



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

APS COLLEGE OF ENGINEERING

**ANANTHA GNANA GANGOTHRI CAMPUS, SOMANAHALLI, KANAKAPURA
ROAD, BENGALURU-560082**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A P S College of Engineering (APSCE) is a Bengaluru based self financing professional college established in the year 1997 by Acharya Pathasala Educational Trust (APSET). The founder Prof. Ananthachar registered APSET in the year 1935 as an Educational Trust to impart education to the society at an affordable cost. The APSET runs 11 educational institutions starting from Pre-school to doctoral degrees in Arts, Science and Commerce at N. R. Colony campus, Bengaluru and Engineering at Anantha Gnana Gangothri campus, Somanahalli, Kanakapura Road, Bengaluru. The founder President of APSET was a veteran educationist and a well known visionary who foresaw the need for the academic community to grow in strength to strength to play a key role in defining the destiny for our country.

The motive for establishing APSCE in the year 1997 is to provide top class quality education of high standards to the rural students of nearby villages on Kanakapura Road who cannot afford to pay high cost for professional education. A P S College of Engineering is located on a 25 acre sprawling lush green campus.

The institution is approved by All India Council for Technical Education (AICTE), New Delhi, recognised by Government of Karnataka and affiliated to Visvesvaraya Technological University (VTU), Belagavi, Karnataka.

Vision

To educate, train and inspire all students to become competent technocrats and help them to emerge as leaders in every field of Engineering and to fill their hearts and minds with values of excellence in all their professional pursuits.

Mission

To provide an excellent infrastructure and conducive ambience in the Institution.

To impart quality technical education combined with ethical values.

To produce world class professionals to take up challenging assignments of latest advancement in technology and engineering.

To inculcate attitude for research and developmental activities.

To leave a legacy for development of next level engineers and technologists.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Lush green campus with adequate infrastructure and state of the art Laboratories.

Well defined Teaching-learning process for holistic development of students.

Student centric learning with mentoring and counseling.

Well qualified, dedicated and experienced faculty.

Strong support from Management for academic, sports and cultural activities.

Encouragement to faculty to participate and organize workshops/seminars/conferences.

Institutional Weakness

Filing of Patents, Interdisciplinary and collaborative research needs to be initiated.

Industry-institution interaction to be started for projects and consultancy work.

Needs to strengthen Alumni Association for placements and expert lectures.

Not attempting to acquire NBA accreditation.

Less MOUs with reputed organizations/industries.

Student intake quality from poor socio-economic and rural back ground.

Institutional Opportunity

Attracting outside Karnataka students for admissions.

To improve Alumni involvement in academic and placement activities.

Conduction of more national and international conferences in thrust areas of Engineering

Implementation of Outcome Based Education in all facets of engineering Discipline

Developing Centres of Excellence in each branch of Engineering for improving Research activities.

Institutional Challenge

Equipping students to improve their quality for employability and life skills is a real challenge.

Improving admissions at a stage where engineering education is saturated and more deemed universities are entering.

Declining interest in students for Technical education due to diminishing job opportunities.

Improvement in placement opportunities for students in core industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

APS College of Engineering which is affiliated to Visvesvaraya Technological University, Belagavi adopts the curriculum prescribed by the University. The University revises the curriculum once in every four years or as and when needed by involving major stake holders keeping in view of the changing societal, industry, global needs and employability of students. The objective of curriculum revision is to develop students in all aspects to meet the requirements of the industry and Society.

The Institute follows CBCS scheme prescribed by affiliating university from the academic year 2015-16. In CBCS scheme students can opt for courses of their choice from the available options given under elective courses category. The Institute has its well defined process to plan and execute academic activities for effective implementation of the curriculum delivery. Objectives and Outcomes are defined for every program and course and ensured that they are fulfilled at the end of every semester.

An academic calendar is prepared by the Institution in line with the academic calendar notified by the university. The Institution conducts various certificate courses, Value added courses, industrial visits, final year project exhibitions which help the students to bridge the gaps between industry and academia. The institution also integrates cross-cutting issues relevant to gender, environment and sustainability, human values, professional ethics etc., into the curriculum.

The Institution effectively utilizes the services of career guidance cell, training and placement cell in collaboration with few companies in organizing soft skills, communication skill development programs to enhance the employability of the students.

Teaching-learning and Evaluation

Government of Karnataka regulates admissions to Professional colleges through Common Entrance Test (CET). 45% of the intake is filled by GoK based on merit in CET examination, 30% of the intake is filled through COMEDK and the remaining 25% is filled by management quota.

Teaching-Learning process helps students and teachers to acquire skills that empower them. The learning

environment at the institute motivates the students in the development of personal skills and competencies. Realizing the advancements in technology and need for implementing innovative teaching methods, faculty are encouraged to attend various Faculty Development Programs which add more value to their technical expertise and teaching methodologies. To have smooth conduct of class work, faculty prepares lesson plan, module wise course contents for all the subjects handled by them. Syllabus coverage is reviewed by HODs by verifying lesson plan, work diary, attendance register of the faculty. The institution also conducts remedial classes, bridge courses, soft skill and communication skill development programs, group discussions etc., for the holistic development of students.

Students' performance is being assessed by using direct and indirect assessment methods through the attainment of course outcomes and program outcomes by analyzing the semester wise results and feedback from stakeholders. Institute strictly follows all the examination reforms and the time line set by the affiliating University.

Research, Innovations and Extension

APSCE encourages the faculty and students to carry out research and to promote innovative practices to serve the community through extension activities. The institute has taken an initiative to create an eco system for research by creating infrastructure for research, developing industry & research projects and transferring knowledge through tailor made programs. The Institute encourages and supports students to participate in various technical and research activities competitions to inculcate research component amongst them.

Various departments of the Institute organize many conferences/seminars/workshops/invited lectures/gender sensitization programs with focus on capacity building in terms of research and imbibing research culture among the faculty and students. The Institution has university recognized research centers in Computer Science & Engineering, Electronics & Communication Engineering, Mechanical Engineering, Civil Engineering and Physics departments.

Infrastructure and Learning Resources

The Institute has a very conducive teaching-learning environment with adequate infrastructure in terms of academic and physical facilities. The institute has well ventilated class rooms, tutorial rooms, state of art Laboratories, Seminar hall, Computer laboratory, and workshops etc., The Institute has very good IT infrastructure and regularly updates hard ware, software as per requirement. The Institute has 450 computers with 50 Mbps internet connectivity to fulfill the academic and research need.

The Institute has well equipped Library with a huge collection of Books and Journals. Library is automated with DELNET, INFLIBNET and OPAC systems. The institute Library is a member of National Digital Library. Access to NPTEL, E-books and E-resources are available in the digital library. The institute is also a member of VTU consortium for all national & international journals and also e-books.

The institute has all facilities for indoor and outdoor games. The institution has a very good playground for Basketball, Volley ball, cricket etc., and spacious hall for Table Tennis, Caroms and Chess.

Student Support and Progression

APSCE is dedicated to support students for their progress and holistic development by organizing various activities throughout the year. Students are continuously monitored in their academic progress and overall development. The institute conducts soft-skill development, career counseling and personal enhancement sessions for the students by inviting external experts.

For the overall development of students, the institute encourages student participation in co-curricular and extra-curricular activities by providing the required support. Training and placement cell provides pre-placement guidance to the students for placement activities. This cell also coordinates internship and placement activities. The institute has various committees namely, anti ragging committee, anti sexual harassment committee, Grievance redressal mechanism based on bottom approach to ensure satisfaction among the students and staff.

Governance, Leadership and Management

The management has established effective leadership by defining vision, mission and goals clearly. The institution has formed various committees for managing the day to day activities and the system is fully streamlined. The management of the Institution extends their full support in accomplishment of institute's vision and mission.

Principal is the Head of the institution and he is assisted by Vice Principal, Heads of the Departments, Training & Placement officer, committee in-charges, and administrative officer. Coordinators are appointed for the smooth conduction of all activities. Principal conducts meetings with all these members regularly to monitor and execution of all planned activities as per calendar of events.

APSCE provides various welfare measures and amenities for teaching and non-teaching staff. The institution has adequate budgetary provisions for academic activities and its implementation is monitored to ensure optimum utilization. To ensure overall quality in the institution, IQAC is established during July 2018. The Internal Quality Assurance Cell (IQAC) is responsible for the overall monitoring of the system, setting/revising guidelines for improved performance, carrying out the Academic Audit of faculty and facilitating interactions with industry and community.

