenditures of the current and the following year. The Institution also publishes audited financial statements on its website for public information.

The institution has in place several Committees / Sub-Committees to continuously monitor/guide the academic and administrative activities. The committees comprise key stakeholders, including government, administrators, faculty, staff, industry, employer, alumni, parents and students. Senior Professors are represented in the BOG,

Academic Board of Studies as part of participative management. E-Governance is implemented for the purpose of Planning & development, admissions, finance & accounts and BEES software tool is used for the entire examination process.

The college implements several welfare measures for the faculty and staff for their personal growth. These include Group Insurance, EPF Facility, ESI Facility, maternity leave for women, and student accident group insurance.

Faculty are encouraged to attend faculty development programs, Refresher courses, workshops and are financially supported by providing On-duty, travelling allowance and registration fee, etc. Professional development programs are conducted for teaching faculty and administrative / programs for non-teaching staff.

An IQAC cell looks after the development of quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the college. The institute has been participating regularly in the ranking of higher educational institutions with MHRD. Six undergraduate programs are NBA accredited and the institution is autonomous.

Institutional Values and Best Practices

Institutional values are fundamental principles for our educational trust, which lead us to personal fulfillment and guided behaviors and actions everyday. Management, Teachers, Students and Staff work together using an array of strategies.

The institution follows the rules as per the statutory requirements with respect to academics, finance and administration and maintains absolute transparency in all its activities. The institute understands and meets the requirements of women employees and girl students with respect to safety, security and counseling.

The institution has adopted an environment-friendly approach in the campus with attention towards tree plantation, adopting water harvesting methods and generating solar energy. More than 100 trees are planted every year during Harithaharam.

Facilities like ramps, elevators etc., have been provided for the differently-abled students. The students participate in Swachh Bharat activities, conducting blood donation camps, providing assistance to nearby villagers under the NSS umbrella. Human Values and Ethics are taught as a part of curriculum and life skills. The two best practices the institution follows are:-

Strengthening of Industry- Institute Collaboration - Institution strongly works towards the direction of strengthening the relationship between Institute and industry, mainly to promote participation of industry personnel in the development of curricula & high quality student projects, signing MoUs, industrial training for students, internship programs.

PRAYUKTHI -Employability , Entrepreneurship and Higher Education Initiative - Prayukthi is an initiative taken in the year 2016 to help the students coming from reserved categories (SC/ST), so that they can stand strong on par with other students in the society. This best practice or initiative is creating a significant change in the learning and development of the reserved category students. The college also received special sanction from AICTE under Prerana Scheme.

Institutional Distinctiveness –In 2015, to make VJIT a distinct technical institute, it was brought under the common umbrella of NYPUNYA, the seed of learning and holistic development of students and faculty, to take care of skill development programs for industry readiness, entrepreneurship, research & development, socio economic development of students and self learning. There are 6 major schemes under these and they are – Utkarshah, Anthaprerna, Anveshana, Ekalavya, Yukthi and Hita.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | VIDYA JYOTHI INSTITUTE OF TECHNOLOGY |
| Address | VIDYA JYOTHI INSTITUTE OF TECHNOLOGY, An Autonomous Institution, Aziz Nagar Gate, C.B. Post, Hyderabad-75, |
| City | Hyderabad |
| State | Telangana |
| Pin | 500075 |
| Website | vjit.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|---------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | A. Padmaja | 040-8413235300 | 9849554882 | 91-8413235509 | principalvjit@vjit.ac.in |
| IQAC / CIQA coordinator | V. V. Satyanarayana | 040-9985087041 | 9985087041 | 91-9985087041 | vvs@vjit.ac.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

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

Establishment Details

| | |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 16-12-1998 |
| Date of grant of 'Autonomy' to the College by UGC | 29-04-2015 |

University to which the college is affiliated

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

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 09-06-2014 | View Document |
| 12B of UGC | 09-06-2014 | 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 | 22-07-2020 | 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 | VIDYA JYOTHI INSTITUTE OF TECHNOLOGY, An Autonomous Institution, Aziz Nagar Gate, C.B. Post, Hyderabad-75, | Rural | 10.77 | 31312.47 |

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,Electronics And Communication Engineering | 48 | Intermediate | English | 240 | 217 |
| UG | BTech,Electrical And Electronics Engineering | 48 | Intermediate | English | 120 | 59 |
| UG | BTech,Civil Engineering | 48 | Intermediate | English | 120 | 73 |
| UG | BTech,Mechanical Engineering | 48 | Intermediate | English | 120 | 74 |
| UG | BTech,Artificial Intelligence | 48 | Intermediate | English | 120 | 120 |
| UG | BTech,Information Technology | 48 | Intermediate | English | 180 | 179 |
| UG | BTech,Computer Science And Engineering | 48 | Intermediate | English | 60 | 60 |

| | | | | | | |
|----|---|----|-------------------|---------|-----|-----|
| | Data Science | | | | | |
| UG | BTech,Computer Science And Engineering | 48 | Intermediate | English | 240 | 240 |
| PG | Mtech,Electronics And Communication Engineering | 24 | BE or B.Tech | English | 24 | 6 |
| PG | Mtech,Electronics And Communication Engineering | 24 | BE or B.Tech | English | 24 | 13 |
| PG | Mtech,Electrical And Electronics Engineering | 24 | BE or B.Tech | English | 24 | 16 |
| PG | Mtech,Civil Engineering | 24 | BE or B.Tech | English | 24 | 21 |
| PG | Mtech,Mechanical Engineering | 24 | BE or B.Tech | English | 24 | 10 |
| PG | MBA,Mba | 24 | Three year Degree | English | 60 | 54 |
| PG | Mtech,Electrical And Electronics Engineering | 24 | BE or B.Tech | English | 18 | 0 |
| PG | Mtech,Computer Science And Engineering | 24 | BE or B.Tech | English | 18 | 3 |

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 | 34 | | | | 68 | | | | 211 | | | |
| Recruited | 28 | 6 | 0 | 34 | 48 | 20 | 0 | 68 | 103 | 108 | 0 | 211 |
| 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 | | | | 132 |
| Recruited | 76 | 56 | 0 | 132 |
| 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 | | | | 44 |
| Recruited | 37 | 7 | 0 | 44 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 28 | 6 | 0 | 15 | 3 | 0 | 1 | 3 | 0 | 56 |
| M.Phil. | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 3 |
| PG | 0 | 0 | 0 | 32 | 16 | 0 | 105 | 101 | 0 | 254 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 718 | 14 | 0 | 0 | 732 |
| | Female | 287 | 3 | 0 | 0 | 290 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 68 | 3 | 0 | 0 | 71 |
| | Female | 54 | 0 | 0 | 0 | 54 |
| | 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 | 101 | 82 | 98 | 119 | |
| | Female | 38 | 36 | 34 | 30 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 63 | 51 | 54 | 51 | |
| | Female | 15 | 7 | 11 | 12 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 400 | 415 | 383 | 408 | |
| | Female | 132 | 105 | 165 | 167 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 217 | 194 | 242 | 240 | |
| | Female | 143 | 144 | 119 | 144 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 1109 | 1034 | 1106 | 1171 | |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|---|-------------------------------|
| Artificial Intelligence | View Document |
| Civil Engineering | View Document |
| Computer Science And Engineering | View Document |
| Computer Science And Engineering Data Science | View Document |
| Electrical And Electronics Engineering | View Document |
| Electrical And Electronics Engineering | View Document |
| Electronics And Communication Engineering | View Document |
| Information Technology | View Document |
| Mba | 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 |
|---|---------|-------------------------------|---------|---------|
| 16 | 16 | 16 | 16 | 16 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 4258 | 4348 | 4378 | 4328 | 3936 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 1099 | 1173 | 1114 | 1002 | 863 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 4223 | 4233 | 4243 | 4158 | 3762 |
| 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 |
|---------|---------|---------|---------|---------|
| 675 | 730 | 552 | 440 | 235 |

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 |
|---|---------|-------------------------------|---------|---------|
| 723 | 702 | 749 | 746 | 673 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 264 | 279 | 351 | 355 | 315 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 273 | 279 | 351 | 355 | 315 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 1357 | 1223 | 1283 | 1376 | 1342 |
| 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 |
|---|---------|-------------------------------|---------|---------|
| 489 | 418 | 435 | 474 | 474 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.3**Total number of classrooms and seminar halls****Response: 84****4.4****Total number of computers in the campus for academic purpose****Response: 1024**

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 |
|---------|---------|---------|---------|---------|
| 1504.96 | 1819.32 | 1481.21 | 1028.28 | 726.22 |

NAAC

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.

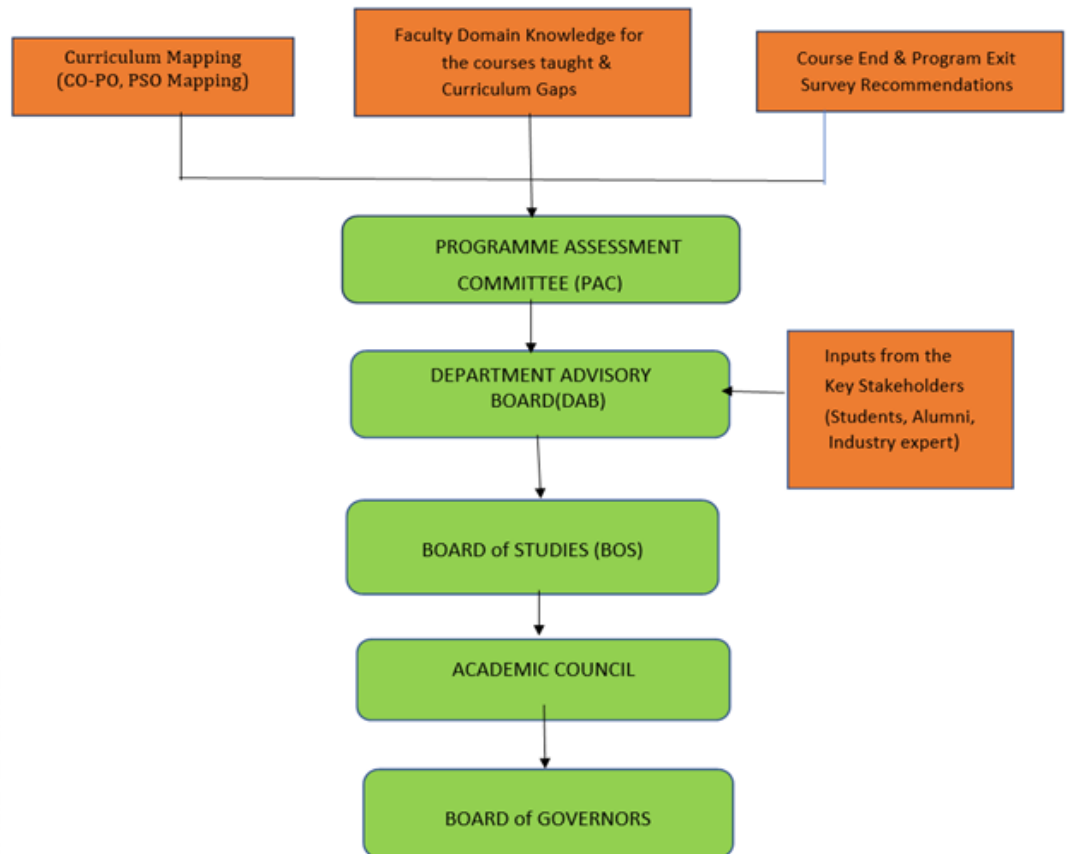
Response:

Vidya Jyothi Institute of Technology (VJIT) provides quality education through Innovation in Curriculum, imparting of knowledge with distinct learning objectives and assessment based on the technological developments in relevance to the regional and global needs. Competency based curriculum with Choice Based Credit System (CBCS) is offered with a focus on Outcome Based Education (OBE).

The curricula for the undergraduate and post graduate programs have been formulated in accordance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and are in tune with the Vision and Mission of the Institution to meet the local/ national/ regional/ global developmental needs of the society. The Institute has meticulously drawn the Vision and Mission of the department and designed the Program Educational Objectives (PEO). Keeping the PEOs as a base, the Program Outcomes (PO) and Program Specific Outcomes (PSO) are charted out. Program Specific Outcomes for each program have been formulated to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the POs and PSOs and is modified at regular intervals by the Boards of Study of each program.

Curricula of all the programs developed and adopted at VJIT covers multiple facets of providing engineering knowledge, desirable attributes, professional ethics and relevant technical and non-technical skills. To promote higher order thinking through analyzing, evaluating concepts, processes, procedures and principles in education the Course Outcomes(CO) are designed for every course in line with the revised Bloom's Taxonomy.

The curriculum consists of Humanities, Basic and Engineering Sciences, Professional Core subjects, Open and Professional Electives, Skill development courses, Mini project, Laboratory work and Project work. Technical report writing and Language laboratory enhance written and verbal communication skills. Students learn various important concepts in professional core subjects and also advanced concepts in professional elective subjects which enhance their analytical and problem solving skills. The Project work/ Internship taken up in the final year enables the students to consolidate their knowledge, write and present technical reports and learn the benefits of teamwork. Students are encouraged to carry out project work as interns in industry.



Salient features of curriculum @ VJIT

- Choice Based Credit System(CBCS) with outcome based syllabus
- Open Elective courses introduced
- Product development through mini projects and projects
- Value added and Add-on courses according to the interest of students and inclination.
- Life skill courses
- Technical seminars - Learning platform to enhance presentation and communication skills
- Self-learning- Students are encouraged to participate in online CISCO/NPTEL/ IIT Bombay SPOKEN TUTORIALS/ COURSERA certification programs.

Training in technical and soft skills has been imparted to the students under finishing school. Soft skills involve training in communication skills, quantitative reasoning, logic and aptitude. This training ensures better employability for the students.

Postgraduate engineering programs are designed with advanced core and elective courses along with an emphasis on laboratory and research work. The curriculum of postgraduate courses also deals with all the aspects outlined above.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 92.86

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: 13

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Details of program syllabus revision in last 5 years(Data Template) | View Document |
| Any additional information | View Document |

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

Response: 84.19

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 |
|---------|---------|---------|---------|---------|
| 593 | 576 | 644 | 642 | 571 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Average percentage of courses having focus on employability/ entrepreneurship(Data Template) | View Document |

1.2 Academic Flexibility

| <p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 38.71</p> | |
|---|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1391</p> | |
| <p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 3593</p> | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

| <p>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).</p> <p>Response: 81.25</p> | |
|--|-------------------------------|
| <p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 13</p> | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

1.3 Curriculum Enrichment

| |
|--|
| <p>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</p> <p>Response:</p> <p>The Program Outcomes of our Institute consists in moulding graduates having the following attributes.</p> <p>The curriculum is designed, developed and enriched with an aim to integrate ardent issues having national</p> |
|--|

or global emphasis for future generations' sustainability. Along with a standardized learning plan, the curriculum is enriched by including the courses relevant to Gender, Environment and Sustainability, Energy Auditing, Human values etc.

Samples of courses offered to the students are listed below:

Gender Sensitization:

The course Gender Sensitization is offered as a basic requirement for personal and professional development. The objective of the course is to understand the needs of a particular gender and also the opposite, to emphasize gender-equality and their contributions to the society and to overcome any sort of differentiation or harassment.

Human Values and Professional Ethics:

The engineering graduates should possess resilient Human values and practice strong Professional Ethics for better society. To instil Moral, Social and Ethical values, the college has introduced a course on Human Values and Professional Ethics, it emphasizes on holistic understanding of ethical human conduct, trustful and mutually satisfying human behaviour.

Environment and Sustainability:

Environmental Studies is an interdisciplinary course. This course enlightens the students on how to conserve our environment in the face of increasing human population growth and anthropogenic activities that degrade natural resources and ecosystems.

Disaster Management:

This course is offered to understand various types of natural and man-made disasters, their occurrences, effects, mitigation and management systems in India.

Open Elective courses under CBCS

Few courses on environmental sustainability have been included in the curriculum as open electives to impart knowledge on Environmental sustainability and feasibility.

A course on “Non-conventional Energy sources” is offered to explain the generation of electricity from various non-conventional sources of energy such as solar, wind, ocean and geothermal energies and acquire knowledge of their principles and utilization.

Another Open elective course on “Environmental Pollution and Control Methods” is offered to explain the effects of uncontrolled emissions from industries understand the various disposal methods and minimize pollution. Open elective “Energy Management” is offered to understand various energy conservation methods useful in a particular industry and to select techno economic feasibility of the energy conservation method to reduce the wastage of energy. “Energy Auditing and Conservation” elective focus on design and development of various energy management technologies.

National Service Scheme (NSS):

The college also has a vibrant NSS wing which encourages students to participation in programmes like Haritha Haram (tree plantation), Swachh Bharat, blood donation camps, International Yoga Day, rehabilitation services during natural calamities etc. Seminars / Workshops on various societal issues, Personality Development etc. are conducted to instil values and for the benefit of students.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | View Document |
| Any additional information | View Document |

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

Response: 87

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 |
|---------|---------|---------|---------|---------|
| 33 | 16 | 14 | 13 | 11 |

| File Description | Document |
|--|-------------------------------|
| List of value added courses (Data Template) | View Document |
| Brochure or any other document relating to value added courses | View Document |
| Any additional information | View Document |

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

Response: 32.64

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 |
|---------|---------|---------|---------|---------|
| 2572 | 1040 | 1109 | 1197 | 1019 |

| 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: 61.81

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

Response: 2632

| 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: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

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

Response: C. Feedback collected and analysed

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information | View Document |
| URL for stakeholder feedback report | 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: 85.42

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1109 | 1034 | 1105 | 1173 | 1162 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1398 | 1194 | 1242 | 1356 | 1356 |

| 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: 97.91

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 |
|---------|---------|---------|---------|---------|
| 474 | 412 | 422 | 469 | 465 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for 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:

Promoting student success is the institution's strong intention since its inception and it believes that individual growth lies in classroom learning and applying the acquired skills in industry. Well structured assessment multi-pronged educational strategy is embraced by the institution to cultivate inclusive ethos aimed at assessing the learning levels of the students since their admission.

Orientation Programme

- A six-day Orientation Program for the freshmen from diverse backgrounds is designed to make them feel more connected to the campus as well as to promote a well-rounded educational experience.
- Students (Freshman & the students enrolling under the lateral entry system) and parents are introduced to the mentors and the faculty who guide them about the various events organized regularly in the respective academic year.
- The institution provides personalized attention to every student taking admission using various matrices including pro-activeness, communication skills, and marks obtained in mid/assignments, ability to manifest and practice leadership/motivational qualities etc.
- The students are identified as advanced learners and slow learners based on the diagnostic test/ mid examinations to provide appropriate learning environment.

