



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

CHALAPATHI INSTITUTE OF
ENGINEERING & TECHNOLOGY

- Name of the Head of the institution **Dr. M. Chandra Sekhar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone No. of the Principal **0863 2524117**
- Alternate phone No. **+91-9848083358**
- Mobile No. (Principal) **+91-9848083358**
- Registered e-mail ID (Principal) **principal@chalapathiengg.ac.in**
- Address **Chalapathi Nagar, LAM, GUNTUR**
- City/Town **Guntur**
- State/UT **Andhra Pradesh**
- Pin Code **522034**

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy) **09/12/2019**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Self-financing**
- Name of the IQAC Co-ordinator/Director **Prof N Satyanarayana**
- Phone No. **0863-2524117**
- Mobile No: **9490429612**
- IQAC e-mail ID **cietiqac2015@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year)) http://www.chalapathiengg.ac.in/IQAC/AOAR_2021-22_report.pdf

4. Was the Academic Calendar prepared for that year? **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://chalapathiengg.ac.in/wp-content/uploads/2022/01/cse-Department-Academic-Calendar-2022-23.pdf>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|-------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A | 3.05 | 2016 | 02/12/2016 | 01/12/2026 |

6. Date of Establishment of IQAC **01/07/2015**

7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|--|------------|----------------|-----------------------------|------------|
| NIL | NIL | NIL | Nil | NIL |

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9. No. of IQAC meetings held during the year **1**

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

10. Did IQAC receive funding from any funding agency to support its activities during the year? **No**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

A high-quality calendar has been created, and its execution has been ensured. ? Additionally, it has been guaranteed that all faculty members will complete their departmental files and course materials on time. ? Assured that Sessional Exams were held in accordance as per the previously announced timetable and those results were posted on time. ? A commitment concerning each department to accumulate the feedback from all the stake-holders involved ? Recommended Departments to sign MoUs with several academic and industry groups

12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

| Plan of Action | Achievements/Outcomes |
|---|---|
| Educating faculty members pertaining to the intellectual property rights as well as inspiring them to apply for patents | Patents have been applied by some of the faculty members. |
| Organization of sports events | Students have been participated in inter and intra level sports events. |
| Improvement of NSS activities | NSS activities have been improved |
| Preparation of AQAR 2022 - 23 | For 2022 - 23 academic year, AQAR is ready to submit |
| Preparation of AQAR 2022 - 23 | For 2022 - 23 academic year, AQAR is ready to submit |

13. Was the AQAR placed before the statutory body? **Yes**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Academic Council | 06/07/2023 |

14. Was the institutional data submitted to AISHE ? **Yes**

- Year

Part A**Data of the Institution**

| | |
|--|--|
| 1.Name of the Institution | CHALAPATHI INSTITUTE OF ENGINEERING & TECHNOLOGY |
| • Name of the Head of the institution | Dr. M. Chandra Sekhar |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 0863 2524117 |
| • Alternate phone No. | +91-9848083358 |
| • Mobile No. (Principal) | +91-9848083358 |
| • Registered e-mail ID (Principal) | principal@chalapathiengg.ac.in |
| • Address | Chalapathi Nagar, LAM, GUNTUR |
| • City/Town | Guntur |
| • State/UT | Andhra Pradesh |
| • Pin Code | 522034 |
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| • Autonomous Status (Provide the date of conferment of Autonomy) | 09/12/2019 |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | Self-financing |
| • Name of the IQAC Co-ordinator/Director | Prof N Satyanarayana |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No. | 0863-2524117 | | | | |
| • Mobile No: | 9490429612 | | | | |
| • IQAC e-mail ID | cietiqac2015@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | http://www.chalapathiengg.ac.in/I_OAC/AOAR_2021-22_report.pdf | | | | |
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| • if yes, whether it is uploaded in the Institutional website Web link: | https://chalapathiengg.ac.in/wp-content/uploads/2022/01/cse-Department-Academic-Calendar-2022-23.pdf | | | | |
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| 6.Date of Establishment of IQAC | | | 01/07/2015 | | |
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| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| NIL | NIL | NIL | Nil | NIL | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
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| • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | | | | |

| | |
|---|---|
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded |
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| <ul style="list-style-type: none"> If yes, mention the amount | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | |
| <p>A high-quality calendar has been created, and its execution has been ensured. ? Additionally, it has been guaranteed that all faculty members will complete their departmental files and course materials on time. ? Assured that Sessional Exams were held in accordance as per the previously announced timetable and those results were posted on time. ? A commitment concerning each department to accumulate the feedback from all the stake-holders involved ? Recommended Departments to sign MoUs with several academic and industry groups</p> | |
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| 13. Was the AQAR placed before the statutory body? | Yes |

| | |
|---|--------------------|
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| Academic Council | 06/07/2023 |
| 14. Was the institutional data submitted to AISHE ? | Yes |
| <ul style="list-style-type: none"> Year | |
| Year | Date of Submission |
| 2022-2023 | 29/02/2024 |
| 15. Multidisciplinary / interdisciplinary | |
| <p>The Chalapathi institute of engineering and technology had the vision to transform the college into a multidisciplinary institution with generation of professionally competent, research oriented, eminent technocrats towards the development of state of art products and technologies to face perpetual requirements of the society and to inculcate to the notion of entrepreneurship in minds of students.</p> | |
| 16. Academic bank of credits (ABC): | |
| Institution has plans to register under the ABC in future | |
| 17. Skill development: | |
| The college is providing additional training and skill development programmes to the students apart from the regular class work for their development and knowledge up gradation | |
| 18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) | |
| Several NPTEL courses are being registered by the students for their knowledge up gradation | |
| 19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE): | |
| The CIET had organized the brainstorming sessions for the faculty on OBE by external experts. The attainments of course outcomes have been evaluated through direct and indirect | |

assessments. The internal and external assessments are used to evaluate them

20.Distance education/online education:

The college is not offering vocational courses through ODL mode

Extended Profile

1.Programme

1.1

10

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1

2773

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2

540

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3

2773

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1

492

Number of courses in all programmes during the year:

| File Description | Documents |
|--|---------------------------|
| Institutional Data in Prescribed Format | View File |
| 3.2 Number of full-time teachers during the year: | 146 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 Number of sanctioned posts for the year: | 146 |
| 4.Institution | |
| 4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 419 |
| 4.2 Total number of Classrooms and Seminar halls | 55 & 2 |
| 4.3 Total number of computers on campus for academic purposes | 665 |
| 4.4 Total expenditure, excluding salary, during the year (INR in Lakhs): | 111327102 |
| Part B | |
| 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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution. | |
| The institute has systematic procedure for development, revision and implementation of curriculum of all the departments. The process starts with collection of feedback from the respective | |

stake holders followed by discussions in the department and subsequent approval from Board of Studies (BOS), Academic Council.

The curriculum is designed addressing the recent technologies and the opportunities existing at the regional and global level. Revision of the curriculum focuses mainly on introducing new courses for improving the employability skills, soft skills, general aptitude and technical aptitude. Curriculum is designed as per AICTE /NBA guidelines comprising program outcomes, course outcomes and learning objectives. The courses address the environmental issues, professional ethics, human values, awareness on energy conservation, design thinking, constitution of India, Life sciences for Engineers, AI tools and renewable energy sources as per the requirements of the industry and the society at large.

The academic autonomy of the Institution provides the opportunity to frequently revise the curriculum based on needs and suggestions from various stake holders. Since the institution is situated in the rural area, revision of the curriculum focuses mainly on introducing new courses with multiple facets for improving the soft skills, general aptitude and technical aptitude. The students are made mandatory to upgrade their knowledge by undergoing MOOCS courses through NPTEL.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload additional information, if any | View File |
| Link for additional information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

8

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | No File Uploaded |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

158

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

321

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

8

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

In order to integrate the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, The College has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general competencies like social fiscal values, human values, environment sensitivity etc., thereby leading to the holistic development of students.

PROFESSIONAL ETHICS AND HUMAN VALUES:

We believe that every student needs to develop a set of attitudes, and habits that would help to lead a life of productivity with a strong moral character. The prime objective is to make each individual to harness his true potential in his chosen field so that he/she is able to deal with challenges in engineering practice with confidence and ethics.

The concept of "Professional Ethics and Human Values" is a very relevant subject in recent times due to the prevalence of a professional environment. In such a scenario, this course will certainly improve one's ability and judgement and refine one's behaviour, decisions, and actions in performing the duty to the family, organization, and to the society.

ENVIRONMENT AND SUSTAINABILITY:

The courses on Environment and sustainability help students to understand the environment and nature in the most practical way with the focus on renewable resources to harvest, ecology, biodiversity, pollution control and sustainable development.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

45

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | No File Uploaded |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

2164

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | No File Uploaded |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1637

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://chalapathiengg.ac.in/wp-content/uploads/2024/04/1.4.1-URL-Action-Taken-Report.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | No File Uploaded |

1.4.2 - The feedback system of the Institution comprises the following

B. Feedback collected, analysed and action taken

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://chalapathiengg.ac.in/wp-content/uploads/2024/04/1.4.1-URL-Action-Taken-Report.pdf |
| Any additional information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

738

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

834

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The College has well-planned multi-level strategies that are implemented to address the issues of diversity in students' learning levels. The actual stratification of students into slow, average and advanced learners is based on their performance in the first series of internal examinations and a continuous follow-up thereafter till the end of the semester. The close interaction between students and teachers makes the process of identifying the slow and advanced learners easy.

Slow Learners

- Special classes are being conducted after the regular college hours.
- Counselling is given to the students by faculty handling the concerned subject, Class Counsellors' and HOD.
- Students' performance is intimated to parents.

For those who failed in Semester End Examinations

- Reasons are analyzed and problem is identified.
- Counselling is given to the student.
- Extra classes are conducted before the commencement of semester end examination.
- Discussion on important concepts and model questions.

Advanced Learners

- Advanced learners are encouraged to enrol in MOOC Courses.
- Talented students are motivated to participate in various conferences, seminars, quiz competitions, and paper or poster presentations.
- Research oriented Project works.
- Training is offered on latest technologies for the advanced learners.

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

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/06/2022 | 2773 | 146 |

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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:

In addition to traditional teaching-learning methods, the institution is highly interested in providing innovative methods for enriching the learning experience. The methodologies include illustrations, special lectures, project based-methods, experimental methods and group-learning methods. The facilities arranged by the institution are:

EXPERIENTIAL LEARNING

- Educational field trips and industry visits.
- Student Internships at institutions and industry.
- Students are encouraged to take up innovative projects and mini projects.

PARTICIPATIVE LEARNING

- Interdisciplinary projects.
- Hands on Workshops and laboratory Experiments.
- Group discussions and peer learning.
- Webinars
- Flipped Method of Teaching
- MOOC/ Coursera Courses

Student Association and Professional Society chapters: Every

department has a student association and professional society chapters through which various activities like quizzes, group discussions, seminars, and guest lectures are conducted.

Problem solving methodologies adopted are

- Giving assignments at the end of each unit.
- Developing innovative models: Students are encouraged to take up real-world problems for developing new products/models with novelty.
- Mini and Major projects: Work done in the earlier semesters through field visits, and information gathered during Internship is continued for development, and implementation.