Institutional Values and Best Practices

The Institution organizes various gender equity programs. Gender sensitization, Human values and Professional Ethics courses as a part of curriculum. The entire campus is well maintained which helps in reducing air pollution. Green landscaping with trees and potted plants are maintained throughout the campus. The Institution makes conscious efforts to create awareness on energy saving. As a part of the process of education, college always focuses on technical advancement with safety facilities like CCTVs in all class rooms, important areas, fire extinguishers etc. The institution combines technology and social service in education to identify and implement innovations and best practices to differentiate among competitors and to add value in its educational services.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	APS COLLEGE OF ENGINEERING
Address	Anantha Gnana Gangothri Campus, Somanahalli, Kanakapura Road, Bengaluru-560082
City	Bengaluru
State	Karnataka
Pin	560082
Website	www.apsce.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A G Nataraj	080-28432108	9448452508	080-28432837	principal.apsce@gmail.com
IQAC / CIQA coordinator	Jagadeesh H S	080-28432106	9480101286	080-25271351	hodeceaps@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	04-08-1997

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Visvesvaraya Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-04-2020	12	Extension Of Approval for next academic year received from AICTE is mentioned here

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Anantha Gnana Gangothri Campus, Somanahalli, Kanakapura Road, Bengaluru-560082	Urban	25	15156

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Electronics And Communication Engineering	48	XII	English	60	16
UG	BE,Computer Science And Engineering	48	XII	English	60	47
UG	BE,Information Science And Engineering	48	XII	English	60	19
UG	BE,Mechanical Engineering	48	XII	English	60	5
UG	BE,Civil Engineering	48	XII	English	60	11
Doctoral (Ph.D)	PhD or DPhil, Electronics And Communication Engineering	72	M.E.or M.Tech.	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Computer Science And Engineering	72	M.E. or M.Tech.	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	72	M.E. or M.Tech.	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Civil Engineering	72	M.E. or M.Tech.	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Physics	72	M.Sc.	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				11				43			
Recruited	6	0	0	6	6	1	0	7	18	25	0	43
Yet to Recruit	0				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				11				43			
Recruited	6	0	0	6	6	1	0	7	18	25	0	43
Yet to Recruit	0				4				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				31
Recruited	25	6	0	31
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	25	6	0	31
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	12	4	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	12	4	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	1	0	0	1	0	0	9
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	4	1	0	18	28	0	51

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	354	3	0	0	357
	Female	286	0	0	0	286
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	37	44	58	62
	Female	19	32	29	38
	Others	0	0	0	0
ST	Male	6	5	14	18
	Female	9	11	12	10
	Others	0	0	0	0
OBC	Male	208	273	332	407
	Female	193	233	257	280
	Others	0	0	0	0
General	Male	106	137	142	185
	Female	65	91	124	147
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		643	826	968	1147

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
216	228	224	214	212
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
06	06	06	06	06

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
648	824	948	1117	1140
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	76	76	76	76

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
224	254	286	274	285
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
69	96	96	96	96
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	96	96	96	96
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 40

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
277.62	357.4	383	442.73	306.37

4.3

Number of Computers

Response: 450

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

A P S College of Engineering which is affiliated to Visvesvaraya Technological University (VTU) adopts the curriculum prescribed by the affiliating University. The University notifies the academic calendar for odd and even semesters separately. Odd semester academic calendar is notified during the month of July and for even semester during the month of January. The VTU academic calendar provides date of commencement of the semester, duration of the semester, last working day for the semester and dates of commencement of Practical and Theory examinations.

Based on the academic calendar notified by the University, the Institution prepares its academic calendar to be followed by all the departments in the institution. The Institution academic calendar specifies the commencement of classes, dates for all the three Continuous Internal Examinations (CIE), dates for sports and cultural activities, commencement of Practical and theory examinations etc., Departments prepare their calendar of events on the basis of college academic calendar including Time table for the individual classes. The faculties prepare Lesson planning and course material for the subjects allotted to them by HOD in the staff meeting well in advance and gets prepared to engage classes from the day of reopening of the semester. The Course Delivery methods followed by faculty are:

- Lectures: Lectures are used to convey information, history, background, theories and equations of engineering practice. Lectures are used to relate engineering practice with ethical issues. Lectures are also used to expose the students to contemporary issues and the need for life-long learning in the appropriate societal context.
- Class presentations: Presentations are given to illustrate ideas and concepts in intricate graphical and animation form for effectively communicating the working of actual engineering solutions and their impact.
- Tutorials: The Tutorials help the students in developing better understanding of the subjects and clarifying their doubts that could not be taken up during lectures and problem solving abilities.
- Lab experimental work: Laboratory work demonstrates, how theory can be verified by experiments through interpretation of results.
- Simulations and experimental exercises: Simulations are used to explain the concepts in a better way.
- Learning Management System (LMS) materials,

During the course delivery, three continuous internal examinations are conducted as specified in the academic calendar of the college. The quality of the internal examinations is maintained with the following measures.

- For every subject, respective faculty prepares question bank covering equal number of questions from each module covering all the topics

- Questions are framed such that they adhere to VTU standard
- College Internal exam coordinator along with an Exam team selects the final internal questions for each subject from the question bank.
- Question papers are given to the internal exam coordinators of the department on the day of test, after approval from Principal.
- Faculty prepares the answer key/scheme of evaluation.
- Internal exam coordinator ensures smooth conduction of test and proper valuation of internal blue books.
- A centralized valuation system is followed.
- After every internal exam, Total Quality Management (TQM) check is performed to ensure that valuation is done according to scheme prepared.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Visvesvaraya Technological University (VTU) notifies the calendar of events for the affiliated colleges at the beginning of every academic semester which includes start and end dates of the semester and examination schedules. A P S College of Engineering being affiliated to Visvesvaraya Technological University, based on the VTU academic calendar, IQAC of the Institution prepares the detailed calendar of events at the institution level.

Based on the academic calendar of the institution, departmental calendar of events are prepared by the concerned HODs under the guidance of the Principal and a copy is provided to all the staff and students of their department at the beginning of the academic year/semester. It includes the dates of reopening; orientation program commencement of internal exams, commencement of semester end university examinations, important functions in the college, Government, local and institutional holidays etc. The teaching plan is prepared by the individual departments under the guidance of concerned staff council.

The action plan for academic oriented activities like seminars/workshops/conferences to be organized, subject experts to be invited for guest lectures, cultural programs for various activities, schedule of final year project reviews are decided in the respective departments and submitted to the Principal before the commencement of the academic semester/ year. The evaluation of the action plan is reviewed by planning and evaluation committee at the end of the academic year.

Continuous Internal Examinations are conducted strictly as per the guidelines of VTU and as per college academic calendar. Three CIEs are conducted as per university norms. After conducting each CIE, the centralized evaluation is completed within 3 days. The internal marks and evaluated blue books are given to students for verification. Within one week of completion of CIE, the mentors inform parents about the performance of the student in CIE and attendance status through post/mail. Parent-Teacher meeting is also conducted once in every semester by the departments.

Based on the CIE mark, slow learners are identified and special coaching is given to them. In these special coaching classes, the teachers explain the tough topics and make students to write class tests/assignments, in which university questions are given to them to prepare. Students are evaluated continuously based on three CIEs and made them ready for university examinations.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 83.33

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

Response: 5

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 7

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

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

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 6.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	25	30	105	100

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The affiliating University (VTU) has included a Course on the Constitution of India, Professional Ethics and Human Rights to all programs offered in the institution. This course is offered as a credit course with one hour theory contact per week. On completion of this course, the students will be able to:

- Have general knowledge and legal literacy about the Indian Constitution and thereby it helps to take up Competitive examinations & to manage/face complex societal issues.
- Understand State and Central policies, Fundamental Rights & their duties.
- Understand Electoral Process, Amendments and special provisions in Constitution
- Understand the powers and functions of Municipalities, Panchayats and co-operative societies with Human Rights and NHRC.
- Understand Engineering & Professional ethics and also responsibilities of Engineers.

A course on **Environmental Studies** with two contact hours for theory per week is also offered to all the students in every program. After completing the course, the students will be able to:

- Understand the principles of ecology and environmental issues that apply to air, land and water issues on a global scale.
- Develop critical thinking and or observation skills and apply them to the analysis of a problem or question related to the environment.
- Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components.
- Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Gender Equity: With a clear understanding of India's progressive education policy with regard to gender equity, the institution has provided equal opportunity for both boys and girls in the admissions, curricular, co-curricular and extracurricular activities of the institution. Every year International women's day is celebrated in the institution apart from conducting various awareness programs on gender equity to girl students and women faculty members.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.38

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	9	8	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 9.72**1.3.3.1 Number of students undertaking project work/field work / internships****Response:** 63

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: D. Feedback collected

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 58

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

2019-20	2018-19	2017-18	2016-17	2015-16
212	228	225	254	287

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
367	428	428	428	428

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 85.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	65	72	68	69

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

A P S College of Engineering has a streamlined mechanism for continuous monitoring and evaluation of the students. Based on the performance of the students in CIE and performance in the classes, the students are categorized as advanced learners and slow learners. After the commencement of class work and completion of two modules, the students are again classified based on their performance in surprise test and technical quiz given. This helps to encourage students to learn and create enthusiasm in the class.