Advanced Learners

- The fast learners are identified through interactive sessions, in classroom & laboratory sessions.
- Students are guided to enroll into special learning programmes
- Students are encouraged to participate and present papers in various Seminars / Conferences / Workshops / Inter Collegiate Competitions and Debates, Problem Solving, Design competitions.
- Meritorious students are encouraged to participate in a wide range of activities through Student Clubs/Forums. Special programmes like 'Project-Expo' Exhibitions, Hackathons, Workshops, Conferences, Seminars enabling the students to learn new technologies over the period of graduation.

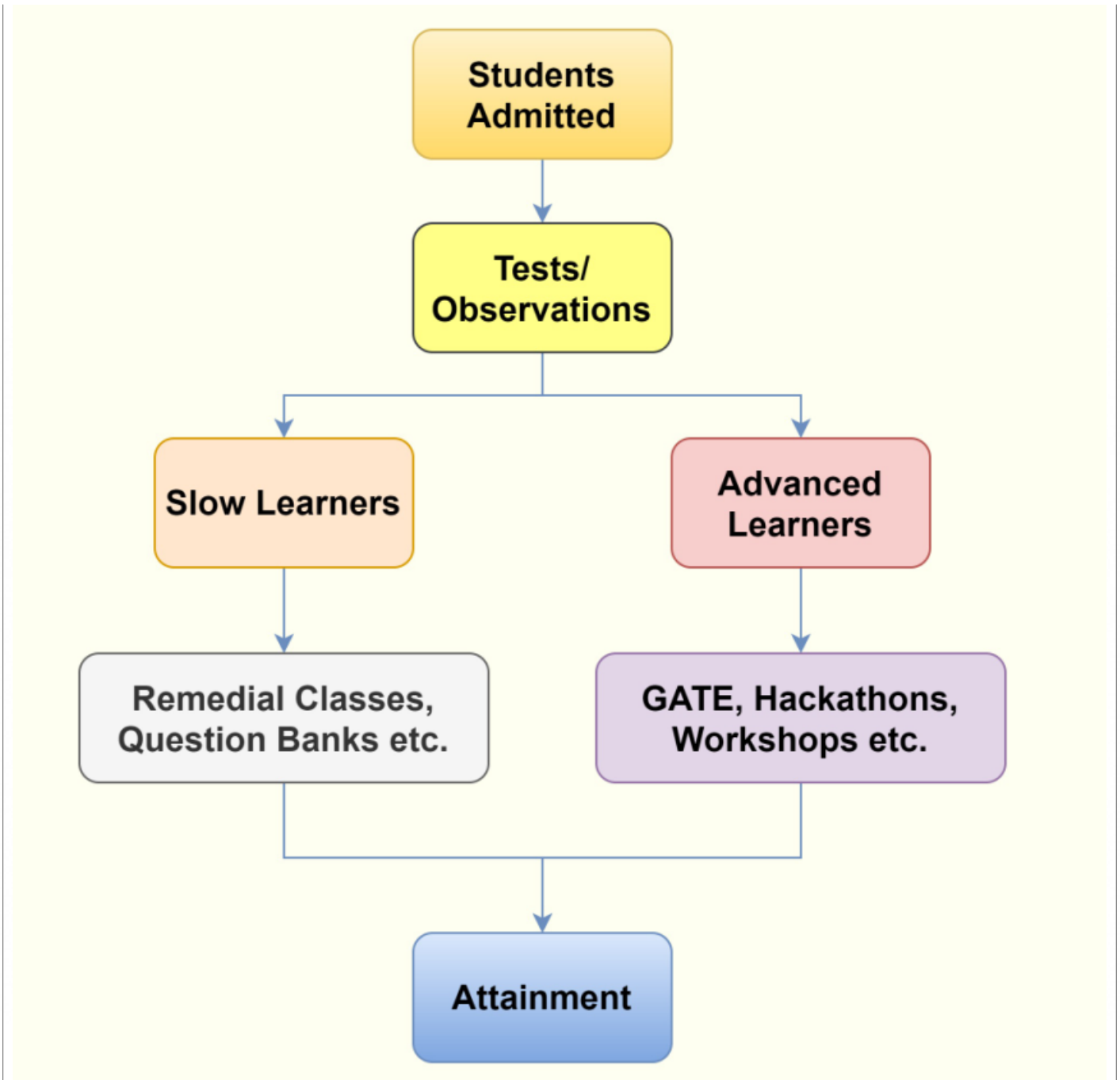
The institute recognizes the benefits of Career Guidance by providing services and resources that engage students in providing students with an opportunity to gain experience in their particular field of interest and achieve their goals. The Career Guidance Cell of the College is established to provide the advanced

learners GATE coaching by our faculty on specific topics. The students are also supplemented with interview oriented preparatory inputs. About 25-30% students are identified as highly advanced learning group, while 20-30% in moderate fast learning strata. The outcome of the efforts is translated into campus placement, admission to higher degree programmes and a few are groomed as entrepreneurs.

Slow Learners: The slow learners' needs are cautiously looked into for overall success of the students.

The slow learners are identified on the basis of their performance during mid examinations, assignments/tutorials and in the Semester End Examination.

- Special program in the form of remedial classes is arranged to improve their performance in the courses.
- The slow learners are supplemented with lecture notes along with important questions from the examination point of view.
- The mentoring system is in place to help and motivate the students to improve their overall academic performance.
- About 10-20% of the students who failed in respective courses in UG/PG programmes are given special training in the form of extra/remedial classes which reflects in improving pass percentage of the institutions lead overall qualifying candidates for placements.



| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

| | |
|--|-------------------------------|
| 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year) | |
| Response: 16.13 | |
| 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:

VJIT ensures that student-centric methods are effectively used in regular academic practices as it makes the students more self-reliant and self-motivated, and learning as interesting and effective. Instead of teacher-centric conventional teaching methods, the institution strongly believes that student-centric learning methods enhance the lifelong learning skills of students. During course plan development, Faculty members plan for suitable student-centric learning methods for enhancing the learning experiences of the students which has a direct impact on improving the understanding level, communication skills, problem-solving skills, listening skills, etc.

Power point presentations are used in the classrooms to provide audio visual experience to the students. The NPTEL video lectures are also adopted for enhanced learning. The “Think-Pair-Share” methodology is implemented in the class rooms. Quizzes are conducted regularly. Assignments are given to the students to nurture their problem solving abilities. Collaborative learning is encouraged by the support of platforms like Google classroom. Project Based Learning is adopted for the self-study components from 3rd semester onwards. The above efforts in teaching are found very significant and helps to easily transform conventional teaching process to student-centric process.

The project allocation, monitoring and evaluation system is in place and is running effectively. A rubric for project evaluation which covers all the quality criteria is also in place. Effectively designed open-ended experiments are adopted. These experiments challenge the student’s critical thinking, analysis and design capabilities. The students are also trained on modern simulation tools. The industry visits, site visits, guest lectures etc. are conducted regularly on the latest topics and trends in the industry. Hands-on workshops by the industry experts are also conducted regularly. Important elective courses are offered based on their individual interest.

The final year Projects are evaluated by external experts using a well-defined detailed rubrics framework to ensure quality of the projects. Value added courses are undertaken on various topics. The students are also trained in abstract writing, technical paper writing and literature survey. OBE is practiced in true spirit resulting in more focused all-round development of our students.

Modern Tool Usage: Technology is used for enhancing the learning ability of the graduates. Tools like Google meet, Zoom are used for online classes.

Industry-Institute-Interaction: College has Industry-Institute Interaction Cell with coordinators at department level who work with representatives of various industries and train the students in their respective areas. The partnering industries provide internships, projects, and subsequently job offers to some of our students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

In lecture mode, modern audio-visual tools are used for the benefit of students. LCD projectors are used Power-point presentations in the delivery of lectures. These are also facilitated the use of internet clippings and animation modules. At the same time, several tutorials available on the internet are also supplemented. Mode of delivery of lectures in the institution is blended, wherein conventional blackboard system and power point presentations are also used. The learning ability of students is enhanced by supplementing with NPTEL lectures, group discussions and webinars. Our faculty are provided training in several new methods of teaching-learning processes by agencies like NITTR, which are used effectively for the benefit of students. They are encouraged to attend and achieve online certificates from reputed online learning platforms like Coursera.

Almost all the classrooms are equipped with LCD projectors for the benefit of faculty and students. Faculty use such facilities to conduct the classes. These facilities not only utilized for teaching but also is extended to encourage students to present their project/ research paper work in the classroom.

Some faculty have developed e-tutorials on specific topics which helped in making the students understand the concepts very clearly. These are YouTube based, which enable the students to replay and clear their doubts at specific bottleneck points. During pandemic, the faculty advised the students to register for specific domain topics in coursera, which is an online training program platform. This helped the students learn various facets of those topics. The students of all branches of engineering have attempted the topics of their interest and were awarded with e-certificates. Also, the webinars delivered by IUCEE and IITB on topics like OBE and computer software's helped some of the faculty and students who have attended Cloud Technology, which is adopted in using Google forms by the faculty to conduct online assignments and examinations before and during pandemic period. This mode helped in the evaluation phase of teaching learning process. The students also have presented the progress of the project work performed by them using ICT enabled tools by exhibiting the models to the faculty. This helped in paving the flipped class room method of teaching learning process into the system. The ability to prepare the lectures, presentation and query answering trait got improved among the students employing these ICT process tools. This facilitated to suppress the passive mode among the slow learners and improved the proactive characteristics.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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: 225

| File Description | Document |
|--|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |
| Link for additional information | View Document |

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

Response:

Academic Calendar:

The institution strictly adheres to the academic calendar for conducting several academic activities. The academic calendar allows the teachers and the students to space out their teaching and learning practice and evaluation process.

A draft of academic calendar is prepared by the departments, then discussed and finalized the draft by IQAC for onward submission to the governing council through academic council. The approved calendar is sent to the departments for the execution of academic work every year. 90 working days per semester is formulated for UG and PG programmes. The calendar clearly illustrates the duration of class work, mid and end examinations. The calendar is disseminated to students and faculty through circulars, displayed on notice boards, and is posted on website.

Once the calendar is released, the other connecting academic activities take the initiation in each of the departments. The Head of the Department allocates the courses to faculty, who in turn prepare the course outcomes (CO) for each of the courses and map the COs with POs and PSOs employing the numeric weightages/ratings.

The faculty and the program coordinator, along with the course coordinators identify various teaching-learning methods with a view to manifest the OBE in a more effective manner. The most popularly implemented methods are experimental learning, project based learning, model based learning, flipped class room, seminar mode, group discussions etc. The tutorial classes are clearly earmarked for the selective courses and they are being engaged on personnel counselling basis to make the students understand the topics clearly. The program assessment committee identifies the content beyond the syllabus (GAP) in the curriculum through guest lectures, conferences and seminars.

The teaching plan also envisages the value added courses to cater to the needs of the students such that they are ready for industry requirements without any further training. The faculty prepares the question

bank for the syllabus of each course and posted in the website. The laboratory experiments are planned to be divided into two cycles such that the students can practice at a slower pace. The teaching plan is prepared for each of the experiments in the form of lab manual. It manifests the tools/instruments to be used and the procedure to be followed while performing each experiment. The continuous evaluation is also planned in the semester at appropriate time periods. The teaching plan is prepared in that it comprises of blooms level taxonomy associated questions with an objective to test the cognitive skill levels of the students. The teaching plan envisages the evaluation procedure for answer scripts, seminar reports, project reports and will be carried by appropriate rubrics which are prepared initially. The rubrics are also to be approved at PAC and IQAC for authentication.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.4 Teacher Profile and Quality

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

Response: 99.34

| File Description | Document |
|--|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years(Data Template) | View Document |
| Any additional information | 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: 11.09

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 |
|---------|---------|---------|---------|---------|
| 40 | 40 | 40 | 28 | 21 |

| 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: 5.69

2.4.3.1 Total experience of full-time teachers

Response: 1503

| 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: 21

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 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 20 | 21 | 22 |

| 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: 12.61

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 |
|---------|---------|---------|---------|---------|
| 675 | 730 | 552 | 440 | 235 |

| File Description | Document |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | View Document |
| Link for 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 Procedures:**

Continuous Internal Evaluation plays a very important role in deciding the quality of the education system. VJIT has an efficient and well- established continuous evaluation system with different types of assessments spread over the duration of each semester. The process related to the conduct of examinations, declaration of results and awarding of provisional certificates, individual and consolidated grade memos are controlled and monitored by the institute examination branch.

The following reforms have been undertaken in the last five years which have made a positive impact on the management of examinations.

1. Internal assessment tests and end semester examination seating and invigilations are organized centrally at the institute level.
2. Additional stickering of internal assessment answer scripts are done to avoid the misuse of the scripts.
3. All the faculty are instructed to send two sets of question papers for the mid examination as per the required format. Out of two sets, any one will be selected as per the instruction of Chief controller of Examinations on the day of examination.
4. For each course, a panel of paper setters are identified from the premier institutes by the controller of examination in consultation with the HOD of respective departments, finalised by the Director/Principal.
5. The received question papers are moderated by the senior faculty before the examination. Out of 4 sets, any one is selected on the day of examination as per the instructions of chief controller of examinations.
6. Due to efficient examination management system, the number of malpractice cases have been reduced during mid examination and end semester examination.
7. Continuous Internal Assessment is done by conducting the tests prescribed in the curriculum.

EMS- Examination-related activities specified above have been IT enabled with a view to automate the system and improve the productivity. BEES software tool is employed to perform these tasks in the college. The payment of exam fee is done through payment gateway and online registration can be done by students. The hall tickets for the examination can be downloaded by the students through exam portal. After valuation of answer scripts, the marks obtained in theory/labs examinations are entered in the server through OMR scanning gadgets. The students can view their results and marks obtained in each of the courses through this portal. The software can generate consolidated marks memo and provisional certificate of the students to be distributed on graduation day. The other allied works including generation of circulars for examination notifications and time tables are done through MS office using personal computers (PC) installed in exam branch. The information to examiners is sent through email and telephone/mobile calls. In the latest/recent A.Y. 2019-20 due to pandemic, online examinations have been conducted for final year students. Invigilation is done by the faculty through online mode. Similarly viva voce for the project work is also conducted by using online tools. In this mode, the declaration of results for the final year students has taken place in a very short period without causing any undue delay.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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:

Outcome Based Education (OBE) is implemented in this Institute as it gives emphasis on what is expected from the student when they finish their course. In line with OBE Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are evolved. OBE provides/helps the student to achieve the outcomes of significance before leaving the Institute.

Every department establishes the Program Specific Outcomes (PSOs), Program Outcomes (POs)in consistent with the Graduate Attributes mandated by NBA and PEOs of the programme by considering the inputs from faculty and alumni in cognizance of latest technology demand, job prospects and societal requirements.

The faculty, course coordinators and the program coordinator prepare the course outcomes (CO) and map them with the program outcomes (PO) and program specific outcomes (PSO) employing numeric weightages. They are approved by IQAC after deliberations in program assessment committee (PAC) and are displayed on website. The preparation of COs is done with brain storming sessions such that the objectives of each course are translated at the end in the form of outcomes. Blooms taxonomy is attributed while formulating the outcomes.

Course Outcomes (COs) are defined for every course, which describe the competencies gained by the

student through the course. Every CO is mapped to one or more POs, and is measured at the end of the course through various assessments. These are designed specifically to measure the CO and contribute to the PO that it is mapped to. The number of COs for a course is not fixed, and may have about four to six. The faculty in each of their classes addresses on these COs and their interrelationship with PO/PSOs. In the beginning of each unit of every course handled by the faculty, the Cos are emphasized in the class room for the students. By this exercise, the students completely understand the concepts and try to enhance the cognitive skills of the course under consideration. Apart from corridors, class rooms and laboratories, the COs, POs/PSOs, PEOs are displayed in several places for ready reference.

Syllabus: All courses of the curriculum have well defined COs, the CO-PO mapping with its strength. This is included in the syllabus. The hardcopy of the syllabus is made available to every student.

Website:

The syllabus of all programs offered by the department is uploaded on the college website which includes the COs of various courses of the curriculum.

Course handout:

The course handouts of every program include Vision-Mission, PEOs, POs, PSOs of the Program offered by the department and COs of various courses of the Curriculum

Library:

Institute's central library keeps all the POs, PSOs and COs for easy access to students and faculty through the syllabus books of various programs.

Lab Manual:

All POs, PSOs and COs of specific lab course are printed on lab manuals and issued to all students at the beginning of every semester.

Course Files:

The faculty prepare a course file for each semester that lists the POs, PSOs and COs.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response:

VJIT has adopted Outcome Based Education which focuses on measuring student performance through outcomes. Course Outcomes, Program Outcomes, and Program Specific Outcomes are evaluated to

measure the knowledge, skills, and behaviour of students for the continuous quality improvement of each Course and Programs using the below-mentioned procedure.