All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional Information | Nil |

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

Institution encourages intensive use of ICT tools and online resources for effective teaching and learning processes. Classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed WI-FI connection. Our faculty members use various ICT enabled tools to enhance the quality of teaching-learning process.

Effective content delivery by using ICT tools in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by the all faculty. The institution has the required resources which include wide availability of computers in engineering departments and library, high speed internet access. The faculty are trained for the efficient use of tools through training sessions at the institute and/or faculty development programmes. Teaching/Learning methodologies include the use of ICT tools for illustrations, special lectures, field study, case-studies, project-based-methods and experimental methods. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, Online Courses (NPTEL), Use of LCD

projectors for seminars, workshops, productive use of educational videos, accessibility of non-print material for students. Communication skills training is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing. As engineering courses are of quantitative nature, embedded with step by step solving of innumerable problems, hands-on sessions in the labs and internships at work places, faculty and students find ICT tools indispensable.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://chalapathiengg.ac.in/ |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

138

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic Calendar is released well in advance before the Commencement of the academic year. It is strictly adhered to. Teaching plans for all the subjects are prepared based on the academic calendar.

HOD conducts meeting with faculty Prior to the commencement of the semester course work, and allocate the subjects. Faculty members prepare a 'Lecture schedule' for every theory subject which is duly approved by the HOD. This schedule is placed in the course file at the beginning of the semester. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students.

The academic calendar is approved by the Academic Council. Then calendar is uploaded in the institution website, and communicated through the webmail to all the relevant functionaries.

The academic plan is structured in accordance with the needs of Outcome Based Education prescribed by National Board of Accreditation (NBA). The contents of the plan include:

- Course prerequisites, Course objectives, outcomes
- Mapping of course outcomes with program outcomes
- Learning resources, delivery methodologies
- Assessment methods, Detailed unit wise lecture plan
- Assignment and tutorial questions, Model question paper
- Video lectures.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

146

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |
| Any additional information | No File Uploaded |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

14

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | No File Uploaded |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

146

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | No File Uploaded |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

30 to 110

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | No File Uploaded |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

371

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

The institution keeps its examination system open for modifications and thus strengthens it from time to time, ensuring the system fool proof and address the grievances of students, if any. The institutional reforms keep the examination system at par with the examination reforms by AICTE.

The following significant reforms are implemented in the Examination

Management System (EMS).

- Examination schedules are prepared by adhering to institution's academic calendar.
- In continuous assessment, a couple of midterm examinations and assignments are conducted as per the schedules.
- The marks obtained by the students are posted and it is made visible to both students and parents.
- All the permissible pre-examination and post-examination tasks have been integrated with Examination Management System. The college has been involving electronic processes in publishing the examination schedules in the college website, preparing database of eligible candidates, conducting examinations on pre-printed bar-coded and OMR answer booklets, and post-examination task- declaration of results, and issue of grade cards.
- The question paper for the Semester End Examinations (SEE) is also set by external members from premier institutions. Enough care is taken to ensure the questions are standard, and from the syllabus with appropriate Bloom's Taxonomy.
- Special squad teams comprising of internal faculty are deployed to take prompt actions against malpractices, if any.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

- Website
 - Curriculum /regulations books
 - Class rooms
 - Department Notice Boards
 - Laboratories
 - Student Induction Programs
 - Meetings/ Interactions with employers
 - Parent meet
 - Faculty meetings
 - Alumni meetings
 - Professional Body meetings
 - Library
-
- Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme co-ordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe

the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation

| File Description | Documents |
|--|---------------------------|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | Nil |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator in consultation with other faculty members.

CO Attainment

Assessment methods include direct and indirect methods. The process of course outcome assessment by direct method is based on mid examinations, semester end examination and quiz. Each question in mid/semester end/assignment/quiz is tagged to the corresponding CO and the overall attainment of that CO is based on average mark set as target for final attainment.

1. Mid Examinations are conducted twice a semester and each of them covers the evaluation of all the relevant COs attainment.
2. Semester End Examination is descriptive, and a metric for assessing whether all the COs are attained.

% of CO attainment >=70% >=60% &< 70% >=50% &< 60% <50%

CO attainment level 3 2 1 0

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

300

| File Description | Documents |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://chalapathiengg.ac.in/wp-content/uploads/2024/04/2.7.1_compressed.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The institution provides all necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Faculty are encouraged to apply for various funding

agencies and pursue their research. The institution is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty or students. The faculty and students are encouraged to present their ideas / project proposals before the research committee for getting the sanction of seed funding in accordance with institution guidelines.

The faculty and students are given freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institution encourages the faculty by providing incentives for peer reviewed publications, writing books, and patents.

A thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, privacy of the people, human rights, causing problems to health & safety of human beings and damage to property before selecting the proposal. On completion of such research project the institution gives a free hand to report research results and findings of any researcher.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://chalapathiengg.ac.in/igac/ |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0.97680

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | No File Uploaded |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | No File Uploaded |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | No File Uploaded |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

2.92

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | No File Uploaded |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

2

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

1

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | No File Uploaded |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

2

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | No File Uploaded |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The Institution provides a conducive environment for promotion of Innovation and Incubation. All required facilities are provided and Guidance is extended to the students. Students are encouraged to actively involve in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents.

Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. Product service Training is provided for creating awareness on marketing the products.

The sole objective of the Incubation Center is to facilitate students to convert their Ideas into Technological Innovations. Students are provided facilities to build prototypes useful for promotion of Agriculture and Rural Development. Financial Assistance is provided for major and minor Research Projects. Workshops on emerging trends in Technology are held. Model Expos are held. Students are awarded cash prizes for best models. Students are encouraged to gain hands on experience and better Industrial Exposure.