Special Programmes for advanced learners:

Advanced learners are identified based on the academic performance in the previous semesters, interaction in the theory & laboratory classes, their fundamental knowledge & concepts in understanding. These advanced learners are encouraged to become members of Professional bodies, to take up micro/mini projects for inculcating research culture, to appear for competitive examinations, to participate/ organize inter collegiate technical symposiums.

Special Programmes for slow learners:

APSCE takes special care for slow learners. The Mentors monitor academic performance and interact frequently to understand the issues that affect their ability to learn or impeding their academic success. The institution has a robust system to communicate the performance and attendance of the students to parents regularly. Faculty members do periodic interaction with parents about the performance of slow learners. Departments conduct remedial classes; provide course notes for slow learners as well as for those who are in the verge of dropping out due to arrear subjects. These students are given regular class tests in order to improve their performance in the university examinations. The faculties also revise the tough topics as requested by the students and provide university question bank & solutions and also explain the way of presenting the answers in the examination to score marks.

Strategies adopted for student improvement:

Departments organize remedial classes to clarify the doubts of the students, provide course contents, question bank and solution for the difficult numerical problems. The faculties teach content beyond the syllabus after the completion of the syllabus to enrich the knowledge of the students in the advanced topics. Additional laboratory experiments are also conducted after the completion of the regular laboratory classes. The institution has signed MOUs with some organizations and students are benefitted with expert lectures from industry experts and also for industrial visits. Students are encouraged are encouraged to attend various workshops, industrial visits, NPTEL lectures, MOOCS courses. To bridge the knowledge gap of the students various add-on courses are conducted for the students. In-plant training is also provided to the students to fill their knowledge gap.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 9.39

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

A P S College of Engineering follows various student centric methods to enhance Teaching-Learning. Few important among them are: Lectures, class presentations, Tutorials, Laboratory experiments, written assignments, case studies etc., Apart from these, departments conduct a number of activities like seminars, debates on current issues, group discussions and quizzes. These activities develop among students the stage courage, expression skills, thinking abilities etc., Student's enthusiasm, involvement and willingness to participate make learning mode more student-centric.

Other student-centric participatory learning methods practiced by the institution are: Application of modern analytical techniques which are not covered in the course curriculum is also carried out in the final year project work in order to develop interest towards research and to generate interest among the students to go for higher studies. Students who are interested in Research & Development work are motivated and encouraged to present their work in National/International Journals and seminar/conference proceedings. Students are rewarded for their outstanding performance in the projects, experiments, research and other relevant fields. Students also undertake an internship during their pre-final and final year in different organizations where they are exposed to real world issues and problems and policy making process.

Students are also taken for industrial visits, assigned mini projects, made them to participate in training programs in order to develop the communication and presentation skills. Faculties are engaged with their research work in association with potential students and they always try to share their innovative ideas with the students. Students also participate in various clubs like, nature club, literary club, cultural club which enhance the student's all-round development. Student-centric learning is also provided in the practical sessions. Experiential learning is ensured through group projects. Competitive and team spirits are developed through group discussions, debates and panel discussions.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

At APSCE all the faculty members are encouraged to adopt innovative teaching methods to ensure effective learning outcomes. Use of simulation software in classroom teaching to explain difficult concepts which are hard to visualize is one approach practiced in many departments. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities. The digital classroom with new technology makes the learner/teacher tech savvy while using all modern teaching aids like LCD projectors, audio-video system, podium, furniture etc. Faculty members use working models, charts, PPTs, videos, and animations to present the important/difficult theoretical concepts. Faculty also uploads videos, PPTs, tutorials; assignments lecture notes and other relevant materials on the web portal. Faculty members have also created social network groups to share the learning material which can be accessed by students at their leisure.

The Institute subscribes various online resources like IEEE, Digital Library and DELNET. The faculties are encouraged to use the above online resources along with NPTEL videos for a better teaching-learning environment. Use of smart classrooms with web-based teaching facilities by teachers to illustrate the concept clearly through audio/video mode helps the students to understand better. Teachers circulate tutorial problems, Assignments, lecture notes and other relevant materials to the students. Formation of different groups among the students and encouraging peer learning helps the students who are academically less performing.

APSCE encourages faculties to participate in technical and other training programs such as “Mission 10X” which help them to adopt new and innovative approaches such as role play, quiz, brainstorming, puzzles etc., to incorporate in the teaching plan to make learning more effective. Various faculty competency domains are created at department level where senior faculty members guide junior faculty members to improve their content delivery methods. They also share their experience of teaching a particular course. The institution also takes special efforts to take faculty members for outbound training programmes for training them on best teaching practices adopted by senior and performing faculty. The institution also organizes in-house training programs to hone teaching and mentoring skills realizing the importance of imparting quality technical education.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 14.09**2.3.3.1 Number of mentors****Response:** 46

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 100

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 10.4**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	8	9	7

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 7.99

2.4.3.1 Total experience of full-time teachers

Response: 551.10

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

A P S College of Engineering adheres to the regulations prescribed by Visvesvaraya Technological University for the Continuous Internal Evaluation (CIE). The affiliating University has brought many reforms by introducing ICT in the examination process and also introduced digital evaluation process of answer scripts.

The regulation specified by university for evaluation of each course has two parts: 1. Continuous Internal Evaluation (CIE) – 20 marks 2. Semester End Examination (SEE) – 80 marks. From the academic year 2017-18, the CIE component is increased to 40 marks and SEE component is reduced to 60 marks. Out 40 marks in CIE component, 30 marks are earmarked for Tests and 10 marks are for assignments/unit tests/written quiz that support to cover some of the course/program outcomes.

The CIE marks for the test in a theory course shall be based on three tests generally conducted at the end of fifth, tenth and fourteenth week of each semester. Each test shall be conducted for a maximum of 30 marks and the final marks shall be average of three tests. In the case of Laboratory course (Practical), the CIE marks shall be based on the laboratory record for the experiments conducted (30 marks for conduction of experiments, viva-voce and record writing).The remaining 10 marks are for one practical test to be conducted at end of the semester.

The conduction of IA Tests is centralized. The schedule of IA tests is announced at the beginning of the

semester through the Institutional Academic Calendar which is prepared based on the calendar of events notified by the university. The time table of the IA test is displayed on notice boards by the IA test coordinator one week before commencement of the test. The department wise test coordinators and evaluation coordinators headed by a senior Professor ensure the entire process of conduction of tests. Faculty members prepare two sets of different question papers for each theory subject adhering to VTU standards. Revised Bloom's Taxonomy and Outcome Based Education (OBE) in which course outcomes (CO) are attained is followed while framing the test question papers. Out of the two sets of question papers submitted by the faculties for each subject, Principal selects one set of question paper for each subject for printing and distribution to the students.

A centralized evaluation system is followed where faculties evaluate the test blue books at a central place and complete the evaluation process in the prescribed time limit of 3 days. The faculty members prepare the scheme of Evaluation for the test paper given to the students and use for evaluating the blue books. This entire system followed in IA test conduction and evaluation is transparent and robust. Assignments are given to the students at regular intervals by the subject teachers and evaluate regularly for awarding CIE marks. The final CIE marks of the students are entered through university online portal by respective subject faculty and authenticated by HOD and the Principal. Individual students' signature is taken on the printouts printed from university web-portal and submitted to University.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

After conduction of each IA test and evaluation by the faculties, the valued blue books are given to the students for perusal and verification. The faculty also discusses the answers and scheme of evaluation of the test question paper with the students in the class room. Grievances, if any, of the students regarding the awarding of marks for the answers in the blue books can be brought to the notice of the teacher. The faculty reviews the grievance of the students and act accordingly as required. If the student is not satisfied with the clarification given by the faculty, the student can brought to the notice of HOD for justice. Concerned HOD will look in to the grievance of the student and give a solution to the satisfaction of the student.