The departments have developed the curriculum taking all the POs into consideration and assuring that the curriculum strongly maps to all the POs and the PSOs. The COs are framed as the acquired abilities of the student after completing the course. The framed COs are then mapped with the POs and the PSOs. During the CO-PO/PSO mapping, the level of mapping is also considered. The framed COs for a course are measured by following the assessment plan prepared by the course coordinator at the beginning of the semester. Some of the most common assessment tools used for computing CO attainment are: The Direct Assessment Tools given by performance in Midterm examinations, Semester End Examination and the Indirect Assessment Tool given by the Course End Survey. The questions given in the midterm tests are mapped to the COs which in-turn are already mapped with the POs with a mapping level. In the beginning of the academic year the attainment levels are defined by the PAC and deliberated at DAB. The proposals are sent for approval by IQAC. The attainment is formulated with a basis of 60% marks obtained by students in every course. The level of attainment is in unity when 60% of students attain the threshold. The attainment increases by one with 10% addition in the student's quantity. The same kind of process happens for the Quizzes, Assignments, and Lab work. A clear rubric is framed for the project evaluation, considering all the quality parameters. The rubrics which are announced to the students at the beginning of the semester are used to assess the projects. Course attainment is computed with a weightage of 80% direct assessment and 20% weightage for indirect assessment. The course end survey questions are framed by the course coordinator to find the level of confidence of the students. The COs of all courses are computed in a similar manner in every semester. Next the CO-PO mapping matrix is taken for initiating the PO attainment. The arithmetic mean of mapping matrix weights are taken for all the courses initially and relative weightage indices are computed for all PO/PSOs. These relative weightage indices are multiplied with the respective course attainments such that the PO/PSO attainment from each course is obtained. The overall mean of these attainments would be the direct PO/PSO attainments. The Exit survey questions are framed by the department to indirectly measure the POs/PSOs. After the computation of POs/PSOs, a thorough analysis on these attainment levels is done by the department. This analysis includes finding the weak areas in the attainment of POs/PSOs and a detailed plan of action of various events which help in the further improvement in the attainment of POs/PSOs.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

Response: 90.9

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

Response: 999

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

Response: 1099

| 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: 3.48 | |
| File Description | Document |
| Upload database of all currently enrolled students | View Document |

Criterion 3 - Research, Innovations and Extension

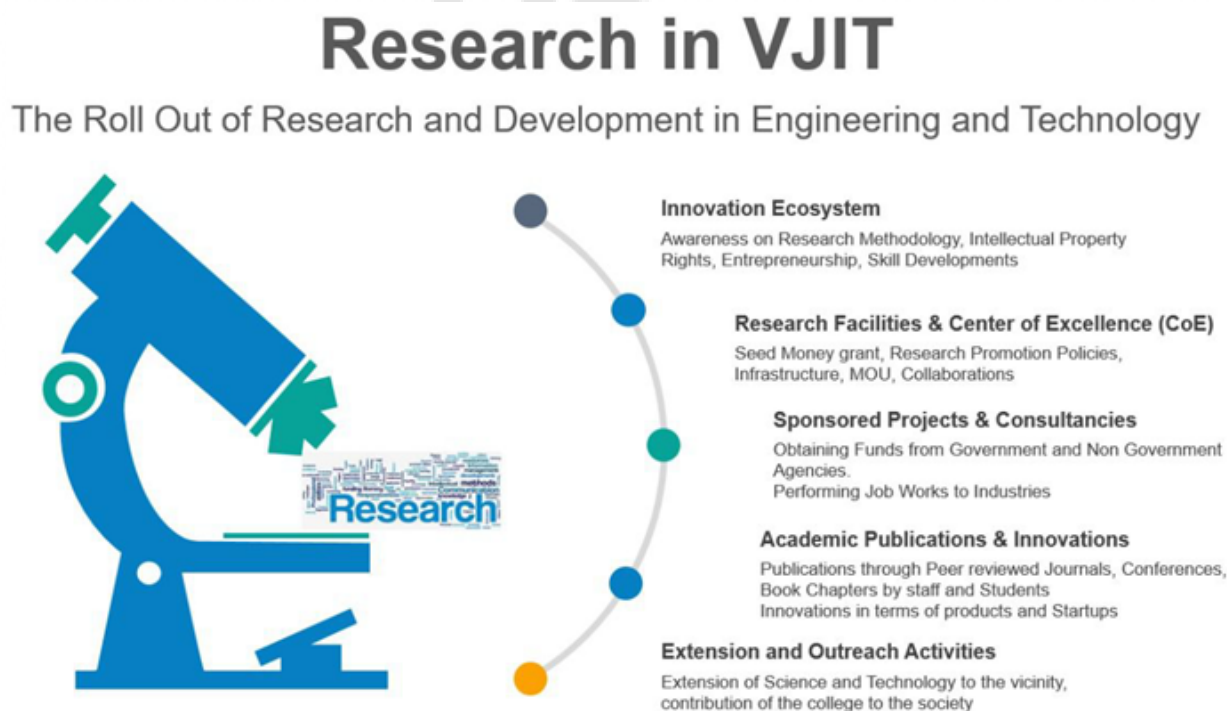
3.1 Promotion of Research and Facilities

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:

POLICY FOR PROMOTION OF RESEARCH

VJIT encourages innovations and research which contribute immensely to the development of key areas of Engineering and Management. The main aim of Research & Development Centre at the Institution is to promote Research & Innovation among the faculty & students that can meet the societal needs. The R&D Centre is headed by Dr.P.Venugopal Reddy, Dean (R&D) . The Centre of the college works in three distinct aspects viz., pursuing academic and sponsored research, bringing innovation from engineering, and maintaining standards in R & D. To promote research and innovation, centers of excellence and innovative labs have been established. The centre helps in developing co-operative and complimentary research among various departments to explore advanced technologies which helps for publications in National/International Journals and Conferences. The Centre holds periodical review meetings on the progress of research being carried out by staff and students. The Center also renders help to pursue funded projects once it is sanctioned.



Necessary infrastructure to carry out research is the motivation for faculty and student to exhibit research activities. Centralized labs/design centers headed by faculty members and supported by competent technical staff are made open for all program students helps student groups (multidisciplinary) work on various engineering projects in these labs, from conceptualizing to designing the prototype. Students' creative thinking is enriched by faculty mentoring, which results in systematic development in processes and products. These research labs help the students build prototypes which enable them to participate in

competitions both in India & Abroad.

The aims and objectives of VJIT R&D Center

- Encourage faculty and students to take up research
- Monitor activities of Centers of Excellence/Innovative Labs/Incubation Centers
- Collaboration with foreign universities for Research activities
- Facilitate management grants/incentives for promoting research
- Conducting research conclaves

Institute Initiatives towards promoting research activities

- **Financial assistance to faculty for presenting technical papers in national, international conferences/seminars by sponsoring for the registration fee along with on duty leave**
- **Paper publication in National/International journals with an Impact factor as first and second author is given Rs 1000/and Rs 500/ respectively as one time incentive**
- **Paper publications in International Conferences of Prime Institutions 100% TA, 100% Registration Fees, on Duty and Cash Reward**
- **Management funded Research Promotion Scheme**
- **Deputation of faculty to participate in workshop, seminar and conferences**
- **Centers of excellence / Innovative labs / Incubation centers**
- **Incentives for faculty for fetching external research grants**

Research facilities created

- 1.Synthesis of Nano Materials Facility created
- 2.Closed Cycle refrigerator –For measuring properties up to 4 Degrees Kelvin
- 3.NI Labview Academy school
- 4.Cypress semiconductors Center of Excellence on Embedded & IoT
- 5.VLSI, Signal Image and Video Processing, 3D Printing Laboratory
- 6.Centre of Excellence in Data Analytics in association with Qlik
- 7.Established R&D Zonal center in AI & Deep Learning in Collaboration with AICTE, Bennet University,Noida
- 8.Research in thrust areas Plasma Arc welding machine/Tungsten Inert gas welding machine/Tubular furnaces/Trinocular microscope with image acquisition system/ Fatigue testing machine/ Creo 3.0/ Ansys17.0/Gibbs CAM

| File Description | Document |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Any additional information | View Document |
| URL of Policy document on promotion of research uploaded on website | View Document |

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 |
|---|-------------------------------|
| Minutes of the relevant bodies of the Institution | View 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 |
| Any additional information | View Document |

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

Response: 0.06

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 | 1 | 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: 116.67

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 |
|---------|---------|---------|---------|---------|
| 23.63 | 7.00 | 9.75 | 63.59 | 12.7 |

| 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: 1.02

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 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 4 | 4 |

| File Description | Document |
|--|-------------------------------|
| Names of teachers having research projects | View Document |
| Any additional information | View Document |

3.2.3 Percentage of teachers recognised as research guides

Response: 3.03

3.2.3.1 Number of teachers recognized as research guides

Response: 8

| File Description | Document |
|--|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides | 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: 43.57

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 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 4 | 4 |

3.2.4.2 Number of departments offering academic programmes

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

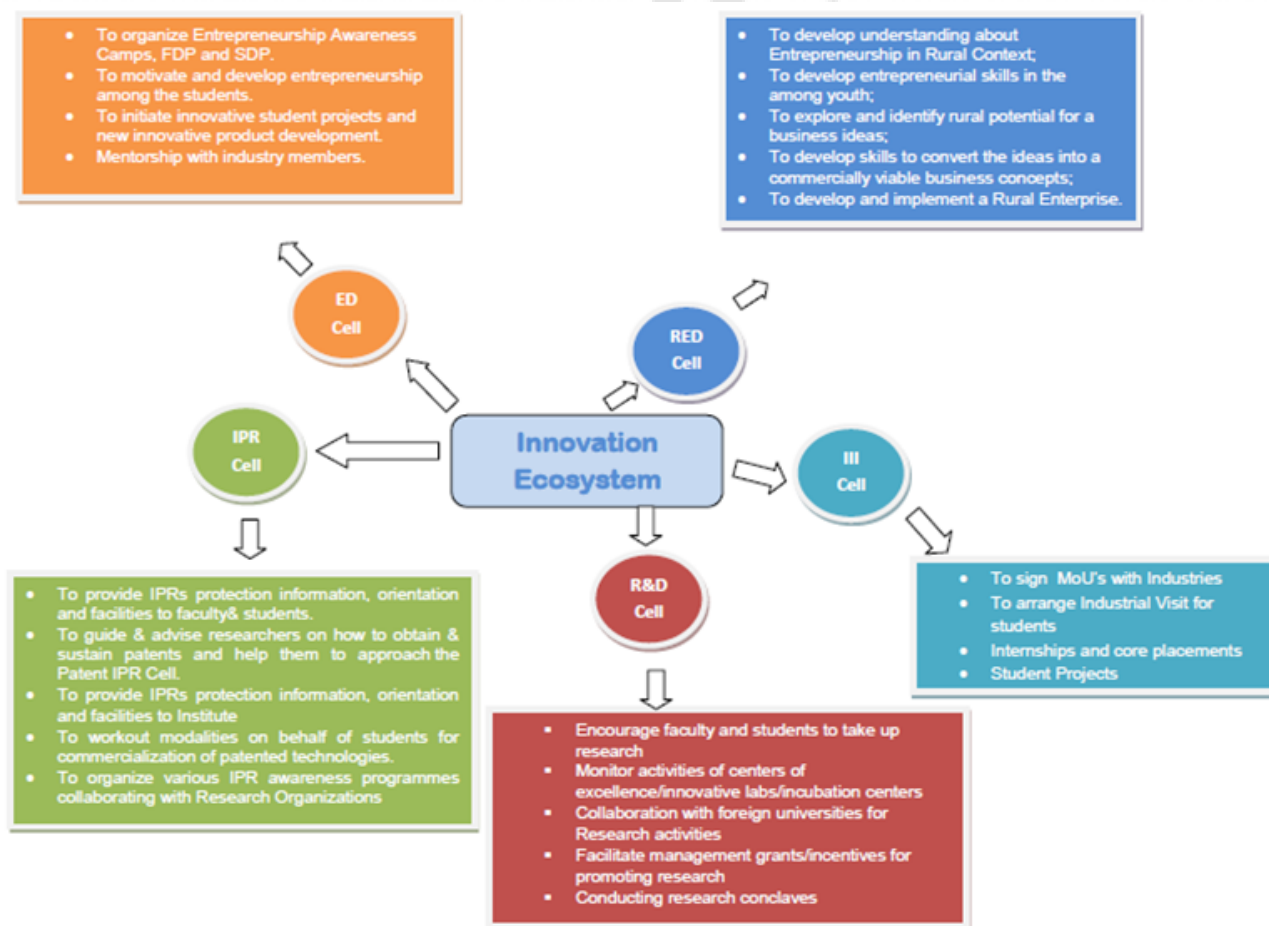
3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The institute established Institute Innovation Council in association with MHRD Government of India. The primary aim of **MHRD’s Innovation Cell MIC** is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years.

The institute facilitates to conduct Industrial Talk Series organized by MHRD IIC as member of Institute Innovation Council campuses and all the faculty members and students participated in all talk series live sessions

National Innovation Startup policy is also introduced in the Institute with a vision to ensure Vidya Jyothi Institute of Technology as HUB for startups, entrepreneurship, Intellectual Property Rights (IPR) ownership, technology licensing and promote Rural Enterprise.



Objective

The policy aims at streamlining and strengthening the innovation and entrepreneurial ecosystem in campus

and will be instrumental in leveraging the potential of science, student's creative problem solving and entrepreneurial mind-set, and promoting a strong intra and inter-institutional partnerships with different stakeholders.

Research and Development (R&D) Cell: Research laboratories were established under the supervision of R&D cell to conduct the research by faculty and students. Two departments CSE and Mechanical received JNTUH recognized research centers. Research Advisory Board is constituted with eight expert members from different reputed university and industry to advice policy guide lines and provide directions for the growth and development of research. The institution has signed MoUs with reputed industries to partner in research projects for product development.

IPR Cell is Established in a year 2018 to provide a platform to share and discuss the latest development and applications with practical exposure & assist the faculty members, students and research scholars for patent filing process.

Objectives:

- To provide awareness on IPRs protection information, orientation and facilities to faculty & students
- To get necessary clearances from competent authorities while filling patents and other IPRs like copyrights registration and design registration, etc. through IPR Cell.
- To workout modalities on behalf of students for commercialization of patented technologies
- To organize various IPR awareness programmes in collaborating with Research

With the continuous and sustained efforts of all the faculty and students in collaborative research, 11 patents are granted and 19 Published and 7 patents applied.

EDC Cell Swashakthi was formed in the year 2015 Institute EDC Cell continuously conducts events and awareness workshops to students. Cell started with the aim to Promote and sustain student innovations from ideation to startup developing entrepreneurial eco system. For the past 5 years our students are participating in the JNTU EXCITE Design Workshop conducted by HYSEA & TASK and won number of awards and seed money grant for students. In the year 2015, 5 students from 2020 CSE Won Smart India Hackathon with 1.5 lakhs cash prize for developing solution to Adani group.

Incubators and collaborators

- Confederation of Indian Industry (CII).
- MSME Recognized Incubation Center.
- DATA READY Technology Corp, Toronto, Ontario, Canada.
- Association of Lady Entrepreneurs of India (ALEAP WE-HUB), Hyderabad.
- National Entrepreneurship network (NEN) , Wadhvani Foundation
- Centre for Entrepreneurship development (CED)

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 43

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 |
|---------|---------|---------|---------|---------|
| 12 | 9 | 7 | 4 | 11 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View 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 |
| Link for 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: 10

| 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: 2.11

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 |
|---------|---------|---------|---------|---------|
| 79 | 205 | 154 | 168 | 53 |

| 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: 0.22

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 |
|---------|---------|---------|---------|---------|
| 31 | 17 | 6 | 6 | 10 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | 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: 1.81

| 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: 8

| File Description | Document |
|--|-------------------------------|
| Bibliometrics 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: 0

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| 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 training programmes, teachers and staff trained for undertaking consultancy | View 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

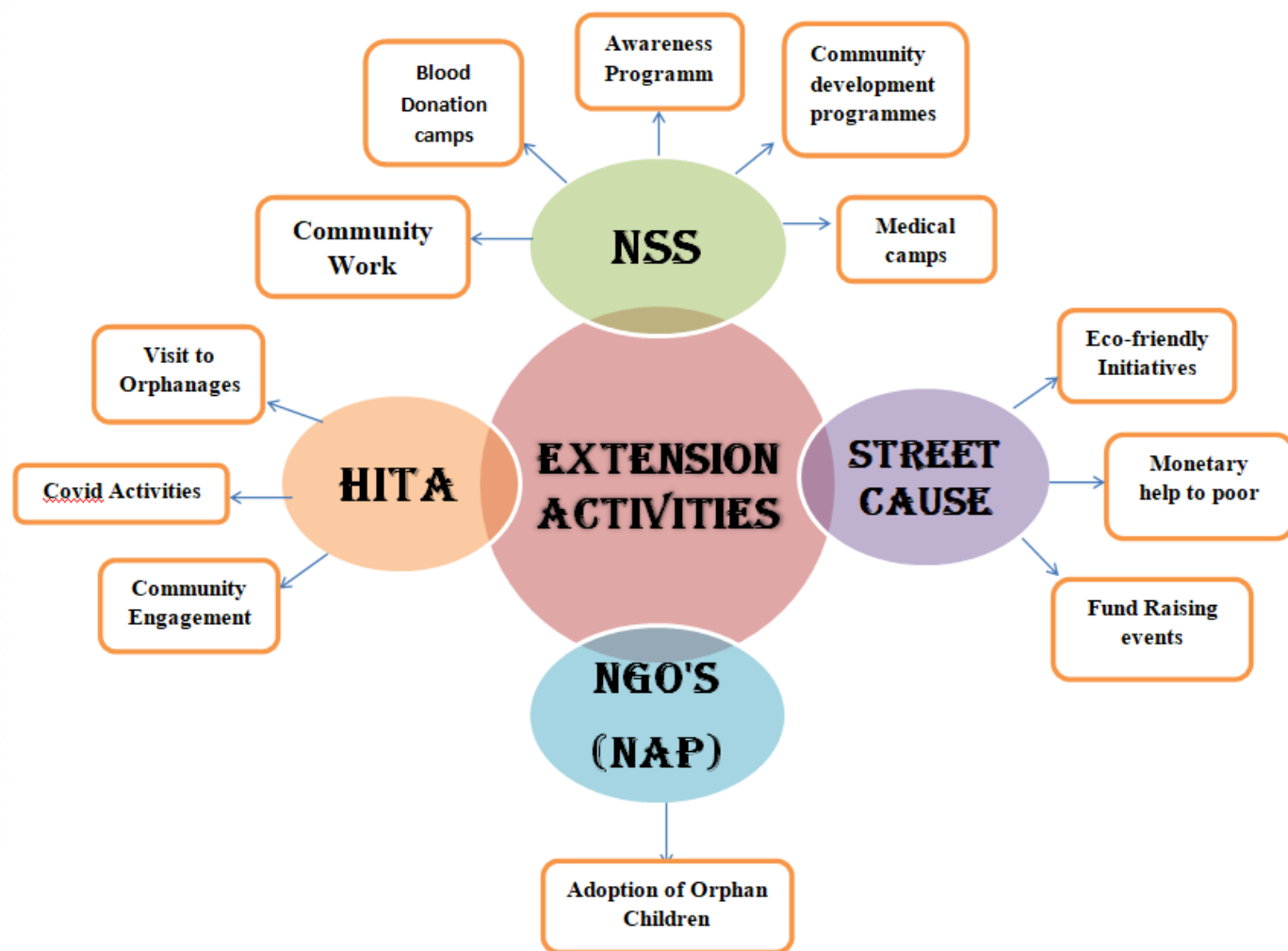
3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

VJIT well-known as one of the Best Colleges to accomplish effective social initiatives and service-oriented activities is dedicated to the advancement of human well-being, the alleviation of illiteracy in rural areas and an improvement of social system with particular attention to the needs of the vicinity rural surrounding. VJIT has demonstrated leadership in working for social causes both within college and across neighborhood communities. The Blood Donation Camps organized by NSS received outstanding appreciation from the Lions Club. The environmentally friendly activities like planting saplings, programs

on avoiding plastics, promoting clean & green initiative, save water programs also were recognized for the philanthropic contributions.

VJIT encourages and prepares students to be aware of the societal needs through their participation in community development programs like **NSS**, '**HITA- Service with Pleasure**' a Service-Oriented Student Club, **NAP Foundation** a Service NGO, **Earthlings** an Environmental NGO, **Cultigate** initiated by students and **Street Cause** a Service NGO.