College conducts coding contest and HACKTHONS through EMD CELL and SDC Cell of the college. College is having e-yantra Lab (supported by IIT Bombay) and ARC Robotics Lab (Supported by APSSDC and ARC, Germany). Through this activities students will be exposed to national and international environments and get inspiration about innovations.

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

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

45

| File Description | Documents |
|--|---------------------------|
| Report of the events | No File Uploaded |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for

B. Any 3 of the above

Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

2

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | No File Uploaded |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

56

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | No File Uploaded |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

5

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

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

90

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

12

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | View File |

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

2.625

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | View File |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

1.5

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | View File |
| List of facilities and staff available for undertaking consultancy | View File |
| Any additional information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The institution has a close and shared bonding with the neighborhood community through a network of activities and services for its socioeconomic development. Our students receive the best training in social service and community engagement through the initiatives of our NSS unit. The institution promotes regular engagement of students, faculty and supporting staff with the neighborhood community for a holistic and sustained community development through various activities listed below.

- Engineers' Day Celebration
- Sensitization Programs on specific social issues

- Computer Training for School Teachers and students

Sensitization: Through such events, students as well as the community people gain richer insights into pressing socioeconomic, education that are so critical for sustainable development and become eco-friendly with technology adaptation.

Social and Community Service Activities

- Blood donation and Free Medical camps organized by NSS benefitted the needy and underprivileged.
- Distribution of Groceries/Medicines

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

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 the year

29

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | No File Uploaded |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

39

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | No File Uploaded |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1901

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | No File Uploaded |

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

3

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | No File Uploaded |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | No File Uploaded |

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 equipments, etc.

Total Built-up Area in the institution is 20414.57 Sq.m.

The institute has the excellent infrastructure facilities. Adequate facilities for teaching learning process are available. Laboratories are well established with sophisticated equipment. A Computer Aided English Language Communication Skills Lab is available. A well stocked Central Library exists which subscribes to various National and International Journals. Digital Library is available. Departmental Libraries are there to cater to the specific requirements of the students. Furnished Seminar Halls are available for arranging Guest Lectures / Workshops / FDPs and Seminars.

Computing and ICT Facilities

All the Class Rooms and Seminar Halls are provided with LCDs to facilitate the use of ICT in education. Generator Facility is available for uninterrupted power supply.

The college has provided more than 500 computers and 50 laptops distributed over all the departments for day-to-day usage. Laptops are made available for faculty members with additional responsibilities. Reprographic facilities are made available

Wherever necessary.

Each department is provided with one Smart Classroom, one Interactive panel. Internet is provided for all the departments and computer centers with 450 Mbps bandwidth.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

College has provided a number of facilities for supporting extracurricular activities related to culture, creativity, arts and recreation. Facilities are provided for Indoor games such as Table Tennis, Chess, Caroms etc., Adequate facilities are available for Outdoor games like Volleyball, Ball Badminton, Kho-Kho, Foot Ball, Basket Ball, Throw Ball, Shuttle Badminton, Tennikoit, Cricket and Khabaddi. Students are made to realize the

importance of physical fitness and due encouragement is given to them to avail the available facilities. A qualified Physical Director trains the students. Students are encouraged to cultivate their interest in fine arts. On the eve of Fresher's Day, Annual Day and on other significant occasions, students showcase their talent. A National level Techno Cultural Festival is organized to improve the organizational abilities of students. Students of various institutions are provided a common platform for proving their mettle. Every facility is provided to nurture the talent and refine the skill of the students.

Fresher's Day, Annual Day, National Youth Day, Birth and Death Anniversaries and National Festivals are some of the occasions for the students to give cultural performance.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

25

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

455.55

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | No File Uploaded |

4.2 - Library as a Learning Resource

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

The Central Library plays an important role in the college. It caters to the needs of the staff and students of the college. The Library will consist of a Circulation section, Lending Books Section, Reference Section, Book bank Section, Periodical Section and Digital Library.

College Central Library has a spacious built-up area of 2200 Sq ft, with a seating capacity for 180 users. The library personnel include a qualified Librarian, 2 Assistants and supporting staff. The library operates on all working days from 08:00 AM to 08:00 PM and on holidays from 09:00 AM to 01:00 PM.

NPTEL videos, e-books, GATE papers, previous years' question papers, and e-journal articles are made available in the digital library for easy access.

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

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | No File Uploaded |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

0.87

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

104

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

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

As per the institution's IT policy, various departments/sections will propose budgets according to their requirements. After the budget is approved by the management, purchase committee will get the quotations and sends the comparative statement to the management for final approval. Purchase order is placed to procure the computing equipment.

The institute has an IT policy in place which specifies clearly

about the procedures to be adopted for all IT facilities that are made available in the campus. Adequate budget allocations are made regularly to establish, maintain, and upgrade these IT facilities.

IT facilities include computing systems, Wi-Fi systems, cyber security, intranet, internet, and all other software necessary for handling these systems as well as support systems like website, campus management software, library information system, MOOCs, CCTVs, biometric devices, online assessments, access to online learning resources.