The institution also provides necessary support to students with respect to the VTU examination related issues. The departments help the students in university examination online form filling, results, applying for revaluation etc., Practical and project viva-voce examinations conducted by the university are evaluated by the internal and external examiners appointed by the University. The result queries, mark sheet errors, non receipt of mark sheets etc., are addressed by the central examination section. The students can apply for verification, revaluation and for a photocopy of the answer book. The university examiners re-verify, reassess the answer books and the revised marks, if any, are announced by the university.

2.6 Student Performance and Learning Outcomes

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

Response:

The details of Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs and the mechanism of communication followed by APSCE are explained hereunder:

1. Program Outcomes (POs) as given by the NBA is displayed in the prominent places in all the departments and also in the web-site
2. Program Specific Outcomes (PSOs) are written for each program after thorough discussion & deliberations with stakeholders. The PSOs are also displayed in the prominent places in all the respective departments and also in the web-site
3. Course Outcomes (Cos) are written for each course in every program after discussion amongst the course handling faculty & subject experts. The COs are kept in the course file & uploaded in the respective department website with syllabus

As the COs form the basis for achieving the POs/PSOs and Mission and Vision of the Institute, a brief description on writing a CO is given below:

1. Course handling faculty defines the course outcomes using Revised Blooms Taxonomy and discusses with the subject expert
2. The IQAC reviews the Course Outcomes. The Cos are agreed upon by the faculty of the program and should drive towards the POs and PSOs
3. Each Course Outcome is mapped to Program Outcome in terms of relevance. Three levels of relevance based on degree of correlation are used. The levels of correlation are: **1 for low, 2 for medium and 3 for high correlation**
4. The contribution of course to each PO is expressed in terms of average relevance of COs mapped to that particular PO. Similarly the value computed for all the courses including first year courses shall be entered for the corresponding PO and PSOs.
5. Awareness about POs/PSOs & COs is made known to students by faculty at the beginning of the semester besides displaying them in the respective departments, course files, and hand out materials and in the college website.
6. Course Outcomes are communicated to students through Internal Assessment question papers.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document

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

Response:

The process of attainment of COs, POs and PSOs starts from writing appropriate COs for each course of the program from first year to fourth year in a four-year engineering degree program. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Revised Bloom's Taxonomy. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes written and their mapping with POs are reviewed frequently by a committee of senior faculty members before they are finalized. The following tables show the COs and the CO-PO mapping matrix for a sample course:

In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the institution that identify, collect and prepare data to evaluate the achievement of Course Outcomes (COs). Assessment tools are categorized in to two methods to assess the Course Outcomes (COs). They are: 1. Direct Assessment Methods and 2. Indirect Assessment Methods.

Direct Assessment Methods:

1. Three Internal Assessment Tests
2. Quiz and Oral examinations
3. Tutorials and Assignments
4. Project work for final year students
5. Seminar for final year students
6. Mini Projects
7. University Semester-End Examination

Target levels of attainment of Course Outcomes (COs) are set by Department Academic Council (DAC). After the course is delivered and examination results are announced, actual attainment of COs is determined.

The loop is closed either by increasing the target level for the next offering of the course or by planning suitable improvements in the teaching-learning process to increase the actual attainment so as to reach the target.

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

2.6.3 Average pass percentage of Students during last five years

Response: 95.23

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

2019-20	2018-19	2017-18	2016-17	2015-16
217	245	270	250	277

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

2019-20	2018-19	2017-18	2016-17	2015-16
224	254	286	274	285

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.33

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 20.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.04	0.10	0.05	10.00	10.06

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 10.14

3.1.2.1 Number of teachers recognized as research guides

Response: 07

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

A P S College of Engineering provides healthy atmosphere, infrastructure, resources, confidence for enhancement of the capacity and competencies of students and teachers in research and innovative activities. All innovative and extension activities are student centric. Various activities are conducted to nurture and nourish youth's minds. These activities help students to understand the various problems faced by the society. It enables them to find out solutions to them. In the institution there are departmental associations apart from N.S.S., Sports, Skill and Entrepreneurship development centres through which students and faculty members are encouraged to undertake innovative activities which are helpful for creation and transfer of knowledge. Activities conducted by these are helpful to develop leadership qualities, various skills, planning, budgeting, marketing and organizing. Activities conducted by the department associations are helpful to enhance the skills of technical and creative thinking. Ladies Association is a very good platform for girl students to express themselves. Activities conducted by it are helpful to build the confidence in them. N.S.S. conducts various activities in innovative events like, tree plantation, Swachh Bharat Abhiyan, awareness programmes about cleanliness and upkeepng of environment etc., Eminent personalities who have significantly contributed in research, social activities, industries, are invited as resource persons. These persons are mentors to our students. Workshops and seminars are conducted on ICT which have proved helpful to the rural students. It has raised their confidence and expanded their horizons of creativity. To enhance innovative ideas, students and teachers are encouraged to participate in seminars and conferences conducted by affiliated colleges in the state of Karnataka. Our Principal and four more professors are recognized research guides. They encourage

students and teachers to undertake research activities. It is usual practice of the institution to allow admissible leave facilities to faculty to attend seminars, workshops and faculty development programs. Adequate provision is made for library to procure books and journals, e-journals for references. Library is equipped with modern technologies. This is helpful for creation and transfer of knowledge.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1.86

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 13

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

Response: 7

File Description	Document
List of PhD scholars and their details like name of the guide, title of thesis, year of award etc	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.01**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

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

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

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.31**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	24	00	1

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

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

Response:

A P S College of Engineering gives utmost importance for the students to be aware of the social problems and committed in promoting the holistic development. APSCE promotes the students to establish contact with the neighborhood communities and interact with them to explore the opportunities for social work. It helps in developing interpersonal relationships, leadership qualities, organizing skills, understanding the life of underprivileged people, help the society in times of need and inculcate the moral and human values among our students. A batch of Students is given two weeks duration in every semester to involve in the social activities. These students give seminar and share their hands on experience to other students and create awareness and insights about the work done by them. This makes our students to develop their social responsibility, service motive and many more. Dengue awareness program is conducted to the neighborhood communities by the students and highlighted the ill-effects of the water borne diseases. World water awareness program is also organized to make aware of water conservation and minimize water wastages by the students to the neighborhood communities.

The sustainable development of the society depends on the youngsters' holistic thinking and vision of the society. APSCE is aware of this need and involves its students for their holistic development. International Yoga day is celebrated for the mental and health benefits and its stability. The ambitious program of our beloved Prime Minister Shri Narendra Modi, and to commemorate the 150th birth anniversary of our father of Nation Mahatma Gandhi Swachh Bharath is the trump-card for the resurgent India. The Institution strongly believes that every citizen is responsible to make clean and green India to ensure the participation of every student in the program. Temple cleaning, blood donation, eye-screening, tree plantation and flood relief camps were organized by NSS unit of the institution.

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document

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

Response: 0

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

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

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 0

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

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

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

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

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

A P S College of Engineering established in the year 1997 is situated in 25 acre lush-green campus with nearly 2 lakh sq.ft. Built-up area. The institution which is affiliated to Visvesvaraya Technological University is offering 5 UG programs. APSCE has state of the art infrastructure, creating an environment for progressive learning and development. The institution has well ventilated & equipped class rooms and state of the art laboratories as per AICTE/VTU requirement to cater the academic needs of the students. Five departments of the Institution are also recognized research centers of affiliating University.

The institution has more than 450 computing facilities, servers, printers and has 50 Mbps internet bandwidth with a contention ratio of 1:1. All the departments have separate computer laboratories to cater to the needs of their students. The institution also has licensed software as per the requirement of the statutory bodies. The college has 6 buses to cater to the needs of the students and staff for commuting from to and from all corners of the city. The institution has separate crew to take care of maintenance of buildings, equipments and housekeeping of the whole campus in spick and span condition at all times.

The facilities available in APSCE for teaching-learning are:

Type of Facility	Total Number	Total Area
Class Rooms	31	3150 Sq.M.
Tutorial Rooms	02	135 Sq.M.
Laboratories	40	4483 Sq.M.
Seminar Halls	5	780 Sq.M.
Conference Rooms	3	267 Sq.M.

File Description	Document
Upload any additional information	View Document

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

Response:

A sound mind coupled with a strong physique is the key to success. Sports activities occupy a significant part of the college curriculum in APS College of Engineering. Good playing fields support a wide variety of games, such as Cricket, Foot ball, Volley ball, and Kho-kho. There are dedicated spaces for indoor sport including Table-Tennis, Badminton, Chess and Caroms. Our outdoor facilities include a 200-metre athletic track and courts for Basket ball, Volley ball, Hand ball and throw ball.