The active VJIT NSS team of more than 100 volunteers aim at developing awareness on societal problems through community service. **HITA** the Student Club actively participates with 50 volunteers providing services in government schools, orphanages and old age homes. The **NAP** Foundation works collaboratively with 50 VJIT Volunteers by adopting an orphanage. **Earthlings** an Environmental NGO missioned to protect environment has 80 VJIT Volunteers working on environmental protection like large scale plantations, cleaning, renovating and protecting inland water bodies. **Cultigate** with 110 volunteers trade all kinds of rare medicinal plants to help people with ayurvedic medicinal plants. And **Street Cause** an NGO with VJIT Volunteers contribute for the betterment of society with an objective of helping the underprivileged and destitute.

VJIT collaborates and extends valuable services inculcating importance of social responsibility and service among students. The students benefit and learn more when they practically participate in the societal needs as they can replicate true experience. They develop social skills and empathy through various activities

elicited by events/programs conducted to build understanding of different perspectives of life.VJIT extended a social activity forums dynamically contributing services to society with large number of student Volunteers and Faculty Supporters across Departments.

The institute promotes institution-neighborhood community network through NSS, HITA, NAP Foundation, Earthlings, Cultigate and Street Cause, by organizing the following activities:

- Developing leadership quality among students
- Organizing Health Awareness and Blood Donation Camps
- Creating Educational-Awareness in rural area.
- Clean and Green Activities and Awareness on Environment Protection.
- Donating books and clothes at orphanages.
- Swatch Bharath Campaign at nearby Villages promoting cleanliness & removing unattended garbage.
- Distribution of Eco-friendly Bags.
- Haritha Haaram the Green initiative plants saplings every year in different rural and urban locations.
- Distributing food and groceries to needy during Pandemic.
- Distribution of First Aid Kits.
- Visiting orphanages assisting them in their daily and their educational needs.
- Organizing Workshops building awareness in Banking procedures to rural people.
- Promoting Cash less transactions.
- Organizing Save Water Programs.
- Organizing Marathons.
- Organizing Say No to Plastic Programs.
- Distribution of Eco Friendly Ganesha Idols.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload Any additional information | View Document |
| Paste link for additional information | View Document |

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 |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 85

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 15 | 23 | 19 | 10 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | 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: 83.05

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 |
|---------|---------|---------|---------|---------|
| 3672 | 3868 | 3992 | 3212 | 2938 |

| 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

| <p>3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>Response: 0</p> | | | | | | | | | | | | | | |
|---|-------------------------------|---------|---------|---------|------------------|----------|--|-------------------------------|-------------------------|-------------------------------|---|---|---|----|
| <p>3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | | | | | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 0 | 0 | 0 | 0 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Number of Collaborative activities for research, faculty etc</td> <td>View Document</td> </tr> <tr> <td>Copies of collaboration</td> <td>View Document</td> </tr> </tbody> </table> | | | | | File Description | Document | Number of Collaborative activities for research, faculty etc | View Document | Copies of collaboration | View Document | | | | |
| File Description | Document | | | | | | | | | | | | | |
| Number of Collaborative activities for research, faculty etc | View Document | | | | | | | | | | | | | |
| Copies of collaboration | View Document | | | | | | | | | | | | | |
| <p>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)</p> <p>Response: 55</p> | | | | | | | | | | | | | | |
| <p>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</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>8</td> <td>8</td> <td>7</td> <td>10</td> </tr> </tbody> </table> | | | | | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 22 | 8 | 8 | 7 | 10 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | |
| 22 | 8 | 8 | 7 | 10 | | | | | | | | | | |

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

NVAAC

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:

VJIT has a sprawling campus in 10.77 acers of land with adequate and state of the art infrastructure. Sufficient supporting facilities are provided for an effective ambience in curricular, co-curricular and administrative activities. The academic blocks of all the departments are equipped with advanced infrastructure facilities over a built up area of 31312.47 Sq.m allocated exclusively for instruction functioning. The college has enough space, satisfying the norms of AICTE, the approval body and JNTUH, the affiliating authority for the smooth and effective conduct of academic activities.

- The basic facilities such as electricity, comfortable seating arrangement are provided considering each classroom as an independent unit.
- All the departments have exclusive ICT enabled Classrooms (Total 80 Classrooms and 4 Seminar halls), HOD rooms, meeting rooms and department libraries. However, the books in the Department library will only cater to the reference requirements of departmental faculty.
- Four Workshops and 62 laboratories with advanced software and equipment are provided conforming to the syllabi norms. Instruction manuals of all laboratories are prepared and supplied to the students. They are given freehand to perform laboratory experiments, carry out project works under the supervision of qualified and skilled lab assistants beyond the syllabi.
- Three air-conditioned seminar halls and one auditorium are provided with LCD projectors, public address systems which are utilized for conducting guest lectures, conferences, symposiums, FDPs and STTPs. The seating capacity of all the seminar halls is beyond 300. Two open-air stages which can accommodate more than 2000 people exists in addition to the seminar halls. These are utilized to conduct various cultural and extracurricular activities.
- Central Library supports the Institution in realizing its primary goal of imparting quality technical education. The library has automated all its activities to provide better, effective and immediate services to user fraternity.
- consists of 51294 volumes
- Digital library with seating capacity of 35 with an access to 81 online journals
- DELNET and NPTEL lectures
- The research centre is also established to encourage and enable the students and faculty to analyze and carryout research-oriented projects in various emerging areas .
- Separate examination cell with high speed internet facility to enable online distribution of examination papers, servers, xerox machines along with adequate stationary required for the conduct of internal and external Examinations.
- Regular feedback is obtained from the students to address various problems faced by the students during teaching – learning process.
- Adequate budget is allotted every year to ensure that the required infrastructure is in place before the commencement of academic year for effective teaching- learning process.
- An exclusive Placement cell with the required infrastructure is available for the conduct of training and placement activity. Career counseling is also provided to guide the students with regard to employment and higher education after completion of graduation at the campus.

- The institute focuses on overall development of students and hence, a separate sports complex to support all sports and games and also extracurricular activities is established

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

Response:

- VJIT believes that a healthy body leads to an active mind and thus strives to provide students with state of art facilities to learn and practice sports. VJIT has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities.
- Two volleyball courts, a throw ball court, a tennikoit court, shuttle court and aesthetically designed basketball courts are available in the campus just in front of the main building amidst beautifully landscaped greenery.
- The playground located on the west side of the college can host a wide range of games like cricket, football, hand ball and kho-kho. The playground has an astro turf wicket with nets for cricket practice.
- Athletic track space for field events like javelin throw, shot put, discusthrow *etc.* is available
- An indoor sports complex which provides space for practice of games like table tennis, caroms, chess etc.
- Training provided to the students helped them to win medals and awards in state level, inter engineering collegiate events
- An exclusive gymnasium with required equipment is available for the students and faculty at sports complex which provides an arena for body builders and interested students who wish to maintain fitness.
- A dedicated yoga teacher is available in campus for training both the students and faculty. Practicing yoga helps the students to overcome ill effects of work stress.
- Every year on June 21st, the International Day of Yoga is celebrated where all the students and faculty proactively participate. Best performers are rewarded to encourage active and more participation.

Indoor and Outdoor facilities available in Sports Complex.

- 6 Table Tennis Tables
- 20 chess Boards
- 8 caroms Boards
- Cricket and Football Ground
- Volleyball Courts with flood lights
- Basketball Courts with flood lights
- A Badminton court

- Gymnasium with required equipment (Separate Gymnasium Facility to boys and Girls)
- Yoga Center with a permanent Instructor
- Rest rooms for Players
- A separate Medical Center with full time Doctor, Nurse and adequate medicines

Equipment available in gymnasium.

- 2 Tread mills
- 1 Cross Trainer
- 2 Cycling
- 1 Bench Press
- 1 Vibrator
- 1 Flat Bench
- 1 Abdominal rack milty session
- Dumbbells
- Rods

Cultural Activities

- Cultural essence of embodiment in the environment of VJIT helps betterment of a student's future.
- Accompanying with the immense amount of motivation led by the faculty towards the sectors of photography, dance, sports and other cultural activities, the high spirited minds of the students never fails to be creative.
- The VJIT photography club, YUKTHI-the cultural club, has always been a sense of respect and a mark of creativity towards the institution.
- Likewise, the students and support staff have played an important role towards the cultural fests, coding competitions, hackathons led by the institution and have always succeeded to provide what a student should acknowledge and implement in life.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Geotagged pictures | View Document |
| Paste link for additional information | View Document |

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: 47.62

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

| 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: 11.5

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 |
|----------|---------|----------|---------|----------|
| 230.7415 | 30.8532 | 560.1575 | 0 | 19.29845 |

| File Description | Document |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

- The Central Library of Vidya Jyothi Institute of Technology is housed in an independent and spacious, well-equipped building, with a carpet area of 1253.9 square meters with a rich collection of books, scientific and technical journals in addition to a vast collection of electronic resources.
- The central library comprises reference, circulation, periodical, reprographic and newspaper sections, a discussion room, stacking area and digital library.
- The library has automated all its activities to provide better, effective and immediate services to user fraternity, fully automated with KOHA software. The installed software has functionalities that enable a library to manage its housekeeping operations, viz., acquisition of books and other materials, creation and maintenance of its catalogue database, circulation of its holdings, etc. It is maintained as per international standards: MARC-21, Core Metadata Standards. The version of the KOHA is 3.2.02, fully automated and installed in the year 2017.
- The reading room capacity is for 400 students, which has a carpet area of 495.49sqm.
- A total of 51294 volumes, 6813 titles, 81 print journals, 20 magazines and e-journals, are available

along with newspapers.

- All the books are bar-coded and bar-code laser scanners are used in circulation counter for book transactions.
- Each student is issued 3 textbooks for a borrowing period of 15 days, on renewal basis.
- Security of library resources is maintained with constant checking. Prompt entry-exit time is maintained. Strict surveillance of the complete library is done through CCTV cameras.
- The college central library has various institutional memberships of prestigious libraries such as DELNET, national digital library for e-resources and e-journals with dedicated 10 MBPS leased line connected to computers in the library.

Digital Library

- The digital library is an additional facility for the benefit of the students and faculty consisting of NPTEL video lectures by many IIT and NIT professors, PPTs, course material files, e-journals, e-books, GATE books, handbooks, projects, PDF notes, instructional guides, CDs etc.
- This center is air-conditioned, equipped with 35 multimedia systems, laser printer and scanner with a seating capacity for 35 users.
- Direct access to online journals is available for staff and students to learn the latest research and developed techniques

| | |
|---|-----------|
| Total area of library(Sq. Mts) | 1253.9 |
| Total seating capacity | 400 |
| Working hours | 9am - 6pm |
| Average number of walk-ins per day | 551 |
| Average number of books issued/ returned per day | 200 |
| Ratio of library books to students enrolled | 12 |
| Average number of books added during last 3 years | 17324 |
| Average number of login to e-resources per day | 50 |

| | |
|--|-----------------------------|
| OPAC (Online Public Access catalogue) | |
| Library website | Included in college website |
| In house / remote access to e-publications | Yes |
| Library automation | Yes |
| Total number of multimedia systems for public access | 35 |
| Total number of printers for public access | 01 |
| Total number of scanners for public access | 01 |
| Internet bandwidth dedicated to library | 10 Mbps |

| File Description | Document |
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| Upload any additional information | View Document |
| Paste Link for additional information | View Document |

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:** 11.52**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 |
|---------|---------|---------|---------|---------|
| 11.32 | 11.48 | 11.15 | 10.73 | 12.92 |

| 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:** 12.21**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 552

| 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:

IT Service Management

The IT service management is done by a team headed by System and Network Administrators. This team manages the institute IT infrastructure and deploys the e-resources campus-wide. All the systems on the campus are connected through LAN with high-speed internet to serve the computing needs of users to facilitate teaching, learning, research, and administration. All e-resources and services can be accessed through Internet and FTP (File Transfer Protocol) at any point of time by all the stakeholders.

Information Security: Unauthorized use of individual/institutional information is not permitted.

Network Security Network resources and computing resources are not used for any personal purpose. Faculty members and students exercise their responsibility and ethical behavior in the utilization of software and IT resources. All the users abide by the rules and regulations stipulated in IT policy of the institute. All the purchased products and equipment with invoice are recorded in a standard stock register from time to time.

Risk Management: The risk management of IT assets is associated with use of ownership, operation, involvement, influence and adoption of IT within the institute.

Internet Bandwidth : 100 + 100 MBPS (2lines)

Accessibility of Wi – fi : Good

The IT facilities available in our college are summarized as :

LAN Facility

There are 50 data network switches (Giga byte), CCTV cameras, Intercoms and wifi access points.100 Mbps of internet connectivity is shared across the campus, where as 100 Mbps is shared for the students

Server configurations in Data Centre

There are 8 servers with Xeon E-5 version-3.0, 32 GB RAM, 2 TB hard drive, Storage server-2TB*5=10 TB, Back up device-4TB for critical server back up

Systems available

961 desktops are provided to all the department labs with configurations of core i3 processor, 4GB, 500 GB hard disk with LAN connectivity. 63 desktops with configurations of core i3 4GB, 500GB and dual core 250 GB hard disk, 2GB are available to carry out academic and administrative work.

Software:

Required softwares for the conduct of various lab experiments as per the syllabi are available in the departments. The following is the list of software available in the college

SYSTEM SOFTWARE:

- WINDOWS 7, 8 AND 10
- WINDOWS SERVER 2012
- LINUX
- UBUNTU

APPLICATION SOFTWARE:

- Agro Uml
- Cloudera (Big Data-Hadoop)
- C++
- Raspbian
- Weka Tool
- MySQL
- JDK
- XAMPP Tool
- Tomcat Server
- Pentaho Data Integration
- PHP 5.5
- PUTTY
- Walden English Software
- K-VAN English Software
- SCI Lab
- Cadence Orcad (Pspice)
- Mentor Graphics
- Mat lab
- Xilinx
- Masm
- Embedded Compiler
- Keil
- LT Spice
- ETAP
- Ansys
- Algor Nastran
- Edgcam
- Creo 2.0
- Solid Works
- AutoCAD
- Staad Pro

Printers:

50 Laser jet printers, 6 Xerox work centers and 5 scanners are provided across the campus for academic and administrative purposes.

Wi-Fi:

25 Extendable Wi-Fi access points are placed in various places like Library, corridors, and Labs. Wi-Fi access is provided to all the students which is monitored and controlled by fire wall. All access points are routed to a Wi-Fi controller in the Data Centre where configuration and updates are maintained in a centralized fashion

| File Description | Document |
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4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 4:1

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student - computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of available bandwidth of internet connection in the Institution | 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: D. 1 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: 9.51

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 |
|----------|----------|----------|----------|----------|
| 44.81909 | 128.8432 | 96.94218 | 104.0153 | 151.3845 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts | 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:

Overall Infrastructure Maintenance:

- HODs or the concerned in-charges make a requisition to the Principal regarding the maintenance of buildings and infrastructural facilities. This is further forwarded to the estate manager. The estate manager, after physical examination, submits detailed proposal to the project officer.
- Further, the project officer submits quotations along with estimates for maintenance works, which is expected to incur expenditure of more than Rs.10,000.
- Requisition is made to the Principal by the HODs/in-charges regarding furniture and is duly forwarded to the administrative officer.
- A.O discusses this with Secretary and Correspondent and takes necessary action.
- The supervisor looks after the maintenance of rest rooms, roads and neatness of the entire premises.
- Apart from contract workers, the college has trained in-house electricians cum plumbers. The

campus maintenance is monitored through surveillance cameras

- Optimum working condition of all properties, equipment on the campus is ensured through annual contracts (AMC). AMC includes generator, air-conditioners, CCTV cameras , mineral water plants and UPS
- Parking facility is well organized and efficiently maintained

Hygiene:

- The maintenance committee is headed by the Principal and convened by the Administrative Officer, who in turn monitors the work of the supervisor at the next level.
- The supervisor is accountable to the Principal/coordinator who organizes the workforce for various duties viz., Individual floor-wise responsibilities
 - Maintaining duties and work timings
 - Leaves
 - Periodic checks to ensure the effective functioning of the infrastructure
- Adequate housekeeping staff is employed to maintain hygiene and proper infrastructure that provides a congenial learning environment.
- Dustbins are placed on every floor.
- The green cover of the campus is well maintained.

Sanitation:

- Cleaning personnel clean the washrooms four times a day, using disinfectants, detergents and naphthalene balls.
- Care is taken in providing and maintaining exhaust fans on a regular basis.
- These activities are monitored by the supervisor.

Classrooms:

- At the beginning of each semester the readiness of the classrooms, ICT facilities and furniture are verified by the Administrative Officer. Also, all the classroom amenities are verified and maintained periodically to uphold effective teaching-learning practice. The non-dust chalk is used by teachers to maintain dust free environment in the classrooms. Log books pertaining to the attendance of cleaning personnel are maintained by the estate manager.

Laboratories-Equipment-Maintenance:

- Laboratories of all departments are well equipped and maintained regularly to avoid discrepancies in the academic schedules. The in-house maintenance and repairs are addressed by the respective department lab assistants/computer operators who are qualified and trained.
- Maintenance of the equipment is done on a regular basis.
- Lab attenders, under the supervision of lab assistants, clean the lab equipment daily.
- Periodical checkups and calibration of equipment is done in all laboratories.
- Stock verification is done in all laboratories every year.

Computing Facilities-Maintenance Utilization:

System Administrator is responsible for the maintenance of computers and IT facilities. They resolve the

issues related to IT facilities such as, hardware troubleshooting, software installation & updation, maintaining biometric devices, ICT facilities, printers, anti-virus installation, website maintenance, and other network-related issues. The complaints posted through E-mail are addressed and resolved immediately by System Administrator. LAN and Wi-Fi are regularly checked by the network team. All the classrooms in the institute are ICT enabled. The devices are maintained on a regular basis. An exclusive personnel is recruited to constantly monitor the usage of the systems. Internet connectivity with a total of 200 MBPS band width is provided. All the computer systems in the college are on LAN with OFC backbone. Computing facilities are available to the students and Wi-Fi facility is provided.

Library:

- Library is maintained by a librarian and two assistant librarians. The process is monitored by library committee.
- Library maintenance is computerized and automated with regular/constant updation.
- Librarian collects the requirement for the list of books, journals and other resources from all HoDs during the commencement of each academic year.
- Library updates its books repository on a yearly basis as per the changes in the
- The library committee meets once in three months to upgrade and procure any

Additional and general books, both technical and non-technical.

- Individual departmental libraries are integrated with central library for accessing digital learning materials.
- Regular cleaning of the library floors, racks and maintaining the quality of the books with needed binding are in place.
- Pest control of library books and records is done every year by the maintenance department.
- Proper inspection and verification of stock takes place at the end of every year.