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

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 2773 | 665 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

| File Description | Documents |
|---|---------------------------|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

C. Any two of the above

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

1113.27

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | No File Uploaded |

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

AMCs are in place for different equipment of various laboratories. The institute technicians carry out the maintenance works up to a certain extent. Beyond outside technicians are called for either under AMC or otherwise. Upgradation of the computer systems is done annually to meet the changing advanced needs of computing. Maintenance of various systems is carried out as indicated below:

1. An inventory of spare components is maintained in the institute. Basing on the need, the in-house staff draw the components and maintain the Hardware and Software.
2. Beyond minor maintenance, ICT equipment is serviced by M/s Integrated Electronics Pvt.Ltd.
3. NewGenlib software is upgraded under AMC. Elevator maintenance is done through AMC by M/s Sunrise Systems.
4. Water treatment plant is maintained through AMC with M/s Kavya Sree Agencies
5. UPS are maintained through AMC with M/s Karthikeya Power

Solutions

6.CCTV and Bio-metric Systems are maintained by M/s Integrated Electronics

7.Electrical Systems are maintained by In-house electrical staff

8.Water supply systems are maintained by In-house plumbers

9.Sports facilities are maintained by In-house staff under the supervision of the Physical Director

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

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**

1956

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | No File Uploaded |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

226

| File Description | Documents |
|--|---|
| Upload any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |
| 5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology | A. All of the above |
| File Description | Documents |
| Link to Institutional website | https://chalapathiengg.ac.in/ |
| Details of capability development and schemes | View File |
| Any additional information | View File |
| 5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year | |
| 105 | |
| File Description | Documents |
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances | A. All of the above |

| through appropriate committees | |
|--|---------------------------|
| File Description | Documents |
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |
| Upload any additional information | View File |
| 5.2 - Student Progression | |
| 5.2.1 - Number of outgoing students who got placement during the year | |
| 190 | |
| File Description | Documents |
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| 5.2.2 - Number of outgoing students progressing to higher education | |
| 36 | |
| File Description | Documents |
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | View File |
| 5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year | |
| 5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year | |
| 45 | |

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | No File Uploaded |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

53

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institute strives for the overall development of students, who play an active role in contributing to the effectiveness of the college. CIET always encourages student involvement in various academic and administrative bodies as this allows them to improve their Leadership Skills, Organizational abilities, and Team Spirit. The Institute has a student council, and students actively participate in various committees. Members of the student council communicate their ideas, interests, concerns, opinions, and suggestions to the respective faculty coordinator, who makes appropriate recommendations to the concerned authorities, and thus contributes to the improvement of the academic environment. Students are members of professional societies such as IEEE, IGS, ISTE, and CSI. Student representatives actively participate in several Institute and Department level committees such as IQAC, Women's Cell, Literary and Cultural Committee, Library Committee, Grievance Redressal Cell, Canteen Committee, Sports Committee, Placement Cell, Disciplinary & Anti-Ragging Cell. Student Council members actively participate in a variety of activities. They assist in the coordination of all academic events as well as other co-curricular and extra-curricular activities, in accordance with the directives of the faculty coordinator of the student council. They also encourage other students to participate in the Institution's activities. The student council

has coordinated a wide range of activities since its inception to help students shape and nurture themselves by increasing their confidence and, as a result, making them more employable. Thus providing every opportunity to enable them to develop their Skill and develop themselves as Human Resources with the true potential.

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

5.3.3 - Number of sports and cultural events / competitions organised by the institution

4

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Institute has a registered Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, guidance and placement.

The Alumni Association of CIET is a registered society with registration number 164/2016 dated 12/05/2016. The main objective is to enrol all alumni as members of the association and facilitate active participation of the alumni in appropriate activities, events, and extend help in initiatives taken by the institution. This is an official unit of the institution with the primary objective being an interface between CIET alumni and the institution there by creating a platform to the entire CIET fraternity. The CIET is proud of its brilliant alumni who are currently positioned all over the globe and have distinguished themselves in all spheres of high end engineering and technology.

The alumni-meet is organized once every year.

The Academic and Professional Support contributions of CIET alumni are described below:

- Feedback is collected from the alumni to design regulations and update the curriculum accordingly.
- Board of Studies members nominated from alumni contribute towards curriculum content development in terms of present industry requirement.
- Feedback from the alumni helps the current students whenever recruitment drives are being conducted.
- Career guidance and mentoring help is extended by many alumni.
- The alumni network of the institution helps in expanding placement opportunities for the students. Information on job opportunities in their companies is passed on by the alumni intimate to the institution for appropriate training and placement activity.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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

The institution's distinguishing qualities in fulfilling the demands of concerned stakeholders are defined by the vision and mission statements. The college administration has established a Governing board in accordance with the aforementioned vision and mission and as well as to fulfil the requirements of AICTE and UGC. Each member of the Governing Body takes an active role in the

growth and development of our institution and uses their wealth of expertise and leadership abilities to do so.

The administration is assisted by statutory bodies such as Boards of Studies, Academic Councils, and other non-statutory committees including faculty.

Participation of the teachers in the decision-making bodies:

Vice-Principal and Department Heads are the next levels in the hierarchical structure. In administrative tasks, the vice principal will support the principle. HODs offer feedback and suggestions while assisting the principal with the implementation of different administrative and academic activities.

The HODs are the next level of authority and are in responsible for all day-to-day operations of the departments in addition to the efficient implementation of the Teaching-Learning processes and Curriculum formulation.

Following in the hierarchy are the Professors, Associate Professors, and Assistant Professors. All of these people serve as non-statutory committee conveners along with aiding the principal with daily administrative and academic duties. The faculty takes an active role in the institution's academic and administrative endeavours.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The institution adheres to the decentralisation and participatory leadership in all aspects of its operations, striking a balance between openness and secrecy. Each of the functionaries has specific responsibilities and obligations that reflect the institution's policies.

Case study: Curriculum Design

When creating curriculum for all of its UG and PG programmes, the

institution adheres to the directives issued by regulatory agencies including the UGC, AICTE, affiliated university ANU, Guntur, and Andhra Pradesh State Council of Higher Education (APSCHE). In order to decide about the specifics of the Course Outcomes (COs) and their correlation with stated Programme Outcomes (POs) and defined Programme Particular Outcomes (PSOs), multiple sessions of all faculty meetings are conducted.