Students with a passion for Music and dance are encouraged to perform/take-up training in these arts. Faculty with skill in any of these arts ably support students through campus cultural festivals and motivate them to participate in competitions held outside the campus. The students of APSCE have participated in inter collegiate sports and games organized by VTU and its affiliated colleges.

File Description	Document
Upload any additional information	View Document

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

Response: 17.5

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.00	0.00	0.00	0.00	0.00

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

A P S College of Engineering has a spacious central library with an area of 800 sq. m. The library has **fully automated EASY LIB ILMS** software. The version of the software is **WEB(JAVA)** and the library is automated since **2010**. The faculty members and students of the institution utilize the library for continuous learning and to enhance their knowledge. The library is well equipped with a reading capacity of 100 readers and is also Wi-Fi enabled. Digital library is having 10 computer systems. The central library has various Text Books, Reference Books, e-books, Journals, Magazines, e-journals, Project reports, NPTEL video lessons related to Engineering and allied subjects.

Central library has a collection of fascinating books which includes Encyclopedia, Hand books, Dictionaries, GATE and competitive examination books and videos that supports the content beyond syllabus. The library provides four books per semester for each student and also made provision for students to refer previous semesters question papers of affiliating University for preparing their semester examinations. Central library has around 4500 number of Titles, 16500 volumes, 250 CDs, 275 e-journals, 20 + printed national and international journals.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books

5.Databases**6.Remote access to e-resources****Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 0.99**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.19	2.06	0.20	0.31	2.17

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**Response:** 0**4.2.4.1 Number of teachers and students using library per day over last one year**

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

Response:

The Institution has more than 450 computer systems and are upgraded periodically as and when required. As per the syllabus updating, the required soft ware is purchased and license will be renewed regularly. The internet band width connectivity is upgraded as per the norms specified by AICTE/VTU from time to time and at present the institution has a internet band width of 50 Mbps with a contention ratio of 1:1. Firewall and Anti-Virus software are installed to ensure better security.

A dedicated team of in-house staff is taking care of the IT and related needs of the campus such as software development, Hardware and networking maintenance, website designing and hosting data and SMS solutions. Effective CCTV surveillance network in all the class rooms and in the important locations is available in the entire campus.

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

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

Response: 1.44

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 2.01**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.00	11.50	4.10	9.61	10.98

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

A P S College of Engineering has the policy for infrastructure maintenance as specified by the statutory bodies both in terms of quantity and quality. APSCE provides the best infrastructure to all its departments and other functional areas to ensure the infrastructure needs and the requirement of teaching-learning process. The infrastructure maintenance policy of the institution is ensuring its quality and cost, up gradation from time to time, proper accounting and safe guarding by providing inventory of equipment and maintaining asset register, upkeep of the equipment through regular cleaning, preventive and corrective maintenance including Annual Maintenance Contracts (AMC), insurance against damage and theft.

In order to ensure the adequacy of the infrastructure including land, buildings, equipments and computer hardware, the norms specified by the statutory bodies like All India Council for Technical Education, Visvesvaraya Technological University with respect to resources requirement are adhered. Records of all infrastructure including equipment, software, books and other items are maintained by all the departments.

All the departments adhere to the procedures and guidelines of the institute with regard to cleanliness and preventive & corrective maintenance of infrastructure.

Laboratories Maintenance:**Daily maintenance**

- Lab Instructor inspects/checks the working condition of the equipments/computer systems
- Cleaning of equipments and work tables are done by lab instructor/assistant
- Floor cleaning is done by housekeeping staff of the college

Weekly maintenance

- Floor mopping of labs is done by housekeeping staff of the college
- Maintenance of batteries and ups is done to prevent corrosion of batteries terminals and proper functioning of UPS

Monthly maintenance

- The monthly maintenance report is generated in which the current condition of the equipments, consumables and furniture are mentioned and submitted to the Principal
- UPS in-charge checks the water level, voltage and backup of the UPS
- Calibration of equipments and instruments is done as and when required

Yearly maintenance

- Scrap and obsolete items in the laboratories are identified by the lab in-charges in consultation with the lab instructors.
- Action is initiated to dispose of the scrap/obsolete items after getting approval from the management

Preventive maintenance

- The working condition of the equipments are periodically checked
- The students are given instructions in handling the equipments before doing the equipments
- Laboratory manuals are provided to the students which include Dos and Don'ts of the laboratory, list of experiments and procedure of doing performing the experiments
- Stock register is maintained in laboratories and audits are conducted by stock verification committee to check the availability and working of the equipments
- Antivirus updating is done regularly for proper working of the computer systems and servers

Breakdown maintenance

- Minor repairs are carried out by the lab instructors
- Major repairs are carried out by service personnel from equipment suppliers after following due procedure

Infrastructure maintenance

- Class rooms, laboratories, rest rooms, offices and other areas in the campus are maintained by housekeeping staff of the institution

Library maintenance

- Adequate number of text and reference books are procured on a semester basis after obtaining the requests from the departments based on the availability of books in the library and curriculum changes
- Stock verification is carried out every year by a team of faculty members drawn from all the departments

Sports and games field maintenance

- Items required for sports and games are procured on a yearly basis by PED after obtaining approval from the Principal
- Maintenance of the college ground is carried out by the housekeeping staff under the guidance of PED as and when required
- Damaged sports equipment is replaced by new one as per requirement

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 55.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
412	512	547	572	513

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

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

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

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 29.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
224	254	286	274	285

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

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

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

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 33.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
107	123	76	64	66

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 10.27

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 23

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 0

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

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	21	2	7	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 3

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

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

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution has an active student council which provides various platforms for the students to enhance their potentialities and develop their leadership qualities. The various student committees comprise of representatives from all groups of students and are led by faculty members of the institution. The committees include Departmental, Technical, Cultural, social, Sports and such other committees as per the interest of the students stepping up to take up an active role. The main purpose of these committees is to ensure harmony across an ample, vibrant and continuous range campus events and activities in the course of an academic year.

Technical Committee

The professional societies like IEEE, ISTE, SAE, CSI student chapters, robotic club etc., are functioning in the college which conducts regular programs. In addition, every department has a student association. The technical committee helps students stay connected to the wide spread network of research groups. The committees inculcate research attitude among students by organizing events like paper and poster presentations, project exhibitions, participation in conferences etc., Students are encouraged and guided to participate in various competitions of state and national level.

Sports Committee

The sports committee shows leadership in organizing various sports activities on and off campus, coordinates and promotes participation of students in inter-collegiate sports festivals, plans and organizes sports day in the institution every year.

Cultural committee

The cultural committee actively coordinates and participates in several competitions. This committee also coordinates the annual cultural event, the inter-collegiate cultural fest consisting both off stage and on stage events which helps students to realize and show case the plethora of their talents, bringing the creativity of the students to the fore.

Social committee

NSS committee seeks to integrate social responsibility with personality development. These committees are active in organizing several extension activities like tree plantations, blood donation camps, swachh bharath campaign, etc., NSS unit also conducts awareness camps on the importance of rain water harvesting, prevention of water borne diseases, organ donation, eradication of plastic usage etc.

File Description	Document
Upload any additional information	View Document

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

Response: 2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services**Response:**

The institution fosters a strong bond with its Alumni. With the strong support from the APSET management and the continuous involvement of the Principal and the faculty of APSCE, the alumni association is carrying out various activities throughout the year. These activities aim at not only bringing the members to a close family atmosphere but also carrying out various service activities. Every department maintains strong association with their alumni. Departments organize annual alumni meet every year in which alumni of the department participate actively and give suggestions for improvement of the academic standards and employability of the their juniors. The alumni actively interact with the institution and the students through several programs.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

VISION:

To educate, train and inspire all students to become competent technocrats and help them to emerge as leaders in every field of Engineering and to fill their hearts and minds with values of excellence in all their professional pursuits.

MISSION:

To provide an excellent infrastructure and conducive ambience in the institution

To impart quality technical education combined with ethical values

To produce world class professionals to take up challenging assignments of latest advancement in technology and engineering

To inculcate attitude for research and developmental activities

To leave a legacy for development of next level engineers and technologists

Quality Policy:

To provide value based quality education maintaining pace with changing technology to produce competent and skilled professionals ready to accept global challenges.

The mission of the institute statement defines the Institute's distinctive characteristics in terms of addressing the needs of the society, students, institute's value orientation, and vision for the future. The Vision and Mission of the institute are in tune with the objectives of higher education. The formal and informal arrangements in the institute to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision

Reflection of Mission and Vision in the leadership of institute in ensuring:

1. The policy statements and action plans: The management and Principal actively participate in governing body/council meetings for ensuring that the policy statements and action plans are aligned for attaining the mission of institute, disseminates the vision and mission to all stake holders and involve them in forming the policy statements. The Principal makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required.