Sports Facility Maintenance

- Three qualified physical directors and one lady physical instructor are on rolls to look after the day-to-day games and sports activities of the college. Outdoor games such as ball badminton, volleyball, cricket, tennikoit etc. are encouraged.
- A permanent basketball court with R.C.C. slab is provided.
- A separate indoor games facility for playing shuttle, table-tennis, caroms and chess, is provided and is being used by the students regularly.
- The gym and other equipment servicing is taken up as and when required under the supervision of physical director. The playgrounds are always kept ready and for students' utilization

| File Description | Document |
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| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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: 48

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1799 | 2154 | 2176 | 2114 | 1955 |

| File Description | 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: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

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

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | 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 | View Document |
| Any additional information | View Document |

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: 3.49

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 |
|---------|---------|---------|---------|---------|
| 195 | 197 | 180 | 149 | 31 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |

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: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years**Response:** 44.94**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 |
|---------|---------|---------|---------|---------|
| 350 | 542 | 511 | 527 | 416 |

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:** 7.46**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 82

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:** 100**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 |
|---------|---------|---------|---------|---------|
| 66 | 20 | 19 | 21 | 24 |

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 |
|---------|---------|---------|---------|---------|
| 66 | 20 | 19 | 21 | 24 |

| 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: 27

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 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 2 | 10 | 6 |

| 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:

The Institute has a **Student Council** constituted with academically strong students as its body. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, to enable them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. Institute puts efforts for the all-round development of a student. They take part in various professional society chapters like IEEE, ISTE, CSI, and ACM. Also student members are involved in several Institute and Department level committees with active participation. **Few of them** are explained below.

Internal Quality Assurance Cell (IQAC): Student representatives are nominated for this cell, who participates in the decisions regarding the quality initiatives of the institute.

Alumni Committee: VJIT Alumni have distinguished careers at national and international levels with successful chosen areas of expertise. VJIT alumni are spread across the globe and making their Alma Mater proud by excelling themselves as engineers, academicians, administrators, entrepreneurs, and technocrats.

Women's Grievance Redressal committee: The girl students are part of the committee to address issues on women welfare.

Class Representation Committee (CRC): It consists of HOD, faculty handling the particular section and student representatives in each class. They discuss the conduct of class work, delivery of lecture and overall discipline. Based on the minutes of the CRC meeting, action is initiated to improve the academic performance of the class.

NSS is also encouraged in the institute enabling the student to participate in service activities like organizing blood donation, rural health & sanitation, adult education, and environmental awareness camps in the neighboring areas as a social responsibility.

Program Assessment Committee(PAC):

- Monitors the attainment of POs and PEOs.
- Prepares periodic reports on program activities, progress, status for management and key stake holders.
- Motivates the faculty and students towards attending workshops, developing projects, working models, paper publications and research.

Department Advisory Board (DAB): The DAB monitors following assessment parameters once in a year, for overall improvement in: Student's achievements, success rate, placements, higher-studies, Faculty research publications, R&D activities and consultancy.

OBC Committee: This Cell to looks into the affairs of Other Backward Class (Backward and Most Backward) students and staff of the institution is constituted and functioning in the campus in accordance with the XI plan guidelines of the University Grants Commission.

Minority Cell: The minority cell is formed to empower the minority communities in the college. Basically

it helps minority students including Christian, Muslim etc. for their academic development, and encourages them to enroll for career orientation programs to empower and equip with the necessary skills to choose a career option. This Cell facilitates financial support to minority students from government agencies and other sources. Also provides assistance to minority students through counseling, personality development, communication skills, remedial coaching, tutorial classes, preparatory classes for professional and employment purposes, etc.

*** Other Committees information is provided in a separate file through a link**

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional Information | View Document |

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

Response: 22.8

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 |
|---------|---------|---------|---------|---------|
| 23 | 25 | 20 | 24 | 22 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | 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:

It is a matter of pride that alumni of VJIT have a strong placement record which explains that our former students occupy various key positions and have a strong eminent history in the different walks of their life. The Institution has a registered Alumni association to strengthen the camaraderie and network among the alumni, faculty and the management. The Alumni Committee and Alumni Cell are very active in VJIT.

Both sound to be similar but they are little different in their jurisdictions. The Alumni Cell is the workstation at college and has an active office to take care of daily activities, whereas the Alumni Committee members are spread across the world and actively represent the alumni. The Alumni Cell is consistent, whereas the Alumni Committee members or office bearers keep on changing every 3 years.

The present Alumni Committee is constituted with 18 members and is very active in various activities. The members of the committee are from every sphere of alumni life (homemakers to professionals to entrepreneurs).

Following are the various activities that take place on behalf of Alumni Cell and Alumni Committee:

1. **Alumni Meet** – Every Year 1st Saturday of January is celebrated as Alumni Day. If any untoward discrepancies occur on the stipulated day, Alumni Committee arranges the meet within a month.
2. **Sessions by Alumni** – Every department invites alumni to share their experiences with the juniors which further helps them in their future endeavours.
3. **Fund Raising** – Each alumni contributes Rs.100/- as Alumni Cell development fee (once during passing out) for the strengthening of the cell.
4. **Helping in Placement** – There are a good number of alumni in college who help in placing the final year students with their reference or sometimes in their own organization.
5. **Helping in Establishing Labs** – Mr. Chandra of MBA Dept, an active Alumni of 2015 batch has helped CSE Dept in establishing in IoT lab.
6. **Helping in strengthening IIC** – The Alumni of this college also came forward to make the IIC (Industry Institute Interaction Cell) strong and helped the departments to grow.
7. **Best Alumni Award** - The Alumni Cell in collaboration with the college management every year, identifies the best Alumni nominated by the Dept and appreciates their achievement and service towards the growth of the college, their organization and society.

Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms mail, Whatsapp, etc.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: D. 2 Lakhs - 5 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:

- To develop into a reputed Institution at National and International level in Engineering, Technology and Management by generation and dissemination of knowledge through intellectual, cultural and ethical efforts with human values
- To foster scientific temper in promoting the world class professional and technical expertise

Mission:

- To create state of art infrastructural facilities for optimization of knowledge acquisition
- To nurture the students holistically and make them competent to excel in the global scenario
- To promote R& D and consultancy through strong Industry Institute Interaction to address the societal problems

Governing Body: The governing body of the institution takes responsibility to ensure effective management of the institution and plans for its future development. The Governing body looks after the affairs of the institution in view of the primary objectives of teaching and research. The members of the body are dedicated, eminent personalities such as educationists and industrialists. Two senior faculty who are the teacher representatives in the governing body are actively involved in decision-making process to sustain and enhance quality of education in the institution. It includes consideration, approval of the strategic plans, identifying the financial, physical and staffing strategies. The governance of the institute is steered by the Board of Governors (BoG) who frame policies, procedures, proposals and plans the mission of the institute with an objective to realize the institutional vision. It meets twice in a year to review the academic activities and the strategic plans. The approvals from the Academic Council, and finance committee are deliberated and necessary budgets are earmarked for smooth functioning. Suggestions from all stakeholders are considered in the institutional building processes.

The institute has prepared a Good Governance Document adhering to the best practices. Senior faculty like the Deans, Placement Head, COE etc. are also members of various decision-making, administrative and academic committees. Faculty is also deputed to various administrative training programmes for effective academic and administrative audits.

The Governance and Leadership of the Institution ensure that its Higher Education operations are functioning well by nurturing the Decentralization and Participative decision-making process as the key factors. The College academic committee with all senior faculty and heads of departments actively involve in decision making process where major academic/administrative decisions are being addressed. The Director/Principal convene meeting of the College Academic Committee (CAC) and forms resolutions. The Director/Principal also convenes meetings of the Board of Governors (BoG), discusses the proposals of CAC and other key aspects to formulate necessary strategies and plans to keep up the quality of education in the campus. The members of the management, Director, Principal and other officers are always available to the faculty to present their views and ideas. The opinions of faculty and staff are considered positively for evolving policies. The recommendations of the Chairman of the committees are submitted to the Managing Committee and suitable decisions for implementation are taken. IQAC committee is also constituted with senior faculty members who work together along with CAC & BoG for designing and preparing applications of the quality policy and plans.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

The college involves all the stakeholders in the decision making process for framing guidelines, rules & regulations to ensure smooth and systematic functioning of the institute. The BoG members directly participate in various activities of the institution. The minutes of the BoG, Academic Council and Annual Report are published on the college website. The relevant information is shared with employees through various meetings/circulars. The finance committee appraises the BoG of the finances of the college. Budgetary provisions for the departments are made based on the requirements/inputs provided by the Heads of the Departments (HoD). The Institution also publishes audited financial statements on its website for public information.

The Director/Principal creates an effective environment conducive for learning. He ensures that quality education is imparted to the students that foster the holistic development of the students and execution of strategic plans. The institution has in place more than 30 committees to continuously monitor the academic and administrative activities. The committees comprise key stakeholders including government, administrators, faculty, industry, employer, alumni, parents and students. All the HoDs are members of the Academic Council and the minutes of the meetings concerned are recorded. Secretary & Correspondent convey the resolutions to the Director/Principal for implementation.

The Program Assessment Committee at department level is responsible for formulating and updating the learning outcomes of the courses, calculation of attainment of course outcomes and program outcomes.

The case study pertaining to College Academic Committee-Teaching learning process is mentioned here to demonstrate decentralization and participative management. At the classroom level, one of the teaching faculty members is designated as a class coordinator. The class coordinator is responsible for monitoring the academic needs of the students in the class and reports the status to the HoD. The mentor system is in implementation at the college level for all the students. Each faculty member is assigned 20 students for mentoring. These mentors interact with the students and parents and address all their academic and personal needs for an overall development. In order to have continuous improvement in the teaching learning process, feedback is collected at different time intervals during the semester from students through a group interaction and online feedback form. The feedback is communicated to the faculty concerned through HoD for improvements as desired.

The Director/Principal conducts meetings with HoD's once in a week to discuss various academic/co-curricular/extracurricular activities. Monthly department meetings are held in all departments where internal issues are discussed.

- Decentralized governance system with good interpersonal relationships
- Adequate systematized autonomy to all the departments and sections
- Financial freedom of up to Rs 5000/- is given to each HoD to meet the needs of the department
- Distribution of work among faculty
- Identification of value added courses
- Organizing faculty and student empowerment programs
- Preparation of budget for the department for the following year
- Autonomy to the HoD to decide on equipment purchases as per the guidelines
- Empowering the In-charge lab faculty to prepare the laboratory requirements

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for strategic plan and deployment documents on the website | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The strategic plan of the college is developed involving all the stakeholders through group discussions, workshops and adopting a participatory approach at institutional and department level. The Promoter Society is committed to educational development, infrastructural augmentation and institutional growth.. Management gathers information from all stakeholders, observers and evaluates the best practices and strategies of other institutions to strive for excellence. According to the perspectives of the Society, college

determines the infrastructure and various activities for academic advancement, and allocates budget accordingly.

The strategic/perspective plans of all the departments are prepared after the institutional plan is drafted keeping in view the vision and mission of the institute. The plan is made with the innate characteristics of primacy and flexibility covering all the aspects of academic, administrative and quality issues. Academic activities are planned by adapting outcome based education adopting student-centric teaching methods, choice-based credit system, industry-oriented live projects, Participation in Hackathons, technical conferences etc.,. The administration involves the committees in various matters like course structure and continuous evaluation, training & placement, industry interaction, career counselling and entrepreneurship. Outreach and financial performance facilitate and ensures that teaching learning process runs smoothly and productively. Quality sustenance is carved out by training the faculty on cutting edge technologies, recruiting doctoral degree holders in different disciplines, arranging infrastructure to nurture the R&D activity, promotion of professional bodies and their activities for the overall development of staff and students.

The plan is developed with an objective of achieving excellence through optimum utilization of resources.

Institution has a strong Strategic plan prepared for 2015-20 aiming at clearly formulated objectives.

1. Facilitating high-quality knowledge
2. Curriculum as per industry trends/New Courses Introduction/Fast Track Curriculum
3. Fostering human values and all-round development
4. Development of competencies and skills/ Enabling to handle the technological challenges
5. Promote R&D and Consultancy through strong Industry Institute Interaction to address the societal problems
6. Create good infrastructural facilities for optimization of knowledge acquisition
7. Nurture the students holistically and make them competent to excel in the global scenario

The management conducts regular review of compliance to strategic plan (both long term goals and short term goals). It aims to conceptualize learning outcomes in more comprehensive terms and desires that its graduates possess distinguished academic and personal abilities. The management feels that quality of faculty and diversified educational system has an important role to play in an institution to reach its full potential.

To have more faculty with PhD qualification at all levels

The institution encourages the existing faculty to pursue higher qualification and there is a considerable increase in the number of faculty registered for Ph.D. The institution aims at having 50% faculty with doctoral degree within next two years. The institution has excellent retention rate of faculty, thereby focusing on administrative stability, clarity, engagement in various faculty development programs. The management has implemented several measures for faculty satisfaction and retention.

The strategic plan was successfully implemented based on the actionable tasks mentioned in strategic plan and the outcomes are clearly visible now.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for Strategic Plan and deployment documents on the website | View Document |

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:

VJIT has many statutory and non-statutory bodies carrying out functions and responsibilities in pursuit of institutional mission and core values.

Governing Body: The Governing Body of the institution is responsible for ensuring effective management of the institution and for planning its future development. It includes considering and approving the strategic plan for the institution, and identifying the financial, physical and staffing strategies. The members of the body are dedicated eminent personalities such as educationists and industrialists etc. The Board of Governors meet twice a year and takes policy decisions on financial, academic, and administrative matters for the development of the institution, advising new academic programs, etc. The board, in association with stake holders monitors the progress of various academic activities and programmes to meet the institution's vision and mission.

Academic Council:

The Academic Council has competency/Authority to:

- Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc. In case of any difference on any proposal, it has the right to send it to BoS for reconsideration with appropriate reasons and correction.
- Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government.
- Make regulations for sports, extra-curricular activities, proper maintenance of the playgrounds and hostels.
- Recommend proposals to the Governing Body for new programmes of study.
- Recommend Governing Body to frame regulations for scholarships, studentships, fellowships, prizes, medals and awards.
- Request the Governing Body to advice on academic affairs.
- Perform other functions assigned by the Governing Body.

Director/Principal advises the management on administrative and developmental activities by being in pace with the latest trends in education. He/she is an active experienced person having distinguished himself in academic and administrative work. The Principal is the chief academic administrator and a bridge between the management, staff and students.

Grievances and Redressal Mechanism

Grievances and Redressal Committee is formed in order to keep a healthy working environment and to uphold the dignity of the college by ensuring strife-free atmosphere in the college to promote cordial relationship among the inmates of the college. This Cell records the complaints given by the students /parents and solves their problems. Suggestion / complaint boxes are installed at different places in the campus. The aggrieved can personally approach /write / e-mail to any member of the Cell.

Functions:

- A grievance Redressal committee is formed to look into the complaints from the complainant.
- The committee ensures that the grievances are resolved on time impartially and confidentially in a time bound manner.
- Suggestion/ complaint boxes are provided at office of the Principal for convenience.
- The report of grievance committee is forwarded to the Principal for further action.
- Corrective measures are taken and recorded in the register.
- Complaints can be sent to grievances.student@vjit.ac.in

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

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 |
| ERP (Enterprise Resource Planning) Document | View Document |
| Any additional information | View Document |
| Link for additional information | 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:**

The institution is taking many welfare measures for all the teaching & non-teaching staff as they are the backbone of the institution. Few of the welfare measures are listed below:

- Staff are eligible for the following incentives and rewards based on their performance, contribution and years of service at the institution. These are applicable to staff with a minimum of 1 year service in the institution
- For producing 100% results in a theory paper: Rs 1000/- Cash Award
- For producing 95% results in a theory paper : Rs.500/- Cash Award
- For producing 90% results in a theory paper : Rs.300/- Cash Award
- Professional Society Life Membership Fee – 50% paid by the management for faculty with minimum three years of service at the institution (Maximum one professional society per staff member)
- Paper publication in National/International journals with an Impact factor as first and second author is given Rs 1000/and Rs 500/ respectively as one time incentive
- Paper publications in International Conferences of Prime Institutions -100% TA, 100% Registration fee, on Duty and Cash Reward
- For paper presentation in a national conference the institute will sponsor by paying the registration fee along with on duty leave
- Accredited departments with Accreditation of 3 years –One time incentive to faculty and supporting staff.
- Best Teacher award is presented to eligible teachers every year on the eve of Teacher's day celebrations with a cash award of Rs10,000/-.
- Special incentive increments are sanctioned on completion of 5yrs, 10yrs and 15 yrs service in the same cadre
- Group insurance is given to the faculty.
- Subsidized bus facilities for the staff members from all parts of Hyderabad.Transport Facilities: Only 25% of charges are levied to avail college transport.
- Maternity leave up to six months is applicable.
- Interest free loan in the case of medical emergency is sanctioned to the employees which is repayable in 10 monthly installments.
- Faculty who score between 60% - 80% in API score, gets an additional incentive increment.
- Faculty who score more than 80% in API score gets an additional incentive increment.

Welfare schemes for non teaching staff

- Supporting staff are provided with free computing skill programs
- EPF/ESI facility is provided to all eligible teachers and non teaching staff.
- Additional increments are sanctioned recognizing their commitment towards their duties.
- Special incentive increments will be sanctioned on completion of 10 yrs and 15 yrs service in the same cadre
- Subsidized bus facilities for the staff members from all parts of Hyderabad. Transport Facilities: Only 25% charges are levied to avail college transport.
- Maternity leave up to six months is applicable.
- Interest free loan in the case of medical emergency is sanctioned to the employees which is

repayable in 10 monthly installments

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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: 42.41

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 |
|---------|---------|---------|---------|---------|
| 135 | 134 | 144 | 139 | 103 |

| 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: 51.2

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 |
|---------|---------|---------|---------|---------|
| 56 | 52 | 45 | 52 | 51 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | 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: 21.4

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 |
|---------|---------|---------|---------|---------|
| 79 | 97 | 89 | 49 | 10 |

| 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:

The Institute has a mechanism for internal and external audit to ensure financial compliance. The institutional accounts are regularly audited. The observation of the auditors if any are immediately corrected/rectified.

Internal Audit: The internal audit is an ongoing continuous process. Qualified Internal Auditors from external sources are permanently appointed and a team of staff make a thorough quarterly check and verification of all payments, receipts & journal vouchers, cash books, ledger account review that are carried out in each financial year on an accrual basis system.

External Audit: The external auditor appointed by the college performs audit of the financial statements of the college. The financial records are audited by qualified chartered accountants at the end of each financial year and income & expenditures, balance sheet and prepared notes to accounts are certified.

Statutory financial audit of institute is conducted in two sessions, first in the month of October / November/ December for a period of six months starting from 1st April to September and second in the month of May/June for the period from October to March. Finalization of account is completed in June and audited statement is prepared in July. The audited statement is duly signed by Chairman and Chartered Accountant. All accounting systems are accrual based, computerized and maintained on Tally.

The Institution also publishes audited financial statements on the institution's website as information for the public.