Department Academic Committee (DAC)

It is composed of the department HODs and a few senior faculty members. The process for creating the curriculum is started by the programme coordinator via gathering data on course, the programme, and program-specific outcomes.

Board of Studies (BoS)

BoS is made up of senior departmental faculty, alumni, businesspeople, academics, and university nominees. The HOD serves as the board's chairperson. It examines and approves the curriculum, course material, and course content.

Academic Council (AC)

Academic Council is comprised of HODs from all departments, representatives from business, academia, the university, and faculty decided by the principal. The principal acts as the council's chair. It analyses and approves educational matters at the institution level.

| File Description | Documents |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The institution has prepared the following Strategies for implementation.

Good governance

Teaching-learning process

Research and Development

Internal Quality Assurance System through IQAC

Institution - Industry Interaction

Financial management

Staff Development & Welfare

Student Development and Participation

Alumni Interaction

Community Services and Extension Activities

Accreditations and Rankings

An important activity/practice regarding student development and participation is elaborated below:

- The following methods are initiated and followed with the goal to transmit the required technical expertise and pertinent abilities.
- Through well-known skill development organisations just like CM's Skill Excellence Centre-APSSDC, certification programmes and trainings are organised to develop the technical skills.
- Internally qualified experts deliver special programming and training skills via Code-Tantra.
- Every teacher in the classroom focuses the essential technical elements, with a special focus on conceptual clarity in all theoretical and practical subjects.
- A significant number of foundational themes in each discipline of engineering are planned for guest lectures and training programmes relating to the most recent technological breakthroughs.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

The Institution has a well-structured administrative setup. The governing board is the institution's top decision-making body, and it makes wise recommendations to the management that help to decide on matters that are in line with its mission and vision.

The statutory and non-statutory committees of our institution are listed below.

- Governing Body
- Academic Council
- Boards of Studies
- Grievance Redressal Committee
- Examination Committee
- Admission Committee
- Library Committee
- Internal Complaints Committee
- Student Council and Welfare
- Sports and Games Committee
- Academic Audit Committee
- Anti-Ragging Committee
- Discipline Committee
- NSS Committee

The Institution has a set of well-defined rules, policies and regulations defined within the framework of UGC, AICTE, and State Government. These regulations are approved by the Governing Body.

- Grievance Redressal Policy
- Service Rules
- Code of Conduct Student Policy
- Examination Policy
- Incubation & Start-up Policy
- Research Promotion Policy

- Industrial Consultancy Policy
 - Library Policy
 - IT Policy
- The details of one committee and two procedures are given below as examples:

Grievance Redressal Committee:

To address all individual complaints from students and staff, the Grievance Redressal Committee was established. Genuinely aggrieved faculty members and students are welcome to submit their complaints in writing to the convener and the grievance redressal committee by approaching the committee.

Recruitment Procedure:

All hiring processes are open and transparent, including posting job openings in reputable newspapers and online and holding interviews with outside experts from premier institutions like NITs and IITs.

Promotions Procedure:

Promotions are given in accordance with the rules, taking into account the abilities and achievements of the faculty.

| File Description | Documents |
|---|---------------------------|
| Paste link to Organogram on the institution webpage | Nil |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

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

Welfare measures for teaching staff

- EPF facility
- Accident Policy Coverage of Rs.1 Lakh.
- Salary advance to the needy staff
- Free/Concessional Transportation
- Free medical facility for common ailments
- Medical Leave
- Faculty members may take a special leave to deliver guest lectures and to participate in international conferences, workshops, FDPs, STTPs, and certification courses.
- Assistance in paying for travel to international conferences, workshops, FDPs, STTPs, and certification courses
- Faculty members receive incentives for authoring textbooks and professional, scholarly, and technical papers in pertinent engineering disciplines.
- To pursue Ph.D, seed money will be granted for pursuing minor research activities and for experimental setup.

Welfare measures for non-teaching staff

- EPF facility Health Insurance Coverage of Rs.2.00 Lakh
- Accident insurance policy for drivers
- Financial assistance to technical staff to attend industrial training programs
- Free Medical Facility for Common Ailments
- Medical Leave
- Salary Advance to the Needy Staff. The following career development facilities are made available for teaching and

non-teaching staff:

- Availability & Accessibility of Software:**

At the institute, faculty members have accessibility to sophisticated software which assists them to enhance their expertise in their respective fields.

Skill Development Facilities for the faculty:

As part of an agreement (MoU) with APSSDC, the institution educates faculty members in the latest technologies. Faculty who are interested in taking advanced courses through NPTEL, Courseera, etc. are financially supported by the institution.

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

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

71

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

32

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | No File Uploaded |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

120

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The state government's reimbursement accounts for a major portion of the revenue. Every time the refund is delayed, management provides the necessary funds. Annually, the institute audits its financial transactions both internally and externally. Twice a year, internal audits are carried out. College employs full-time accountants to keep the institution's and its parent society's annual income and expenses statements and balance sheets up to date. The external agency chartered accountant M/s C.M.Rao, does an external audit once a year. The organisation examines the cashbook, information on student and government receipts, payment vouchers, and any accessible bank deposits in-depth. Additionally, the agency checks bank statements, pay slips, credit card transactions, and TDS information. When everything is finished, the agency submits its reports and issues a certificate if everything is deemed to be suitable.