2. Formulation of action plans: The action plans are formulated in line with quality policy under the leadership of the Principal and the same are incorporated into strategic plans for effective implementation.

3. Interaction with stakeholders: The Principal ensures that all internal and external stakeholders are involved in different activities.

4. Proper support for policy and planning: The requirements of the society for policy making and planning are collected by the Principal through interaction with various stakeholders.

5. Reinforcing the culture of excellence: For the reinforcement of cultural excellence the vision, mission, short term and long term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture.

Perspective Plan: The perspective plan for next five years of the institute includes NBA accreditation, permanent affiliation, autonomy, centre of excellence and collaborations for higher studies and excellence in student placement.

Participation of the teachers: Through participative management, the faculties are involved in various decision making bodies of the institute.

File Description	Document
Upload any additional information	View Document

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

Response:

The institution is practicing decentralization and participative management in all its activities. The Governing Council, where Principal of the institution is a Member Convener, approves the quality policies and provides necessary support for the overall development of the institution. The institution has a policy of participative management as a form of democratic governance and this is achieved by involving faculty, staff and students in all its academic issues.

In implementing all its quality policies and plans, the institution adheres to rules and regulations specified by affiliating university and Governing Council. The Principal is the representative to look in to the functioning of the college. The Principal is the Head of the Institution and is empowered with sufficient authority and powers, delegated from the management for smooth functioning of day-to-day activities. All the departments of the college function under the direct supervision of Principal. Heads Of the Departments (HODs) look after the day-to-day activities of various departments. The Principal, as a representative of the college, guides all HODs, faculty members and other staff in all academic matters. He encourages and supports the HODs and faculty members in ensuring a proper academic environment in the college.

The college management, Principal, HODs and faculty members are actively involved in executing the academic plans and policies for fulfillment of the Vision and Mission of the institution. To achieve this different committees have been constituted in the college and entrusted with the responsibility of implementing the programs and policies. Efforts are always put in by the authority to create ample environment and suitable platform for all-round development of the students. Senior faculty members head all these committees and ensure these committees function effectively for achieving the goals of the institution.

The college has an Internal Quality Assurance Cell (IQAC), which meets at regular intervals and plays a crucial role in implementation of institutions' plans and policies.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A P S College of Engineering has various strategic plans for implementation and to achieve excellence in all aspects such as academic, placements and research. The management council has an immediate action plan which includes getting NAAC accreditation and with in another two years NBA accreditation for all the programmes offered in the institution. The other strategic plans are strengthening the campus facilities, improving teaching-learning process further, providing Personality Development program for the students, providing more Faculty Development Programs, improvement in industry-institute collaborations.

One of the strategic plans deployed in the institution as recommended by IQAC as of now is, to provide Personality Development Program for the students. The placement cell coordinates and conducts the Personality Development Program (PDP) for all the students in the campus. The PDP is conducted for all students from 1st year to 4th year. Every semester students are divided in to batches and all the batches are trained by professional trainers in various personality development traits like team work, communication skills, vocabulary and attitude besides technical fields.

This PDP gives students an insight in to the corporate world and prepares them to apply the skills they learn during college days in the corporate world. The training program which they undergo helps the students to overcome communication apprehension and to present any topic confidently during placement drives. It also educates them to manage time and to work as a team. The placement cell also provides guidance for competitive examinations like GATE. GRE, TOEFL etc.,

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

Response:

Organizational Structure :

A P S College of Engineering has a well-defined organization structure. A P S College is managed by Acharya Pathasala Educational Trust. Our Managing Trustees reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. The Governing Body steers the organization's management systems, their implementation and continuous improvement. Academic council reviews the academic and administrative functioning of the College. Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Council. All rules and regulations are stated in the service manual drafted by the Trust which is uploaded. The Principal is the head of the Institution. Principal is responsible for the College functioning and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for conscious, programmed action to improve the academic and administrative performance of the College.

At department level, the Heads of the departments are wholly responsible for coordinating all departmental academic activities. Faculty are accountable / responsible for the academic and curricular development of the students. Staff members of the departments are made as members of various committees. Students are involved as active members of the committees. Functions of Various bodies: For the complete functioning of college activities, many committees are identified. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson report to Principal/Head, IQAC and Principal/Head, IQAC monitors the effective functioning of these bodies.

Service rules: All staff are oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, Roles and responsibilities, discharge of duties, increments, kinds of Leave, code of conduct, incentive for attending FDP, incentive for achieving academic excellence and others.

Recruitment: The minimum age limit is 18 years and the maximum age limit for recruitment is as prescribed by Government/statutory bodies. However, the maximum age limit is relaxable by the management if the candidate is found suitable. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / AICTE/affiliating university. Selection of the candidate shall be by a selection committee.

Promotion: Promotion is on the basis of performance in the Institution, based on availability of vacancies and at the discretion of the Management. All policies and conditions are clearly stated in the Administrative and service Manual of the Institution.

Grievance Redressal Mechanism: A P S College address genuine complaints, issues and difficulties of the Stakeholders at individual as well as College level. Students are encouraged to use the Suggestion/ Feedback Methods to express constructive suggestions and grievances. Grievance redressal committee resolves complaints/ grievances with sensitivity and confidentiality.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

Following welfare measures are extended to the teaching and non-teaching staff

- All the teaching & non-teaching staff is eligible for availing Casual Leave of 12 days per annum.
- All the teaching staff are eligible for 15 days of vacation leave at the end of every semester
- All the staff are entitled for Earned Leave as per State Government norms
- Teaching staff attending seminars/ conferences/ faculty development programs are given special leave two times in a year
- All the employees are covered under PF act and are paid 12% of Rs. 15000/- as employer share and an equal amount is deducted from employee and paid to PF authorities
- All the employees are paid Gratuity as per gratuity act and an employee who serves the institution five years or more are eligible for gratuity.
- All employees are covered by Group Medical Insurance
- Subsidized transport facility is provided to all the staff in college buses to commute to the college
- Subsidized canteen facility is also extended to all the staff in the institutions' canteen

- Financial support is extended to all the staff for attending seminars/paper presentations/workshops etc.,

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 0

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

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

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 6.74

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	6	2	13

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institution follows a systematic Performance appraisal System for teaching and non-teaching staff. The institution evaluates teachers based on teaching effectiveness, research and participation in developmental activities and due importance is given to all the parameters. The institution evaluates non-teaching staff based on their performance in laboratory work, and other related administrative activities, co-curricular and professional development activities, general conduct and behavior with superiors and peers.

A structured “Self Appraisal Form” is filled in by each faculty at the end of every academic year wherein the faculty gives the details of performance in the subjects handled, and participation in various curricular and co-curricular activities, paper publications in international/national journals, and contribution towards academic development of the department/institution. The concerned HOD reviews the self appraisal of the faculty and forwards to the Principal with his/her remarks. A committee will review these self appraisal forms where GC chairman, Principal and concerned HOD and faculty will be present.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A P S College of Engineering, managed by Acharya Pathasala Educational Trust (APSET) ensures that both internal and external audits are conducted on all the financial transactions of the institute to make sure the all the transactions are done in a systematic and orderly manner without any deviation from the laid down financial policies and procedures. APSET has a dedicated, well qualified and experienced staff to carry out internal audit in the institution.

Internal audit team conducts auditing of the institute's financial functions at regular intervals to ensure that the financial transactions are carried out properly following set procedures. Internal audit focuses on financial and other related matters which are covered in the manual. After verification of various financial transactions of different aspects, internal audit team prepares a report indicating the deviations in the implementation of the financial policies and procedures of the trust. By doing this, the irregularities/deviations are brought to the notice of the concerned officials of the institution. After rectification of deviations by the institution the report will be submitted to the Governing Body for its approval.

Apart from Internal Audit, APSET also appoints a reputed firm/agency for conducting external audit in the institution once in a financial year. External audit conducts a detailed audit on all the financial transactions of the institution. The aim and objective of both Internal & External audits is to ensure that all the financial transactions are carried out within the set policies and procedures of the trust. This way the audits ensure that all the financial functions are carried out in the interest of the institute and are directed towards the prosperity and development of the institute. The contents of the Internal audit report and external audit report are brought to the notice of the concerned officials of the institute to rectify the deviations/inaccuracies, inconsistencies occurred in their day to day working. This is also to direct the concerned not to report such discrepancies in future.