Finance Committee: The Finance Committee is an advisory Body to advise the BoG on all matters connected with the finances of the college. The BOG reviews/ratifies the proceedings. Budgetary provisions for the departments are made based on the requirements/inputs provided by the HOD. The departments propose their budgetary requirement for the particular year. In the capacity of the Member-Secretary of the Board of Governors, the Principal puts forth proposals on finance related matters and seeks approval and ensures its apt implementation. Annual budget for institute is prepared at the beginning of financial year, considering potential income and expenditures (recurring and non-recurring) involved for the year.

The financial management transactions are done through Tally Accounts management software to deal with huge volumes easily. Fee collections/payments are operated through online for the convenience of the students/parents. The salaries of all the employees of the institute are computerized. All the expenditures including the purchases of recurring and recurring items are done through Cheque/NEFT/RTGS mode for the sake of transparency. This mode makes the process quite easy and accounting is done as per the standard norms. However, the transactions are done through Internal and External Audits Yearly once. The Internal Audit Committee is headed by Administration Officer with members from accounts department and senior members from various disciplines of the institute. They check the ledgers, cashbooks, journals at the end of every financial year by following accrual system. The external auditor who is a registered Chartered Accountant appointed by the college performs the audit of financial statements. Income and Expenditure statements and balance sheet.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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: 5.99

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 |
|---------|---------|---------|---------|---------|
| 5.99 | 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:

VJIT follows a strategy for mobilizing resources and ensuring transparency in the financial management of the institute. Mobilization of funds in the institute is through several ways. The primary source is through collection of tuition fees. The tuition fee is fixed based on the previous year's expenditure and the impact of the inflation in the next three years. Competent faculty with a higher qualification, State- of the art-laboratories and good placement record enabled fixing of better fee by the government. Admissions and Fee Regulatory Committee(AFRC)Revenue is also generated through Computer labs by conducting online examinations by providing space and resources to various competitive exams.

Optimal utilisation of resources: Institution has well defined mechanism to monitor effective and efficient use of available resources. The lab in charges submit the proposals as per the lab requirement to the HOD. The HOD, after careful discussion submits the proposal in the prescribed format to the Director. The Director, in turn, submits them to the BOG. The BOG after assessing the projected income for the academic year, allocates budget to each department depending on their requirements and priorities. Monthly statements are prepared for income and expenditure. Audit is performed periodically to ensure that the budget is optimally utilized for the purpose it is intended. Annual maintenance contract is in position for the equipment and software. Actions for procurement of lab equipment, upgradation of existing lab facilities, purchase of consumables etc., are initiated from the respective departments and the funds are released on proposal basis from the accounts office of the college on approval by the Secretary.

Major works like construction are looked after by building committee, upgradation of existing infrastructure, procurement and maintenance of common utilities by head of the department, house-keeping, procurement of furniture etc., are controlled by the supervisors.

The institute received funds from AICTE for upgradation of facilities to remove obsolescence in the laboratories. The institute has also a strategy to mobilize funds through consultancy, R & D projects from government funding agencies such as DST , DRDO and UGC etc.

The Major Expenditures of the Institution:

- Salary and wages payments
- Laboratory infrastructure and maintaining building infrastructure
- Purchasing of library books, subscription of journals and rare books in the library
- Construction of new buildings
- Establishment of new laboratories
- Upgradation of laboratories.

Strategies for Optimal utilization of funds:

Apart from meeting the recurring expenditures the funds will be used:

- For effective teaching-learning practices that include conduction of orientation programs, workshops and inter-disciplinary activities
- For development and maintenance of infrastructure

- For social service activities as a social responsibility
- For green campus and amenities
- For in-house security measures
- For Research & Development purposes
- For conducting annual tech fests, alumni meet, sports meet and parent-teacher meetings
- For meeting various expenditures under different heads such as: R&D, T&P, Software and Computers
- Library Books/Journals/e-subscriptions

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes 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:

Internal Quality Assurance Cell established in 2014, is responsible for Development and application of quality benchmarks/parameters of various academic and administrative activities at VJIT. In Developing Quality Culture at VJIT IQAC audits all Academic, Administrative & Research activities, Faculty & Students Certification Courses, Organization of Workshops, Seminars on quality related themes and promotion of quality circles periodically. Prepares Annual Quality Assurance Report(AQAR) as per guidelines/parameters of NAAC, to be submitted to NAAC. Assists departments in getting NBA aiming an outcome that, all UG programmes are NBA Accredited.

Best Practices institutionalized under IQAC initiatives are:

1. Outcome Based Education(OBE) Implementation

- Awareness on OBE through Workshops and Conferences
- Collaboration with IUCEE
- Presented two webinars on IUCEE Initiatives and Curriculum Design, and Instructional Strategies for Experiential Learning
- About 30 faculty attended ICTIEE yearly conferences regularly
- Organizer and Convener for 7th-International Conference on Transformations in Engineering Education(ICTIEE' 2020)
- Faculty are Reviewers for, Journal of Engineering Education Transformations(JEET)
- 25 papers are presented at International Conferences and published in JEET

OBE is implemented in Institute across all departments. In line with OBE, Program Specific

Outcomes(PSOs), Program Outcomes(POs) and Course Outcomes(COs) are defined. The faculty, course coordinators and program coordinator prepare course outcomes(COs) and map them with the program outcomes(POs) and Program Specific Outcomes(PSOs) employing numeric weightages. After deliberations & approval from IQAC in Program Assessment Committee(PAC) they are displayed on website. Blooms-Taxonomy is attributed while formulating course outcomes and Examination paper setting. Apart from corridors, classrooms and laboratories, COs-POs-PSOs- PEOs are displayed at all prominent places. Target levels of PO/PSO of departments are approved by IQAC.

1. **Academic Audit:** Facilitates Conduct of Academic Audit of Departments

IQAC believes that Academic Audit provides an opportunity for regular strategic overview of teaching-learning process(TLP). The Internal Academic Audit is conducted annually on:

1. Department-Statistics
2. Department-Theory-Courses
3. Department-Laboratory-Courses
4. Project-work/Best-Practices and SWOC-Analysis

Department academic Audit Cell constitutes three faculty members from other departments to monitor activities. Audit is conducted at faculty, department and institute levels, this evaluation aims improvement of OBE. Each faculty member is provided with a copy of academic audit forms. They are intimated one week in advance to produce all the documentary evidence in the assigned order on the designated date.

Audit committee report is sent to HOD, She/He in turn take all precautions to efficiently implement necessary changes as per audit-report. External Audit is conducted by a team of Professors from reputed Institutes.

Faculty Training Program: Engineering Institutes faculty are currently facing increasing demands to be creative and effective teachers, mainly facilitators between students-and-knowledge. At VJIT FDP activities have evolved with focus on Qualification-enhancement and expanded progressively in quality-enrichment of faculty. FDPs organized have proven to be successful for further refining teaching skills.

- Faculty are introduced to methods of pedagogy
- Training in OBE
- Implementation of ICT tools in TLP, through MOOCS-IIT Bombay, NITTR-ICT Mode
- Training in Online Teaching-&-Pedagogy through IUCEE
- National Institute of Technical Teachers' Training and Research VJIT

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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 significantly contributed towards improving Academic Environment, Teaching, and Learning Process, Curriculum and Evaluation Methods and Research environment in the institution. The faculty coordinators continuously update information and furnish the same to IQAC at the Institution level.

IQAC objective is to improve academic performance of the institution and promote measures for institutional functioning towards quality enhancement.

- IQAC members discuss regarding applying for NBA reaccreditation
- Improvement in teaching learning practices
- Usage of ICT tools

Practice : 1 Teaching Learning Process & Methodologies of operations

Maintenance of course file for every course by all faculty is mandatory in the institute. The NPTEL video lectures are also adopted for enhanced learning. The “Think-Pair-Share” methodology is implemented in the class rooms. Quizzes are conducted regularly. Assignments are given to the students to nurture their problem solving abilities. Collaborative learning is encouraged by the support of platforms like Google classroom. Project Based Learning is adopted for the self-study components from 3rd semester onwards. Flipped class room teaching has been extensively used by faculty members. The above efforts in teaching are found very significant and helps to easily transform conventional teaching process to student-centric process. The project allocation, monitoring and evaluation system is in place and is running effectively. A rubric for project evaluation which covers all the quality criteria is also in place. Setting of question papers in tune with learning outcomes (COs) as per Blooms taxonomy and their assessment and mapping with Program Outcomes is also verified and reviewed by IQAC... Online student feedback for faculty is being practiced in all departments. It is also review whether all the students are attained the learning outcomes.

Practice 2 : ICT enabled tools including online resources for effective teaching and learning process

Technology is used for enhancing the learning ability of the graduates. Number of workshops have been conducted and MOOCS courses are done by faculty in ICT mode and tools like Google meet, Zoom are used for online classes. In lecture mode, modern audio-visual tools are used for the benefit of students. LCD projectors are used Power-point presentations in the delivery of lectures. These are also facilitated the use of internet clippings and animation modules. The learning ability of students is enhanced by supplementing with NPTEL lectures, group discussions and webinars. Our faculty are provided training in several new methods of teaching-learning processes by agencies like NITTR, which are used effectively for the benefit of students. Faculty and students are encouraged to utilize reputed online learning platforms like NPTE, Coursera and CISCO. Some faculty have developed e-tutorials on specific topics which helped in making the students understand the concepts very clearly. These are YouTube based, which enable the students to replay and clear their doubts at specific bottleneck points. Also, the webinars delivered by IUCEE and IITB on topics like OBE and blended learning helped the faculty to conduct online assignments and examinations using Canvas /Moodle platforms and Google forms. This mode helped in

the evaluation phase of teaching learning process.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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 |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Paste web link of Annual reports of Institution | 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:

7.1.1: Measures initiated by the Institution for the promotion of gender equity during the last 5 years. -

One of the main objectives of the institution is to

- Promote education that would be sensitive to the needs of the various sections of society with special emphasis on gender equality and gender sensitivity.
- Students of both the genders are given equal opportunities to develop into responsible citizens of the future.
- The institution constantly makes efforts to maintain gender balance among the faculty members.
- Departments headed by men and women are equally balanced the number of women in the administrative and housekeeping departments equal with the male counterparts.

Number of gender equity promotion programs organized by the institution during the last five years is attached.

a. Safety and Security:

- The institution has no compromise in the security issues.
- Right from the inception of the college, the management has taken serious steps to have the security to the entire campus.
- The security personnel monitor the movements in the campus round the clock.
- Around 109 CCTV cameras have been installed in main places like entrance gate, library, auditorium, office etc., for the safety of the students.
- The security guards near the entrance physically check the vehicles and belongings during entries to the campus and exit from the campus
- Do's and Don'ts are displayed in each laboratory and students are briefed on safety precautions to.
- Seating for girls and boys inside the classroom and college buses are made separately

Women Grievances cell :

- Women Grievances cell deals with all the grievances faced by girl students and lady faculties.
- It regularly addresses the complaints filed the girl students and provide a safe environment for them.
- To conduct awareness programs to emphasize on the rights of the women
- To highlight the importance of health and hygiene
- To direct Women's role in the society.
- To develop multi-disciplinary approach for the overall personality development.
- To formulate equity action plan in the development activities of the Institution.

Disciplinary committee:

- Disciplinary committee with a senior professor as chairperson and few experienced teachers as members.
- The committee gives utmost importance for maintaining student discipline in the class room as well as in the campus.
- In case a student violates any disciplinary regulations of the college, the matter is referred to the committee.
- After proper enquiry, the committee sends its reports to Principal recommending suitable action

b. Counseling:

- Counseling Room for counseling the students who needs moral support and care.
- They help the students to solve their personal and academic problems to the possible extent.
- Students will be monitored and counseled on academic performances, attendance, regularity, punctuality, disciplinary matters, safety and security measures etc.

c. Common Rooms

Common rooms are available in each Academic block of the Institution which are equipped with tables, chairs, beds with linen, drinking water coolers and wash rooms, exclusively for girls.

d. Day Care Center :Institute is facilitated with day care center for the benefit of employees.

| File Description | Document |
|--|-------------------------------|
| Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

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: A. 4 or All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View 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:

VidyaJyothi Institute of Technology (Autonomous) follows standard guidelines for management of degradable and non-degradable waste mentioned as under

a. Solid Waste Management

The waste generated in the campus are paper, metals, dry leaves, wooden wastes, glass, wrappers, organic wastes from canteen etc. The bins for collection of solid waste are located at prominent places throughout the campus. Old newspapers, used papers, records, cart boxes and workshop scrap are given for recycling to external agencies. We are participating in WOW (Wellbeing out of Waste) program, which is initiated by ITC limited for recycling of paper.

Metals and other non-biodegradable wastes are given to external agencies. The college has solid waste management pits where the biodegradable waste is dumped and allowed to decompose systematically over a period of time so that it can be used as manure for the gardens in the institute. The Department of Civil engineering has introduced projects for B.Tech. students of VII semester and M.Tech. students in solid and liquid waste management for enhancing the knowledge about waste management. Besides, Swacha bharat, clean & green activities, plastic ban, dry and wet waste garbage separation, rain water harvesting and plantation programs are also carried out regularly to keep campus clean apart from routine maintenance of greenery.

b. Liquid Waste Management

The reject water from the Reverse Osmosis (RO) machine is used for three purposes in campus for planting the lawns, mopping and motor vehicle washing (weekly once). The rejected water from RO and the normal tap water when mixed with an equal proportion is used for mopping the floors. This exercise will be carried out every alternate day while using the normal water in between. This will ensure no accumulation of salt deposits on the floor. Also this water can be used for lawn watering provided that TDS is less than 2100 mg/l. This parameter will be ensured by testing it in an environmental engineering lab. The laboratory waste water does not contain hazardous chemicals and hence periodical monitoring is done by the maintenance team. The acids from the chemistry and environmental engineering laboratories are well

diluted/neutralized before disposing into the sinks. Rainwater harvesting is a chief environment friendly approach. The Institution has significant provisions for rainwater harvesting.

c. E-waste management

Electronic equipment contains many hazardous metallic contaminants such as lead, cadmium, and mercury. Disposal of e-waste is global environmental and public health issue. Thus, students are also imparted awareness and education about e-waste.

Electronic goods are put to optimum use. The minor repairs are set right by the laboratory assistants and teaching staff and the major repairs are handled by the technical assistant and are reused. Useful parts of electronic gadgets like resistors, capacitors, diodes, transistors and thermistors have been removed from the gadgets for reuse in practical/projects in physics, EEE and ECE departments. All the e-waste such as CPUs, monitors, keyboards, batteries and other electronic items are collected from every department and office, and given to external agencies where they are safely disposed of.

| File Description | Document |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

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 |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View 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:** B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View 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 |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | 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.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for 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: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | 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:

Efforts have been made by the institution in providing an inclusive environment which promotes harmony and tolerance among the students, contrary to popular belief. Student enrollment is unbiased and transparent. Moreover, the institution provides equal opportunities to the students in various activities, irrespective of their caste, creed, religion, language, culture and region. NSS unit is established to inculcate a sense of unity, discipline and harmony, which is quite significant. Various cultures are represented during the fests which depict the sense of respect towards all the cultures. The anti-ragging cell acts as a key factor in maintaining tolerance and harmony among students. For the last one decade, there is no incidence of ragging which shows the efficient working of the cell. Grievance redressal committee is constituted to address the grievances of the students. NSS unit organizes medical camps, nutrition awareness, environmental protection, and education awareness among the rural population. NSS teams participated & organized camps in the flood-affected areas of Warangal, Mahaboobnagar and Kurnool districts, distributing food for about three hundred families. Besides, protected water sachets bread and biscuits were distributed for a week. During the lockdown period, our VJIT - NSS volunteers have donated rice and groceries like toor dal, wheat flour etc for around 300 families in Gachibowli, Nanakramguda, Indira Nagar, Kothaguda and Kondapur areas. Sanitizers and biscuits were distributed to the Police and Sanitation workers to boost up their spirits. Commemoration days like International yoga day, Independence day celebrations, Harithaharam, Airtel Marathon, Green Ganesha, Swachh Bharath, "Say no to the plastic" campaign, Health Camp, Spiritual Retreat (Meditation), Women's day are celebrated in the college to promote harmony. Sports and cultural activities are organized in the campus to encourage and positive attitude among students.

| File Description | Document |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

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:

India is a vast country with many languages, subcultures, religions and ethnic diversities governed and

guided by the Constitution irrespective of caste, religion, race sex.

VJIT College of engineering sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to conduct as a responsible citizen.

The personality development of the citizen in the aspects intellectual, mental, physical and spiritual is a rich heritage of our composite culture and is a panacea for all social ills. As an initiative of this, the institute conducts yoga sessions, mental health programs and Meditation programs.

To make aware and enhance the importance of Human Values & professional ethics, several program have been organized by VJIT. The Electrical & Electronics Engineering department has taken an initiative to organize such philosophical events where students and staff will get advantages.

The college curriculum is framed with mandatory courses like Professional ethics and human values, as a small step to inculcate constitutional obligations among the students.

Guest lectures are arranged by eminent personalities to deliver lectures on ethics, values, duties and responsibilities and on saving environment.

On Orientation day and fresher's day, reputed persons are invited to speak about the duties and responsibilities of citizens and consequences of being responsible human and citizen of the country.

| File Description | Document |
|--|-------------------------------|
| <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |
| Any other relevant information | View Document |

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 |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

Response:

The college imparts the feeling of patriotism in students and staff members by celebrating the national festivals like Independence Day and Republic Day, Women's day, Teacher's Day every year. It involves the unfurling of the National Flag, an event by NSS, and distribution of sweets among students and staff members. Further, it was followed by National Service Scheme's "Cleanliness Drive" for a week under the Swachh Bharat Abhiyan. The college also organizes the events to commemorate the birth and death anniversaries of famous personalities like Dr. Sarvepalli Radhakrishnan and Er. Visweswarayya and others so as to familiarize the students with the contribution that these respective personalities have made in the process of nation building and paving the way for its present and future developments. The events include lecture by eminent speakers from diverse fields and conducting intra-college competitions like Essay writing, Slogan writing, Poster Making, Cleanliness Drive, etc.

The college also observes other days of national importance which are birth/death anniversaries of great Indian personalities. The college makes the students aware of such personalities and their significance. The institution celebrates these days of national importance to recall the events or contribution of our leaders in building the nation. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year Teachers day is celebrated on September 5th recognizing the contributions and achievements of teachers. The birth anniversary of Sir Mokshagundam Visheshwaraih is celebrated as to salute Sir's contribution and achievements in Civil Engineering field and motivates young budding Engineers to accord their duties towards the society. All the departments organize technical competitions on the occasion. Distinguished guest is invited to address the students and faculty to inspire the community to excel as engineers following the path of the great personality. Speakers bring out invaluable knowledge in the field of emerging technologies and advancements. Scientists in the vicinity from the central and national organizations are invited as guests to motivate faculty and students by bringing the context of latest inventions and research. Death anniversaries of great persons of national importance are marked by paying homage and recalling their contribution to the nation. To show the respect of Female faculty college celebrates Women's Day on 8th March every year in the campus following with activities like Sports, Games and Cultural Activities etc. On this Day Every year college felicitate one senior Teaching Staff & Non Teaching Staff.