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

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

NIL

| File Description | Documents |
|---|------------------|
| Annual statements of accounts | No File Uploaded |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | No File Uploaded |
| Any additional information | No File Uploaded |

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

The organisation created a plan for allocating funds and makes sure that its financial management is transparent. It mostly depends on the institution's reputation and its efforts to improve quality. The Government Fee Regulatory Authority was able to set greater fee owing to qualified faculty, modern labs, and a strong placement record. The continual improvement of quality standards is necessary for the funding of research, consulting services from governmental and non-governmental organisations, and charitable donations. So improving an organization's quality also renders it easier to raise money from many sources.

Optimal utilisation of resources:

Based on the estimations provided by the Institution's departments and functional units, a yearly budget is prepared to ensure an optimal utilisation of the institution's financial resources. The budget of various departments and fragments are approved by the Governing Body for the financial Year. A quarterly audit is done to see whether the budget is being used effectively. For optimum performance, the facilities and resources that make up the infrastructure are maintained. For both equipment and software, a yearly maintenance agreement is in place.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The IQAC contributed a substantial contribution to CIET's institutionalising its quality assurance strategies and steps in terms of

- Periodic external AAA,
- Prompt AQAR submission,
- Analysis of stakeholder comments on institutional processes related to quality
- Dissemination of information on quality metrics to all stakeholders
- Arranging workshops and seminars on topics relating to quality

The IQAC initiatives have resulted in the following two institutionalized practices as described below:

I. Academic and Administrative Audit (AAA):

In order to ensure the implementation of Outcome Based Education (OBE) throughout all of the institution's programmes and to assess the effectiveness of the resources needed for effective implementation, the IQAC introduced Academic and Administrative Audit (AAA). Once per academic year, AAA is held with members from prestigious institutions.

In regard to Bloom's learning levels and course outcomes, the suggestions made by the peer team will reflect the level of the examination questions. The IQAC evaluates the actions taken for continuous improvement as well as the attainment of course and programme outcomes. According to the standards established by accreditation bodies like NBA and NAAC, the external audit team

conducts an extensive audit encompassed by all aspects of the institution.

ii). Initiatives to enhance skill set of the students

- Specifically targeted students are imposed with dedicated training programmes for acquiring the aspects of Soft, Programming, and Technical Skills, led to far better placements. The students will benefit from programming and technical skill training by a specialised career guidance and training team.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

At regular intervals, IQAC reviews the teaching, learning, and learning outcomes with standard structures and procedures. The IQAC has established the following procedures at our institution with regard to the review of the teaching and learning process.

Internal Academic Audit:

Each semester, two senior faculty members from various departments chosen by the IQAC Chairperson (Principal) audit each department once. The auditors will confirm the ensuing criteria and report compliance to the principal and IQAC.

- Course Objectives and Course Outcomes (COs).
- Course articulation matrix (Mapping of COs, POs and PSOs).
- Lesson Plan Schedules.
- Details of course content as well as e-content developed by the faculty.
- Posting of attendance in attendance registers.
- HODs also review the lesson plans and attendance registers periodically.
- Syllabus coverage as per the schedule or not.
- I Mid, II-Mid and End Semester Question Papers and Scheme of

valuation.

- Action Taken Reports (ATRs) on I-Mid and II-Mid marks.
- Posting of Internal Marks in attendance registers.
- Semester End Examination result analysis and ATRs.
- COs attainment computations.
- Computation of Program Outcomes (Pos) attainment
- Gap analysis between COs attainments and Target levels & ATRs.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Paste the web link of annual reports of the Institution | Nil |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | No File Uploaded |

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 year

Our institution's top priority is the safety and security of girl students. The institution wants to develop student who are

independent, sensitive to gender issues, conscious of their social and civic duties, and tolerant of cultural variety. These place the most value on environmental awareness, women's safety, and security. The following practises are being employed while maintaining the aforementioned in mind.

- Separate, secure hostels are provided to all the female students in the campus.
- Class room provisions are created so that female students feel comfortable
- The university has an Internal Complaints (Grievances) Committee (ICC) that handles complaints from female students.
- The Women Empowerment/Sexual Harassment/Gender Equalisation Committee can also help with the unique requirements of female faculty members and female students.
- Women's Day is celebrated annually, and notable women are invited to speak about their personal experiences.

Provide the web link to:

- Annual gender sensitization action plan(s)
- Specific facilities provided for women in terms of:
 1. Safety and security
 2. Counseling
 3. Common rooms
 4. Daycare Centre
 5. Any other relevant information

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

C. Any 2 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management:

The primary goal of solid waste management is to lessen and eliminate the harmful effects that waste products influence on the environment as well as human health. One way to implement the three R's (Reduce, Reuse, and Recycle) is by composting.

While other garbage emitted on campus is thrown of in the community bin of Lam panchayat and the biologically useful waste is converted into organic manure for the campus plants.

Liquid Waste Management:

- Every building in the campus has a supply of drinking water. Water waste can be reduced through effective monitoring. Every building on the campus has a proper drainage system.
- Campus sewage is collected by a reliable drainage system and discharged into panchayat sewers.
- Septic tanks are used to process and store waste water from the girl's hostel's sewage.
- Every building has access to an open sewer system.
- Waste Management:

Waste is collected, sorted, stored, and disposed of according to an efficient system that focuses on ecology. Periodically, trash CDs, damaged PCs, and defective equipment are disposed

Waste Recycling System:

The garbage collected is sent to dump area, Lam, Guntur.

Management of hazardous chemicals: The Department of Chemistry sets the concentrations of solutions at very low levels with regard for both student safety and environmental protection. To properly store chemicals in a different room, the necessary safety measures are done.