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

The institution being a self financing institution, the source of funds is mainly from the Tuition fee paid by different category of students admitted to the institution. Apart from tuition fee the other sources of income are the amount collected towards Hostel, transportation, miscellaneous incomes like, conduction of various on-line and off-line examinations conducted for different agencies etc., In case of shortage of funds during the expansion or renovation of buildings, purchase of major equipments, APSET always supports by providing required finance to the institution.

The management and the institution have a well defined financial policy to ensure effective and optimal utilization of resources for academic, administrative and developmental activities which help to achieve the institute's vision and mission. Financial Planning is prepared well in advance for the institute including yearly budget by involving the Principal, academic departments and administrative sections. Every year the institute's budget is prepared giving the expected revenue and expected expenditure including capital expenditure. This will help to utilize the funds effectively and optimally. In case of any shortage of funds, the same will be communicated to the higher-ups for their information and needful. While preparing the budget, the funds required for curricular, co-curricular and extra-curricular activities are also considered apart from salaries and maintenance of equipments and other infrastructure. The management reviews the financial activities through scrutiny of budget expenditure versus actual expenditure in every quarter to ensure that the utilization of finance is effective and optimal.

6.5 Internal Quality Assurance System

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

Response:

The Internal quality assurance Cell (IQAC) has been established in APSCE to maintain and enhance the quality of education. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution. The work of IQAC is the step towards the internalization and institutionalization of quality enhancement.

To ensure efficient functioning of IQAC, Chief Coordinator of the IQAC interacts with various functionaries for effective implementation of IQAC suggestions and appraises Chairman of IQAC from time to time about the progress. IQAC meets at least once in a quarter and record its deliberations and suggest improvements required, if any, in academic/administrative functions.

The institution has well defined policy for the quality assurance which is ensured by the effective participation from all the stake holders. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The quality assurance processes with regard to academics and administration are the integral part of the institutional policy.

The IQAC has taken many initiatives for the enhancement of quality of education in the institution. Among them, two practices that have been institutionalized are:

1. Total Quality Management (TQM)

IQAC has initiated TQM by constituting Internal Audit Cell in the institution. The members of the Internal Audit Cell are nominated by the Head of the institution, one from each department, in the cadre of Assistant Professor/Associate Professor. TQM team has a TQM lead, who coordinates and consolidates the activities of the Internal Audit Cell members. TQM conducts internal academic audit and submits a report to the Principal on a regular basis.

2.RevisedBloom's Taxonomy and Outcome Based Education

Bloom's Taxonomy was created to provide the classic definition of the levels of educational activity, from the very simple (memorizing facts) to more complex (analyzing or evaluating information). Since the institution's objective is no just to convey information to students but to encourage their critical thinking and reasoning skills, the institution encourages higher order thinking skills from the beginning.

In APSCE, Revised Bloom's Taxonomy and OBE was initiated by IQAC. Faculty are given awareness to pedagogical teaching-learning methods, Revised Bloom's Taxonomy Levels and the Outcome Based Education through various workshops and faculty development programs in the department and institution. Awareness in Bloom's Taxonomy is done to upgrade the teaching skills and formulation of question papers. The question banks prepared by faculty for the subjects they handle will be adhering to revised Bloom's Taxonomy and OBE. Internal Assessment test 1 will cover Course Outcomes (COs) 1 & 2, Internal Assessment test 2 will cover Course Outcomes (COs) 3 & 4 and Internal Assessment Test 3 will cover Course Outcome 5. The question Banks the outcomes covered and the knowledge levels. Internal exam coordinator under the guidance of HOD, checks for the standard of the question bank and ensure that the questions are covering COs and as per Revised Bloom's Taxonomy.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC conducts internal academic audit twice in a semester and takes appropriate remedial actions to improve the quality of technical education. As Faculty plays a major role in providing quality technical education, review of quality of the faculty member is done twice, one at the beginning of the semester and other at the end of the semester to improve the teaching learning process.

It insists faculty members to participate in faculty development program, workshops, conference and research. Faculty members must attend FDP in order to be abreast of the recent trends in technology and create an environment to appraise the students with new technologies. It then audits whether the faculty members incorporate suggested improvements to ensure quality deliverables. Faculty members must match up the pace of their deliverables to meet the students' requirements. Lecture plans must be scheduled to complete syllabus in time. IQAC analyze the results of internal assessment examination of all subjects and guide the concerned faculty members to improve the pass percentage of students.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: E. None of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The following measures are initiated by the institution for the safety and security of students and staff in the campus. Safety and security is broadly classified under four heads, namely 1. Physical 2. Environmental 3. Organizational and 4. Educational.

1. Physical

- 24x7 functional CCTV cameras at pivotal and critical locations
- Deployment of security guards and prominent locations in the buildings and in the campus
- First aid kits in all the departments and Fire extinguishers at important points

2. Environmental

The environmental aspect comprises of the physical aspect of security surveillance that helps to maintain safety and security in the premises.

- Display of Emergency contact numbers of the designated personnel
- Thorough monitoring and security surveillance is provided till the last women employee/ girl student leaves the campus
- Separate and secured rest rooms are provided
- Movement of visitors is closely monitored
- Transport facility is provided for women staff leaving the campus in late hours

3. Organizational

Congenial atmosphere is ensured in the institution where women/girls are encouraged to work and study

- Boys are educated on the behavioral aspects at the time of orientation
- Women's Grievance Redressal Cell under women's forum is constituted to redress the women's grievances
- Women's forum conducts different activities to fight against any kind of injustice resulting from gender bias

4.Educational

- Self defense training classes are conducted for girl students
- Posters advocating gender sensitivity are displayed in prominent places
- Awareness camps arranged on the policy of sexual harassment, gender discrimination and the complaint process

Counseling:

The college arranges regular counseling sessions for all the students in need. Each faculty is attached with 20 students for regular mentoring and counseling. These faculty members regularly meet the students allotted to them and interact with them regarding academics, attendance and any other personal related issues. The faculty regularly telephones to their parents and appraises them about the performance of the student.

Counselors also provide guidance to the students related to career and placements, encourage the students to attend training programs conducted by the placement cell and also motivate the students for self learning. The counselors counsel the students on issues like personal, psychological, emotional problems and difficulties. Counseling helps them to deal with stressful or emotional feelings and to inculcate the positivity in them. Abnormal behavioral patterns of the students are identified from time to time and such students are referred to psychological counseling.

Common Rooms:

Common Rooms are provided separately for boys and girls separately in the campus. Common rooms are provided with essential facilities like Chairs, Tables, dust bins, Mirror, first Aid box, etc.,

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

Solid waste management:

The institution practices the segregation of solid waste into dry waste and dry waste. The collected waste is segregated at the source of generation. Dust bins are placed separately for dry waste and wet waste in the campus.

The dry waste consists of paper, plastic, dry leaves etc., are collected separately. Plastic and scrap are given to the external agencies for recycling. The dry leaves, twigs etc., are collected and decomposed in a pit which is used as manure for trees and plants.

The wet waste like food waste, vegetable waste fruit waste etc., are disposed to vendors. The sanitary waste collected from washrooms and hostels is given to a biomedical waste agency having regular pickup from the institution.

Liquid waste management:

The institution practices segregation of waste water into water from wash rooms and water from laboratories. Liquid waste from the wash rooms is connected to a common drain in the campus which leads to panchayat drain. Waste water from laboratories is disposed off into closed collecting tank after neutralizing the chemicals etc.,

E-Waste management:

The condemned batteries and damaged computers are disposed to authorized E-waste management agencies. Obsolete computers and other electronic gadgets are sold to recyclers. E-waste generated in the campus is given to the authorized dealers who purchase the scrap and reuse the useful components. Apart from this, the electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble, which help in application oriented learning. The low configured and

outdated computer is donated to nearby schools.

A P S College of Engineering has also taken various steps to restrict the generation of waste.

Bio degradable plates, steel plates are used instead of plastic plates; steel spoons are used in place of plastic spoons in canteen and hostel. Usage of plastic bags is banned in the premises of the college. Awareness programs on waste management are conducted for staff and students to promote eco friendly practices.

File Description	Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

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

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

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: E. None of the above

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

Response:

Diversity has a lot of characteristics that depend on the cultural and socio-economic factors. Moreover, diversity in the workplace and classrooms promotes growth and a sense of empathy. It brings about newer perspectives and encourages tolerance. While some characteristics of diversity include age, gender, the color of the skin. All of the characteristics of diversity contribute to each person's unique experience. It brings together people from various walks of life together. This helps in generating ideas and perspectives which one may have not considered before. Moreover, it will help to develop socially as well. Most importantly, diversity helps in bridging the gaps of discrimination. In addition to tolerance, it also makes you accept people for their uniqueness and individuality. Therefore, it enriches a person's life and makes them a global citizen. It is the duty of every citizen of the country to preserve the old culture of India, harmony and equilibrium has to be maintained. Every citizen of the country should believe in common brotherhood and try to maintain communal harmony.