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Any other relevant information | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

Title of the Practice: Strengthening of Industry- Institute Collaboration

1. Objectives of the Practice

- To enhance the relationship between the Institute and industry.
- To promote participation of industry personnel in the development of curricula & high quality student projects.
- Memoranda of Understanding between the Institute and industries to bring the two sides emotionally and strategically closer.
- Visits of industry executives and practicing engineers to the Institute for examining research work and laboratories, discussions and deliver lectures on industrial practices, trends and experiences.
- Visits of faculty to industry for study and discussions or delivering lectures on subjects of mutual interest.
- To facilitate industrial training for students, internship programs and students' study tour programs
- To encourage entrepreneurial activities among the students
- To support consultancy/ training services using the institutional expertise

1. The Context

Interaction between institutions and industry is the need of the hour, for a healthy exposure of This of industrial atmosphere amongst technical students and subsequent placement of young graduating engineers in industries across the country. The Industry-Institute Partnership Cell (IIPC) of the institute is dedicated to promote the close interaction between industry and various departments of the institute. The cell is the bridge between the industry, the real world and the institute. Industrial exposure of the faculty is productive and supportive to guide students in the latest industrial practices. Likewise, Industries become aware of the recent developments and inventions in their fields, develop/implement projects for technologically driven economy.

IIPC prepares engineering students for jobs in multinational companies by updating them with newer technologies and engineering methodologies, thereby bridging the gap between industry and the academic institute. Indian industry, at present, has reached a crucial turning point where it has to face the dynamic demands of the competitive domestic and global markets wherein providing high quality products and

services is inevitable. A need-based, effective, dynamic, responsive and human education system would be capable of addressing the challenge. The interaction between institute and industry is necessary to train and develop the right kind of manpower to sustain industrial growth. VJIT has set up an Industry -Institute Partnership Cell for the above purpose under the leadership of an expert team which has rich experience and exposure in both academics and industry. The ultimate aim of imparting professional education is to enable the students to be industry-ready, by providing exposure to current industry practices and to secure sustainable jobs in their respective platforms. The IIPC established in VJIT is determined to acquire aforementioned objectives.

1. The Practice

The institute endeavors in sustaining adherence with the industries and in establishing strong linkages with various industries across the departments such as:

- Centre of Excellence in Data Analytics with Qlik India, USA
- Centre of Excellence in Software Testing with Virtusa
- Centre of Excellence in Talent Sprint
- Centre of Excellence in the field of Manufacturing with Lean Technocrats
- MoU with GoHexa
- MoU with One Compiler
- MoU with FaceHiring
- MoU with Crampete
- MoU with Talentio
- Collaboration with Oracle
- Collaboration with Bennette
- Collaboration with Blue Prism
- Collaboration with Certiport
- MoU with Ajna Net works
- MoU with National Academy of Construction
- MoU with Smart Infrastructural Engineering Services Trust
- MoU with Unique Survey Solutions
- MoU with Hyderabad Institute of Electrical Engineering
- MoU with Balaji Electrical and Engineering works.
- MoU with ECI Engineering and Construction.
- MoU with Frugal Technologies
- MOU with NI Lab VIEW Academy
- MoU with Eduvance, Training Partner of ARM University Program & Cypress Semiconductors.
- Center of Excellence in Networking Laboratory with CISCO
- MoU with Cyient

Evidence of Success

A Centre of Excellence is set up in the 2017 supported by Qlik Software Company as a part of Industry Institute Interaction

- Data Analytics CoE
- Online Learning & Certification
- 143 Students and 4 staff are certified by Qlik till date.

- One Faculty got Award from Qlik
- One Student Group got Award
- Two papers were published by our faculty

Center of Excellence in Software Testing with Virtusa

- Software Testing - CoE
- Job, Internship, Guest Lecture,
- Certification in in ISTQB and OJCP
- 3 Staff completed Training
- 55 students and 3 staff are certified
- 80 students have been placed for the last 3 academic years

Center of Excellence in Talent Sprint

- Online Learning and Assessment Platform for all interested 3rd and 4th Year students
- Hackathon
- Blue Prism Certification
- 83 Students are certified

Center of Excellence in the field of Manufacturing with Lean Technocrats

- Lean – “The Means for Leveraging Growth”.
- The Lean Technocrat certification is exclusively for **Electrical, Mechanical** Engineering students.
- Primary focus is on manufacturing industries for top-line growth.
- Lean Tech certification & Placements. Total Certified in 3 year students.

Outcome

Certification Training was given to 31 students, out of which 26 were qualified. These 26 students got the opportunity to attend special campus recruitment drives, supported by Lean Technocrats.

Few Companies who came for recruiting the Lean certified students:

| S. No. | Company | Salary Package |
|--------|-----------------------|----------------|
| 1. | Dalal Plastic, Delhi | 3.5 lakhs |
| 2. | Everest India | 3 lakhs |
| 3. | Denso India, Hariyana | 4.5 to 5 lakhs |
| 4. | Schneider Electrical | Internship |

MoU with GoHexa

- Assessment Platform for Aptitude, Quant, Verbal and Coding.
- Also offers Software Industry Oriented Assessment Service free of cost.
- 480 students of 2017 – 21 batch and 478 students of 2018 – 22 batch are registered.

MoU with One Compiler

- Online Coding platform.
- Students can practice coding in 40+ Languages and Departments can create tests online.
- 426 students of 2017 – 21 batch and 477 students of 2018 – 22 batch are registered.

MoU with FaceHiring

Career Counseling and Placement Assistance

MoU with Crampete

- Virtual self learning tool on Programming.
- Total 80 students are certified

MoU with Talentio

- 3rd and 4th year students registered
- Training, Assessment, Mentoring.
- Online Assessment support
- Till date about 5000 students are trained and mentored.

Collaboration with Oracle

- Online Learning opportunity for students.
- 60 students got certified
- 102 students are trained in Database Design.
- 40 students are trained in Database programming with SQL

Collaboration with Bennette

- Faculty Training, Workshop for staff and students

Collaboration with Blue Prism

- Blue Prism Certification
- 83 students are certified

Collaboration with Certiport

- Microsoft and AutoCAD Certification at VJIT.
- Total 722 students got certified.
- HTML : 215 certifications from 3rd and 4th Years.(CSE/IT and ECE branches)
- Database : 125 certifications from 3rd and 4th Years.(CSE/IT and ECE branches)
- Auto CAD : 385 Certifications from 3rd and 4th Years (Civil/Mech and EEE Branches)

MoU with Ajna Networks

- Guest Lectures, Alumni Connect, Recruitment.
- One of the alumni of ECE department recruited 17 students from VJIT in 2018

MoU with National Academy of Construction.

- Guest Lecture, Internship, Students Visit, Project
- Civil Engineering department students visited National Academy of Construction (NAC) and students have experienced real time models/practical oriented sessions.
- Civil Engineering department students got placed in DEC Infra Pvt., Ltd. Hyderabad.

MoU with Smart Infrastructural Engineering Services Trust

- Guest Lecture, Internship, Students Visit, Projects
- 20 Civil Engineering department students have done projects.

MoU with Unique Survey Solutions

- Guest Lecture, Value added courses
- Technical training given in 2018-19 to 15 Civil Engineering department students along with two faculty members.

MoU with Hyderabad Institute of Electrical Engineering

- Certification Courses, Training for Students and Internships.
- EEE department 19 students have done internships and two students got placed.

MoU with Balaji Electrical and Engineering works.

- Training & Project work for the students of EEE department.

MoU with ECI Engineering and Construction.

- To guide students for Mini & Major Projects.
- EEE department 20 students have done Internships

MoU with KGMECH Electro-Mechanical Pvt. Ltd

- Internships and Placements.
- Webinar is conducted and 70 EEE department students and 10 faculty are attended

Frugal Technologies

- Students work on final year projects and trainings
- Faculty members visits to update their knowledge on real time Engineering Problems

MoU with Eduvance, Training Partner of ARM University Program & Cypress Semiconductors.

- Certification Courses, Training for Student & Faculty research work in an *ES* area, Mini & Major

Projects.

- Students are certified in two levels - Beginner and Expert levels.
- 161 students and five of our faculty members are certified by ARM University, Cambridge, UK.
- Another 44 students and three of our faculty got certified under PSOC Semiconductors from Cypress semiconductors.

MoU with NI Lab View Academy

- Data Acquisition Laboratory with National Instruments
- Certification Courses, Training for Student & Faculty research work in a Lab VIEW area
- Mini & Major Projects and 3 students of ECE department has done internship in the academic year 2018-2019 in NI lab view systems
- 100% CLAD Certification – 105 students and 6 faculty members
- CLD Certification done by 9 students

CISCO Networking Academy

- Three of our faculty are awarded with Merit certifications in CCNA course.
- These certified faculty trained 99 ECE students in acquiring CCNA certification.
- The 2020-21 batch ECE students have successfully completed their training.

MoU with Cyient

- Recruitment and training of students please identify the problems encountered and resources required to implement the practice

Problems Encountered

- In few of the cases (of the CoE) the related certifications are expensive and hence it is difficult to sponsor all the students.
- A major problem was identified at the beginning where the CoE's could not run without skilled and certified internal faculty members. This is to infer that it is difficult to retain skilled personnel which are really a challenging situation. After considering this point, initiatives have been taken to certify and upgrade the skill set of our faculty Members. Subsequently, today we have many of our faculty are with certification and trained by authorized agencies.

Resources required to implement practices

- Well-equipped computer labs with recommended software and hardware
- Journals and books for students to work on their specific areas
- Skilled human resource
- Showcasing of the acquired skills by the students.

Fruitful endeavour with collaboration of industries

- Students are trained and certified, and offered placement /internships/to carry out major projects.
- Students are trained as per the industry needs and are exposed to the latest trends of Industry.
- Faculty members are exposed to the newer technologies which are included in the curriculum.

2. Title of the practice: PRAYUKTHI - Employability , Entrepreneurship and Higher Education Centre

Prayukthi is an initiative taken in the year 2016 to help the students coming from reserved categories (SC/ST), so that they can stand strong. PRAYUKTHI in VJIT is considered as best practice as because from the inception, this initiative is creating a significant change in the learning and development of the reserved category students.

Objectives of the Practice

- To motivate SC/ST students for higher education, government jobs and other professional jobs.
- To train the SC/ST students for exercising expertise in the arena of soft skills, communication skills, interpersonal skills and preparing them to face interviews and get better placement.
- To provide study material for all competitive examinations prepared by experts.
- To access all the desired resources required for students and interact with faculty members beyond the class work
- To transform the passive learners to active learners and reproduce knowledge.
- To support financial assistance to needy students by the College management and forum
- To conduct seminars and guest lectures by experienced faculty and HRs from industry.
- Involve the student's right from first year to final year to understand the importance of career building, industrial jobs and entrepreneurship.
- To become confident in taking assessments and final certifications related to skills required

The Context

- Most of the SC/ST students have vernacular back ground of villages, other states etc. Besides communication, having a recap and on time memory of the academic concept is a big challenge for them. Many of the SC/ST students may not have basic concepts of the subjects as they were not taught about the importance of basic concepts at Intermediate level. Students are not aware of the skills required for employability. Hence in VJIT we initiated this scheme to motivate and improve SC/ST student's skills.

The Practice

- From AICTE Under Prerana Scheme Rs 8,49997/- has been received for training SC/ST Students training in higher studies
- Conducted training classes GATE/ GRE GRE/TOFEL
- Business English Certificate/The Hindu STEP classes for improving communication skills
- Oxford Achievers program : An online English Learning & Assessment system
- Cetriport Certifications by Microsoft in Data Base/HTML/Auto CAD
- NPTEL Certifications
- AutoCAD for beginners, Solid Works Modeling & Assembling and Sketcher & Drawing : After College hours training was given to the students
- Coursera Certifications during the COVID-19 Pandemic period
- Google Cloud Readiness Program
- CRT- Campus Recruitment Training programs : The Institute invites Soft Skill Trainers from

- Talentio & Cantilever to provide training,
- Qlik Certifications in Data Analytics
- IIT Bombay Spoken Tutorials
- MySQL Certifications
- Motivation and to develop entrepreneurship among the students.
- knowledge with the industry experts in their respective domains yielding to collaborative research projects.

Evidence of Success Need to be verified/Check whether it is mapped to SC/ST.

- Nearly 30% of enrolled students have been certified in the programs offered under PRAYUKTHI-VJIT. We could see the year wise improvement in SC/ST registered students for certification.
- There is an increase in SC/ST student participation in the programs conducted to the students.
- Number of students placed has been increased to a greater extent for the past 3 years
- Communication Skills of the SC/ST students from first year to final year is an ample testimony for the success of the programs being organized.
- 82 students certified under Oxford achievers in 2019-20
- 9 students are Certiport certified in HTML in 2019-20
- 2 students are Certiport certified in database in 2019-20
- 25 students are Certiport certified in AUTOCAD in 2019-20
- 57 students are placed in different MNCs in 2015-2016
- 21 students are placed in different MNCs in 2016-2017
- 36 students are placed in different MNCs in 2017-2018
- 60 students are placed in different MNCs in 2018-2019
- 22 students are placed in different MNCs in 2019-2020
- 45 students are certified in CICSO (Programming Essentials in Python, IOT, NDG Linux Essentials, Introduction to Cyber Security) in 2018-2019
- 5 students certified in College2corporate (C2C) certification

Identify the problems encountered and resources required to implement the practice

Problems Encountered

- Counseling & Motivation to the SC/ST students to attend the PRAYUKTHI- VJIT training programs
- Lack of knowledge to students in the up gradation of skills required.
- Awareness to SC/ST students about the importance of skills training
- Lack of support from family discourages them to take up jobs abroad.

Resources required implementing practices

- Dedicated faculty team to work under PRAYUKTHI- VJIT Center
- More resource accessibility to the students
- Exclusive set of Computers to the students to practice the tests and to take regular assessments

| File Description | Document |
|--|-------------------------------|
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

Name of the distinctiveness : NYPUNYA

Response:

Vidya Jyothi Institute of Technology (VJIT) vision and mission are oriented towards the holistic development of the students in research activities, innovation & entrepreneurship programs, skill development value added courses for transforming them to socially, ethically, morally responsible technical graduates. The performance of VJIT as a technical institution to make the institute distinct is planned under the common umbrella of NYPUNYA, the seed of learning and development. An initiative 'NYPUNYA' for holistic development of students and faculty was taken in 2015 to take care of skill development programs for industry readiness, entrepreneurship, research & development, socio economic development of students and self learning.

UTKARSHAH : It is meant to amalgamate different domains of centre of excellence for student industry readiness and works on conceptualized monitored executed practices in the field of higher education. This will benefit the students in getting opportunities to learn industry oriented courses, get certified and apply that skill for industry readiness.

ANTHAPRERNA : It Is for inculcating business and entrepreneurial skills in students. It will enable the students to hone their skills in self branding and pave the way of business budding ideas and make their dreams come true on self promotion and shape their and other lives.

ANVESHANA : it is meant to motivate the students towards research and volunteer them in becoming curious, creative and imaginative, a sense of openness in strengthening research minds of UG and PG level students of VJIT .It also creates the environment to help the faculty members to get involved in different kind of innovation and research activities.

EKALAVYA : It is for motivating the students to go ahead with self learning capabilities and make them unique compared to others in exercising self development skills for a successful career.

YUKTHI : Under this flagship program enthralling events are held in imbibing human values, ethics and life skills in the students

HITA : It is a student service club where the students join hands for social welfare programs.

1. **UTKARSHAH**, the Centre of Excellences of Reflects with Conceptualized monitored executed

practices in the field of higher education.

- Virtusa Center of Excellence in Software Testing
- Qlik Center of Excellence in Data Analytics for CSE, IT and ECE Departments
- Embedded & IoT Laboratory, Networking Laboratory and Data Acquisition Laboratory
- Lean Techno Centre of Excellence in Manufacturing for Mechanical, Electrical and Civil engineering Depts.
- Recognized JNTUH Research Centers for CSE & Mechanical Departments
- ICI Knowledge Center in Civil Engineering Dept.
- AWS Educate Program

2. **ANTHAPRERANA**, the EDC Cell/ Incubation Centers/ Innovative Project Ideas/ Startups EDC Cell organizes Entrepreneurship Awareness Programs DST NIMAT for EDC cell to conduct Entrepreneurship Awareness Programs for 3rd and 4th B. Tech students

Emerging Startups: A well-deserved recognitions achieved by Ashfaq Nisar, Vinay Reddy, G. Vamshi, R. Manogna & Manasa k for initiating EZERKA a startup in their third year B. Tech

Incubators and collaborators

- Confederation of Indian Industry (CII)
- MSME Recognized Incubation Center
- DATA READY Technology Corp, Toronto, Ontario, Canada. Data ready Technology Corp., a Canada corporation located in Toronto, Ontario, Canada
- Association of Lady Entrepreneurs of India (ALEAP WE-HUB), Hyderabad.
- National Entrepreneurship network ,Wadhvani Foundation
- Centre for Entrepreneurship development

3. **ANVESHANA**, the Research Platform: Research centers: Established Research Centers in the departments of CSE and Mechanical. ECE/EEE and MBA departments have applied for research centers in the year 2020-21. We are waiting for the JNTU Expert committee visit for the approval. Institute is partnered with with Bennet Univeristy , Noida and established R&D Zonal Center in AI & Deep Learning

Research Guidance: The distinguished and eminent doctorates of VJIT are guiding 28 Research Scholars registered from various reputed universities

Registered for Ph.D: 95 faculty members registered for research in various reputed Universities,

IPR Cell is Established in a year 2018 to provide a platform to share and discuss the latest development and applications with practical exposure & assist the faculty members, students and research scholars for patent filing process. With the continuous and sustained efforts all the faculty and students and also in collaborative research 10 patents are granted , 19 Published, 7 patents applied and from CSE department one student patent granted.

4. **EKALAVYA**, the Self-learning Courses/ value added courses: IQAC of VJIT took special attention to encourage faculty to undergo various MOOCs certifications offered by leading IITs of India. Institute has IIT Bombay remote Center for Faculty Development Programs and MOOCS courses. The platforms faculty & students done certifications are,

- Courseera
- NPTEL
- CISCO Programming Essentials in C
- CISCO Programming Essentials in Python
- Amazon Web Services
- IIT Bombay Spoken Tutorials
- CLA/CLD & ARM University
- Total Station
- AutoCAD
- BEC
- The Hindu STEP
- Oxford Achievers
- IIT Bombay C2C
- Solid Works

5. **YUKTHI:** Apart from technical education, the college also thrives for holistic development of the students. For more details in <https://vjit.ac.in/campus-life/professional-bodies/>. Yoga Center for the well being of faculty & students. Events such as International yoga day, seminars, spiritual retreats, institutive knowledge, weekly meditation sessions through heartfulness and many other activities are conducted. The events bring a gradual transformation of students in yielding to human values and ethics. Life skills for handling real life problems are designed through numerous programs. The students shoulder responsibilities in handling real life problems and develop attributes of leadership qualities and make them responsible global citizens.