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Hazardous chemicals and radioactive waste management

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|--|------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | D. Any 1 of the above |
|--|------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

| | |
|---|------------------------------|
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: | C. Any 2 of the above |
| <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | |

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy undertaken by the institution

| | |
|---|----------------------|
| <p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</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 promotional activities | E. None of the above |
|---|----------------------|

| File Description | Documents |
|---|------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|---|----------------------|
| <p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</p> | D. Any 1of the above |
|---|----------------------|

reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | No File Uploaded |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The educational institution has long been at forefront in educating students concerning the cultural societal, linguistic, geographical, and cultural diversity of the state and the country. In order to do this, CIET has initiated a number of actions, including hosting National Festivals and commemorating the birthdays of notable people. Through the participation of faculty and students with various backgrounds, NSS as well as Club activities foster an inclusive atmosphere.

These initiatives contribute to the growth of tolerance and peace that promote social, economic, linguistic, regional, and cultural diversity. Another measure that contributes to the above objective requires courses like professional ethics and the Constitution of India in all UG programmes.

Every year, prominent national holidays and events are celebrated including Republic Day, Independence Day, Engineer's Day, Teachers Day, Women's Day, and the Sankranti. All the members of faculty, staff, and students will participate and make a pledge to improve our nation.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

People in our region come from a variety of backgrounds, such as cultural, social, economic, linguistic, and ethnic diversity. Regardless of caste or religion, the Constitution governs and directs them. As a result, it becomes important to educate students as well as employees about the values, rights, duties, and obligations of citizens. Students are becoming less and less aware of the ideals, rights, obligations, and responsibilities entailed with being a citizen. Therefore, the institutions have to put forth an effort in this regard. The appropriate institutional implementations are listed below.

Participating in numerous programmes on culture, traditions, values, obligations, and responsibilities from illustrious invited guest speakers inspires the students. The institution makes decisions based on its basic beliefs. Students and staff have a code of behaviour that must be followed by everybody. Additionally, the institution runs educational programmes on topics like the ban on plastics, cleanliness, Swachh Bharat, etc. to encourage students to develop strong moral principles.

The institution's mandated courses on "Professional ethics and human values" and "Constitution of India" are a minor start towards educating students regarding their constitutional responsibilities.

Departments frequently host guest lectures with eminent speakers discussing ethics, values, obligations, and responsibilities. As a part of department association events, elocution exercises and debates include topics related to ethical values, rights, duties, and responsibilities.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code

C. Any 2 of the above

of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college supports honouring occasions and holidays on campus. It is crucial for learning and the development of a student's strong cultural beliefs. The institution puts a lot of effort into commemorating national and international holidays, events, and festivals all year round. To encourage the same, the institution celebrates national festivities and anniversaries of significance. The college is dedicated in promoting ethics and values among students as well as faculty members.

We celebrated the subsequent festivals across the academic year 2022-23. Independence Day, Engineers Day, Gandhi Jayanthi, National Youth Day, and Republic Day.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice: Implementation of outcome-based education (OBE) in the teaching-learning process effectively. Objectives of the Practice: ? To concentrate on the knowledge levels and make teaching more student-centered. ? To encourage the faculty with better planning of their teaching and learning strategies. The Context: Effective strategies for instruction offer a substantial influence on student learning, and this is the expected result and primary goal of educational institutions. The Practice: • The Course Coordinator Committee (CCC), Module Coordinator Committee (MCC), and Department Academic Committee (DAC) are all involved with the teaching-learning process to ensure effective content delivery. Evidence of Success: Problems Encountered and Resources needed: 1. More than 95% of the faculty accepted improvements regarding OBE procedures. But it appears that adjusting to the changes takes a while. Title of the Practice: Ensuring holistic development of students Objectives of the Practice: ? To develop technical clubs and professional associations that is unique to each department. The Context: In addition to gaining the requisite information in their field of engineering, students must additionally acquire the requisite soft skills and coding talents in order to pursue employment or advance in a start-up. The Practice: 1. Empowering students the tools they need to learn practical skills through co-curricular activities that are student-centric platforms. Evidence of Success: Students' participation in Co-Curricular, Extra-Curricular, and Extension activities has been impacted by time constraints and strict adherence to the regular academic schedule of teaching and learning.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://chalapathiengg.ac.in/wp-content/uploads/2024/02/7.2.1-Best-Practices.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Offering a variety of Skill Development programmes to faculty and students from throughout India through various clubs across branches. Every year, a yoga day is held in the institution to promote relaxed, healthy minds among the students and instructors. Events including blood drives, Swatcha Bharath, environmental cleanups, and plastic awareness campaigns are often held. Ravela village was adopted by CIET, and the organisation is running a number of awareness campaigns there.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://chalapathiengg.ac.in/wp-content/uploads/2024/02/7.2.1-Best-Practices.pdf |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

Teaching - Learning

- Strengthening Teaching -Learning process through Internal Academic Audit
- Reforming Faculty Self Appraisal Form
- Strengthening the OBE Implementation
- Ensuring the quality of Mid and Semester End question papers
- Organizing pedagogy techniques for effective teaching learning
- Strengthening Industry-institute interaction Improving the class room ambience
- Effective usage of ICT tools and e- learning resources

Research and Development

- Undertaking Major Projects and consultancy works

- Strengthening of research facilities in advanced labs
- Improving seed money facility and incentives for research
- Increasing the number of journal and conference publications

Faculty Improvement

- Encouraging faculty to apply for financial assistance from the outsources to organize the Seminars/ Conferences/ and research projects.
- Conducting International/National Conference for Skill Set Improvement
- Improving faculty competencies through FDPs/STTPs/Workshops/Certification Courses/Conferences.

Student Improvement

- Encouraging students to participate in various events to ensure holistic development of personality
- Enhancing soft skills and Programming Skills
- Strengthening Alumni interactions
- Organizing various sports and Cultural events
- Adopting nearby village to address societal issues by involving good number of students