6. **HITA :** It is a student service club, where students are working with pleasure for the betterment and development of the society, helping and understanding the needs of the under privileged society. HITIAN's believes in the world of "Service to Mankind is Service to God". Apart from the NSS activities, VJIT has 5 active NGO associations. **Street cause, Yuvathirang, NAP Foundation - Helping Hands for Children, Earthlings and Cultigate.** . VJIT received a grant of Rs.50,000 from UBA (Unnant Bharath Abhiyan) for adopting villages under the MHRD program in the year 2019. Under DST Inspire scheme 8 lakhs has been granted to train 11th Grade students. This five-day camp provided good opportunity to students to interact with scientists of national and international repute

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

5. CONCLUSION

Additional Information :

VJIT relentlessly provides qualitative and value-added education for all-round development of employable graduates endowed with lifelong learning skills and ethics at professional and personal level.

- VJIT obtained ISO 9001:2000 certification
- Received “Outstanding Leadership Award” and ‘Best Transformation Institution’ by IUCEE,USA
- Student Platform for Engineering Education Development & Engineers Without Borders chapter
- Received funds from Government agencies under DST,DRDO,RCI,AICTE,UGC and UBA
- The institute has a Good Governance Document
- Examination-related activities have been IT enabled BEES software tool <https://vjit.ac.in/examinations/>
- TCS iON test centre for conduction of TSEAMCET,NEET,JEE,GATE and other online Examinations
- 25 sponsored projects worth 138.5 lakhs from Government Agencies
- VJIT has a local chapter for NPTEL
- Collaborator for Coursera Certifications during Covid-19
- Dynamic Curriculum up-keeping with industry trends <https://vjit.ac.in/autonomy/>
- Outcome Based Education (OBE) implemented <https://vjit.ac.in/iqac/>
- Active Professional Chapters and Students Clubs across all departments <https://vjit.ac.in/campus-life/professional-bodies/>
- A dedicated plagiarism tool Drill Bit for in-house plagiarism-check
- Faculty feedback and all other feed backs taken through online mode
- All departments maintain semester wise Newsletters <https://vjit.ac.in/wp-content/uploads/2019/12/civil-Newsletter-Issue-1-AY-19-20.pdf>
- Dynamic website <https://vjit.ac.in/> keeps updated information for all its stakeholders
- Institutional Magazine Cartwheel <https://vjit.ac.in/cartwheel/> covers all events and activities
- Fresh entrants are given a Handbook during Induction programme
- Strong alumni association <https://vjit.ac.in/alumni/>
- Book bank facility available to all students
- VJIT Campus Radio Program run by students is powered by Younify
- Institute has Yukthi Cultural club and promotes SPIC MACAY events
- A nucleus of upkept traditional and Cultural Values
- All Institutional level activities are updated in Social Media Channels <https://www.linkedin.com/school/4979875/admin/>
- The buildings and roads within the college campus are garlanded with tall trees and landscapes to maintain pollution free environment
- Green Campus initiatives: Students advised to opt common transport to reduce pollutant emissions and encouraged to use paper bags to reduce use of plastic
- Restriction of personal vehicles like two wheelers for personal safety
- Institute has a standby power backup facility of 450 KVA and 60% of lighting is replaced by LED blubs
- RO Water facility in all blocks of the campus and Rainwater harvesting pits
- Heartfulness Yoga Center for students and faculty

COCO KA SA YA - A AUTOMATIC COCONUT EXTRACTION UNIT



- Winners of Regional Convention AICTE Swasthik Awards
- Represented VJIT in National Convention AICTE Swasthik Awards, New Delhi
- JNTUH Project Expo Winners
- IUCEE EPICS Project Winners
- Runners in We Can Save Entrepreneurship Submit

Google Developers Society/Telangana State Cyber Policing



- Venkatesh of 2nd CSE Selected as Lead of Google Developers Student Clubs for the year 2019-20 and 20-21 by Google
- Selected as Google Cloud Facilitator and guided over 50+ students of VJIT
- Awarded as Creative Player of the year by Facebook Developer Circles

Vishnu Vandhith of 3rd Year appreciated by CYBER Policing best practitioner meet -2019 and offered as Paid Intern in Telangana State Police.

EEE Innovators



Was 2nd prize in an international hackathon MINKEE in Canada and earned \$650 (Canadian) + appreciation certificate by the present 3rd year students.

G-Glove
This device is specially designed for people who are disabled vocally for communication. The G-Glove converts gestures shown by the disabled people into speech and text.

Anirudh Sani, KS Rishav Rao, Khwaja sahil ahmed

Innovators from CSE

- 3rd Prize in Post-Covid-Hack Blockchain Global Hackathon. Prize money: 0.3 Bitcoin (4.2 Lakh INR) Project
- Participated in Encode Algorand Club in a pre-accelerator program. Reward: \$5000 (3.6 Lakh INR) to the article: Team Apodeki
- Software Development Intern at Poly Apps LLC. Stipend: INR 3000 per month
- Research Paper Publication: "Travelling Salesperson Problem Using Quantum Computing" in International Journal of Engineering Research and Technology. Paper
- 1st Prize in Paper Presentation Competition in INTUH



2nd B.Tech CSE Lalith Medury

Concluding Remarks :

VJIT from an inception built upon big ideas by undaunted dreamers who made it a reality and have proven time-and-time again that VJIT has emerged into a Center-of-Excellence in Engineering Education. VJIT provides technology-enabled, congenial-ecofriendly environment to face challenges and realize its Mission. It strives continuously to attain its mission by enriching faculty competence in delivering updated curriculum with innovative-pedagogies, develop research-culture and creating young-entrepreneurs. It adopts best practices to provide industry interface to work on real time problems.

VJIT has set forth creating a strategic plan that capitalized on its unique DNA to serve society. Through its management, faculty, students and staff working together to achieve vision. The motivated faculty attain certifications from NPTEL, Coursera, CISCO, Qlik Data Analytics and AWS. Faculty are certified in IGIP Microsoft Certification in collaboration with IUCEE, Online teaching courses, enhancing their ability for better teaching-learning practices.

The process of preparation the Self Study Report for NAAC inspection has given an opportunity to assess the quality of academic and administrative practices followed in the institution and to perform SWOC analysis. This SWOC analysis shall help us to uphold existing systems and procedures to meet the standards of higher education.

In grooming responsible future citizens, our students are trained holistically inculcating ethical values, self-motivation, social awareness and to enhance employability skills through campus recruitment training programs, Prayukthi, Hackathons etc. The relentless effort to nurture holistic development among students is evident through its admission ranking in Telangana State.

VJIT has initiated and progressed remarkably in promoting students to serve society through technology. Students take active part in EPICS and other outreach programs such as UBA, PalleSrujana, NSS, HITA, StreetCause, Earthlings etc, building capacity to solve real-world-problems. Management firmly supports students financially in representing in international events/competitions. Students competed and won against teams from IIT's at International & National levels.

The institution strives hard to fine-tune the existing systems and processes by benchmarking with the best to achieve high-quality outcomes. The resulting set trajectory shall be a blueprint for VJIT's aspirations of obtaining greater global prominence.

VJIT intends to serve as the flag bearer for the future of higher learning ,technical leadership and human excellence.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1.2 | <p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 14 Answer after DVV Verification: 14</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 14 Answer after DVV Verification: 13</p> <p>Remark : Input edited referring data uploaded by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.1.3 | <p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>723</td> <td>702</td> <td>749</td> <td>746</td> <td>673</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>593</td> <td>576</td> <td>644</td> <td>642</td> <td>571</td> </tr> </tbody> </table> <p>Remark : Input edited as The all basic courses and lab courses to be excluded from the total courses as they may not be considered as employability/ entrepreneurship/ skill development courses.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 723 | 702 | 749 | 746 | 673 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 593 | 576 | 644 | 642 | 571 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 723 | 702 | 749 | 746 | 673 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 593 | 576 | 644 | 642 | 571 | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 14 Answer after DVV Verification: 13</p> <p>Remark : Input edited referring data uploaded by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 43 | 24 | 20 | 18 | 14 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 33 | 16 | 14 | 13 | 11 |

Remark : Input edited as The courses such as Internet of Things, AUTOCAD 3D, JAVA Training etc., may be part of the regular curriculum and online courses can not be considered as per SOP.

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3866 | 1841 | 2001 | 1746 | 1434 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2572 | 1040 | 1109 | 1197 | 1019 |

Remark : Input edited as per the metric 1.3.2.

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

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

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as the feedback by employer is not on syllabus.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : Input edited as HEI has not provided the academic council resolutions on feedback and action taken.

| 2.4.2 | <p>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)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>46</td> <td>43</td> <td>33</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>40</td> <td>28</td> <td>21</td> </tr> </tbody> </table> <p>Remark : Input edited as provisional certificates attached can not be considered.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 47 | 46 | 43 | 33 | 25 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 40 | 40 | 40 | 28 | 21 |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 47 | 46 | 43 | 33 | 25 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 40 | 40 | 40 | 28 | 21 | | | | | | | | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 1511 Answer after DVV Verification: 1503</p> <p>Remark : Input edited excluding the experience of the teachers appointed during 2019.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.2 | <p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>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:</p> <table border="1" data-bbox="304 1453 1046 1588"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3.15</td> <td>5.02</td> <td>0.40</td> <td>1.07</td> <td>0.35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1666 1046 1800"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as The amount is not reflected in Audited Income and Expenditure statement given in extended profile 4.5 and the attached documents does not have the header and the expenditure highlighted as faculty development and academic expenses, which need not be seed money.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 3.15 | 5.02 | 0.40 | 1.07 | 0.35 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 0 | 0 | 0 | 0 | 0 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 3.15 | 5.02 | 0.40 | 1.07 | 0.35 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 3.2.1 | <p>Grants received from Government and non-governmental agencies for research projects,</p> | | | | | | | | | | | | | | | | | | | | |

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 |
|---------|---------|---------|---------|---------|
| 36.86 | 8.00 | 18.222 | 63.59 | 12.7 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23.63 | 7.00 | 9.75 | 63.59 | 12.7 |

Remark : Input edited as The amount is not reflected in Audited Income and Expenditure statement given in extended profile 4.5 and the attached documents does not have the header and the expenditure highlighted as faculty development and academic expenses, which need not be seed money.

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 |
|---------|---------|---------|---------|---------|
| 9 | 2 | 2 | 4 | 4 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 4 | 4 |

Remark : Input edited as per metrics 3.2.1.

3.2.3 Percentage of teachers recognised as research guides**3.2.3.1. Number of teachers recognized as research guides**

Answer before DVV Verification : 11

Answer after DVV Verification: 8

Remark : Input edited by excluding the names in the supporting documents not pertaining to the HEI.

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 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 2 | 2 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 4 | 4 |

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 7 | 7 | 7 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 7 | 7 | 7 |

Remark : Input edited referring data in the metrics 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 |
|---------|---------|---------|---------|---------|
| 19 | 17 | 12 | 7 | 17 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 9 | 7 | 4 | 11 |

Remark : Input edited as the metric pertain to Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development. Hence programmes pertain to research methodology, Intellectual Property Rights (IPR) and entrepreneurship only to 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 : Input edited as per supporting documents option C – any two may be considered. Supporting documents for Sl. No. 1 is for Ethics in research. It is only ethics in business. Hence cannot be considered.

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 : 28

Answer after DVV Verification: 0

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

Answer before DVV Verification : 10

Answer after DVV Verification: 10

Remark : Input edited as the HEI cannot be admit any students of Ph. D programmed as the HEI is not a recognized 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 |
|---------|---------|---------|---------|---------|
| 79 | 205 | 156 | 168 | 55 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 79 | 205 | 154 | 168 | 53 |

Remark : Input edited as IISN no has not been provided

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 |
|---------|---------|---------|---------|---------|
| 40 | 30 | 16 | 5 | 14 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 31 | 17 | 6 | 6 | 10 |

Remark : Input edited with ISBN number and authors' affiliation with HEI considered only.. Journals publication with ISSN number not to be considered in this metrics

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4.34 | 2.55 | 7.15 | 9.81 | 12.59 |

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents the revenue generated is for providing IT facilities and IT support services. Hence cannot be considered as revenue generated.

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 |
|---------|---------|---------|---------|---------|
| 20.95 | 69.65 | 25.83 | 54.13 | 43.76 |

Answer After DVV Verification :

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

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Remark : Input edited as per supporting documents the faculty attending conferences /seminar and the amount spent cannot be considered in this metric

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 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 4 | 3 | 1 |

Answer After DVV Verification :

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

Remark : Input edited as all the supporting documents are only appreciation letter / participation letter and no awards.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 15 | 23 | 23 | 13 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 15 | 23 | 19 | 10 |

Remark : Input edited as activities such as “Need of Tree in Our Daily Life”, Wealth Out of Waste, Awareness on computer education, Awareness Program on Digital Payment, Training Workshop on Digital Training Workshop, Awareness Program on Bhuvan Panchayat App by National Remote Sensing Centre can 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 |
|---------|---------|---------|---------|---------|
| 3672 | 3868 | 3992 | 3898 | 3830 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3672 | 3868 | 3992 | 3212 | 2938 |

Remark : Input edited according to metrics 3.6.3. The collaboration documents is beyond the assessment period. Writing letter to conducting the activities cannot be taken as collaboration documents

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 |
|---------|---------|---------|---------|---------|
| 509 | 559 | 464 | 267 | 187 |

Answer After DVV Verification :

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

Remark : Input edited as HEI has not provided any valid collaborative documents between the heads of two Institutions. Intern-ship certificates letters, in plant training certificates, on job training certificates, visits, permission letters correspondence etc., cannot be considered as 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 |
|---------|---------|---------|---------|---------|
| 28 | 20 | 11 | 7 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22 | 8 | 8 | 7 | 10 |

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 : 84

Answer after DVV Verification: 40

Remark : Input edited as per Geotagged photos, all classrooms do not have fixed LCD projectors.

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 |
|---------|---------|---------|---------|---------|
| 631.98 | 564.03 | 597.19 | 149.43 | 118.77 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------|---------|----------|---------|----------|
| 230.7415 | 30.8532 | 560.1575 | 0 | 19.29845 |

Remark : Input edited as only new infrastructure for the college has been considered. The supporting documents given in the name of “Vidya Jyothi Educational Society”

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 |
|---------|---------|---------|---------|---------|
| 15.15 | 44.04 | 46.38 | 31.95 | 23.27 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11.32 | 11.48 | 11.15 | 10.73 | 12.92 |

Remark : Input edited as recurring expenses not to be considered

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 : 2762

Answer after DVV Verification: 552

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 : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input edited referring supporting documents

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

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)

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 465.35 | 650.03 | 425.38 | 496.28 | 349.15 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|----------|----------|----------|----------|----------|
| 44.81909 | 128.8432 | 96.94218 | 104.0153 | 151.3845 |

Remark : Input edited as only expenditure on Building Maintenance, Furniture Maintenance, Computer Maintenance, equipment maintenance and consumable for Laboratory & AMC for equipment have been considered only. The supporting documents given in the name of “Vidya Jyothi Educational Society”

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

5.1.2.1. Number of students benefited by scholarships and free ships provided by the

institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 304 | 225 | 272 | 226 | 133 |

Answer After DVV Verification :

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

Remark : Input edited as This expenditure is not reflected in the Audited Income & expenditure statement.

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 : Input edited referring supporting documents

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.

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4985 | 3729 | 4343 | 4140 | 3701 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 195 | 197 | 180 | 149 | 31 |

Remark : Input edited as activities such as Role of Public sector banks in setting up small and

medium industries, CRT, non-destructive testing, skills and knowledge, Designing Destiny, Student Orientation, Product launch, Innovation, Idea Generation, Journey Towards Industry, Life Skills etc can not be considered

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: B. 3 of the above

Remark : Input edited referring supporting documents

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 35 | 32 | 15 | 20 | 12 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 2 | 10 | 6 |

Remark : Input edited as HEI has given certificates mostly of inter college level and the University level only participation or merit certificates, which do not qualify as an award in this metric

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:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 24 | 58 | 49 | 48 | 43 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 23 | 25 | 20 | 24 | 22 |

Remark : Input edited as all activities conducted over the period of time in sports to be counted as one event. Similarly, activities conducted in cultural activities to be counted as one

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 : Input edited referring supporting documents

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 |
| 86 | 52 | 45 | 52 | 51 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 56 | 52 | 45 | 52 | 51 |

Remark : Input edited as guest lectures as they are not training programmes and exclude activities such as Workshop on Guideline on KYC Norms, Webinar on Intellectual Property Right with Emphasis on Patents, Webinar on Transition of Life's Perspective After COVID 19 Impact, Workshop on Constitution Day, Workshop on International Yoga Day Celebrations Webinar on Accelerating Engineering Skills can not be considered in this metric.

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 |
|---------|---------|---------|---------|---------|
| 202 | 143 | 152 | 89 | 63 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 79 | 97 | 89 | 49 | 10 |

Remark : Input edited as FDP programmes less than a week (5 days) and same faculty attending multiple FDPs 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: A. 4 or All of the above

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 : Input edited referring supporting documents .

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: B. 3 of the above

Remark : Input edited referring supporting documents .

| | |
|--------|---|
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : Input edited as All audit reports are for the year 2020-21, beyond the assessment period. Hence can not be considered.</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : Input edited referring supporting documents .</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited referring supporting documents .</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | |
|---------|---|---------|---------|---------|---------|---------|
| 1.1 | <p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 2033 986 2080"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | |

| | | | | |
|----|----|----|----|----|
| 14 | 11 | 11 | 14 | 14 |
|----|----|----|----|----|

Answer After DVV Verification:

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

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 |
| 1099 | 1173 | 1114 | 1046 | 863 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1099 | 1173 | 1114 | 1002 | 863 |

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 |
| 4223 | 4233 | 4243 | 4158 | 3762 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 4223 | 4233 | 4243 | 4158 | 3762 |

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 |
| 273 | 279 | 351 | 355 | 315 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 264 | 279 | 351 | 355 | 315 |

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 |
| | | | | |

| | | | | |
|---------|---------|---------|---------|--------|
| 1520.11 | 1863.37 | 1527.59 | 1060.23 | 749.50 |
|---------|---------|---------|---------|--------|

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1504.96 | 1819.32 | 1481.21 | 1028.28 | 726.22 |

NAAC