Keeping all the above in mind, A P S College of Engineering provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities are organized every year inside the college to promote harmony towards each other. Commemorative days like, Women's day, Yoga day, Independence day, Republic day, Teachers day along with many regional festivals like Dasara, Diwali, Vinayaka Chavithi are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which are to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

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

A P S College of Engineering undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Every year Constitution day was celebrated at The Institute's trust/head office by inviting eminent personalities who are well versed with constitution to address our staff and students. They narrate the fundamental rights, Duties, Values and responsibilities of citizens as stated in Constitution of India. Our trustee members also address the gathering and appeal to all to remember the struggle of freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity ,equality, Social justice ,Human rights and freedom ,Rule of law ,equity and respect and superiority of constitution in the national life .The whole country is govern on the basis of the rights and duties enshrined in the Constitution of India. Our affiliating university, VTU has introduced a compulsory paper on the Constitution of India at Degree level across all engineering disciplines to create awareness and sensitizing the students and employees to constitutional obligation .As a part of strengthening the democratic values every year Republic day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly constitution day also would be celebrated on 26th Nov every year. Independence Day is also celebrated every year to highlight the struggle of freedom and importance of Indian constitution.

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

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

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document

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

The institute celebrates Days of national festivals like Independence Day, Republic Day and Birth and Death anniversaries of nation leaders to respect our nation and its great personalities. The institute celebrates these days to remember the events or contribution of our leaders in building the Republic nation.

- Gandhi Jayanthi is celebrated every year on 2nd October to mark the occasion of the birth day of Mohandas Karamchand Gandhi, who is called the “Father of the nation”.
- Every year college celebrates 5th September as **Teachers day**, the birth day of Dr. Sarvepalli Radhakrishnan, a teacher, great philosopher to recognize the contributions and achievements of the teachers.
- Every year 15th September, the birth anniversary of Sir M. Visvesvaraya is celebrated as **Engineer’s Day** to celebrate the contribution and achievements of engineers.
- Every year 15th October is celebrated as Student’s day in remembrance of the birth day of our beloved President Late APJ Abdul Kalam.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice – 1

1. Title of the Practice: Centralized Internal Assessment Examination Cell

2. Objective: The main purpose of implementing Centralized Internal Assessment Examination Cell in APSCE is to bring transparency in the periodic evaluation of teaching-learning process. The centralized internal assessment examination cell organizes the Internal Assessment Examinations as per the calendar of events of the institute to assess the performance of students over a well distributed interval of time with in the semester and to make the examination an internal and integral part of the teaching process.

3. The Context: Internal assessment is a continuous, periodic in which assessment is done in relation to certain abilities and skills of the students. Internal assessment tests are conducted by the institution as per norms of the affiliating university while semester end examinations are conducted by the university. Internal assessment of the students is done by the faculty handling a particular course and no external faculty is involved in the process. Internal assessment demands the outcome of the students than the ability and skills of the students. The institution's centralized Internal Assessment examination Cell is basically a well defined and transparent methodology to evaluate the robustness of internal assessments meant for eradicating the problems relating to examination system. A good internal evaluation system allows teachers of various courses to evaluate the performance of their students in accordance with the objectives set before them.

4. The Practice: A P S College of Engineering is affiliated to Visvesvaraya Technological University, Belagavi, Karnataka and the rules and regulations for examination process are laid down by the university which is communicated to the students through a book supplied in the beginning of first year of their academic orientation program.

APSCE centralized internal assessment examination cell is headed by the Principal and assisted by a senior faculty as chief coordinator. An internal assessment test committee is constituted with principal as the head, a senior Professor as chief coordinator and one faculty from each department as IA coordinators. IA committee meetings are held before each internal assessment tests.

The institution's exam section/cell is well established in terms of infrastructure, computing, printing and intercom facilities. Three Internal assessment tests are conducted in every semester and are communicated to students and faculty in the beginning of the semester through institute's academic calendar. The internal assessment tests and evaluation process is communicated to students by the respective departments/faculty. The same is briefed to first year students during their orientation program.

Syllabus for each Internal Assessment Test is communicated to the students well in advance before each IA test by respective faculty handling the course. Question papers are set for each course by the faculty based on Revised Bloom's Taxonomy and Course Outcomes. These question papers are scrutinized by HODs for correctness and approved. Evaluation of blue books is done centrally within three days of completion of IA test and is based on the scheme and solution prepared by the faculty well in advance. The scheme and Solutions prepared by the respective faculty for evaluation of blue books. The Blue books are given to students by respective faculty after evaluation for verification of marks

The process of Internal question paper setting followed by the institution is given hereunder:

- Faculty prepare question bank for every course handle by them covering questions as specified by university from each module and covering all the topics
- Internal Exam coordinator of the department checks the standard of the question bank under the guidance of the HOD
- College Internal Exam Chief coordinator along with an exam team selects the final questions for internal assessment tests for each course from the question bank
- The chief coordinator arranges for printing of Question papers for all the courses of all the departments and keep in safe custody

- Question papers are given to the internal exam coordinator of the department on the day of test, after approval from the principal
- The chief coordinator of IA exams ensure smooth conduction of tests and organizes for central evaluation of Blue Books
- After every Internal assessment Exam, Total Quality Management (TQM) check is performed to ensure that valuation is done according to scheme prepared
- Three IA exams are conducted in a semester which includes 2 modules of syllabus for IA Test-1, 1 ½ or 2 modules for IA test-2 and the balance for IA Test-3

5. Evidence of Success: The success rate in the semester end examinations has been improved after the implementation of centralized internal assessment examination system in the institution. All the internal exam related works like, finalizing and printing of test question papers, storing of all unused blue books and dispatching of written blue books from the concerned class rooms to the centralized exam cell are done inside the confidential room. Since the question paper is reaching the respective exam hall just like VTU exam, there is no chance of malpractice or injustice to students and transparency is clearly visible in the system. The faculty members complete the valuation within the stipulated time which helps the mentors/proctors to communicate the academic performance of their students to the parents. The students with fewer marks in the respective subjects are identified by the class in charge teachers and remedial classes are conducted.

6. Problems encountered and Resources required: initially there was a lot of resistance from the faculty for centralized evaluation system, as earlier faculty was taking their own time for evaluation of blue books and few faculties were evaluating blue books without any scheme and solutions for the question paper. After having a detailed discussion on the entire process, the entire faculty was agreed upon to implement the Centralized Internal Assessment Examination system.

A team of dedicated faculty, departmental coordinators, chief coordinator and supporting staff is very much essential for successful implementation of the system. An academic calendar clearly specifying the dates of various academic events in the institution during the semester should be strictly adhered to for implementation of this system without any flaws.

7. Future Plans: To communicate the student's academic performance and attendance status through SMS/E-mail and also accessibility to students and parents from web.

Best Practice – 2

1. Title of the Practice: Student's Academic Excellence in Teaching-learning Process

2. Objectives: The objective of this practice is to improve the overall results in examinations and academic excellence of students. All the departments in the institution take active part in identifying advanced learners and slow learners with the help of different parameters and help the slow learners to improve their academic performance.

3. The context: As A P S College of Engineering is located on the outskirts of Bengaluru City, the students from various socio-economic back ground and with different abilities of learning are getting

admitted to the institution. Majority of the students who get admitted to the institution are from nearby villages that lacks communication skills and with different complexities. Though some of the students have good knowledge and good understanding levels they are not in a position to avail the opportunities of learning latest technologies due to lack of exposure to career opportunities and training. Due to this the institution has taken initiative to categorize into advanced learners and slow learners and started giving exposure in new technologies, Value added courses to advanced learners and special coaching classes in academics, communication and other skills.

4. The Practice: The faculties of all the departments categorize all the students of their department in to Advanced learners and slow learners based on the student's academic performance in the previous semesters, interaction in the regular classes, performance in the first Internal Assessment Test etc.,. After identifying the Advanced learners and slow learners, the departments take different initiatives/measures for advances learners aswell as slow learners to enhance academic performance and soft skills.

5. Evidence of Success: Due to the initiative by all the departments for advanced learners and slow learners, the institution noticed lot of changes in student's holistic development. Few important changes noticed are:

- Improvement in scoring good marks in Internal Assessment examinations
- Improvement in pass percentage in semester end university examinations
- Improvement in participation by advanced learners in various activities like paper presentations in conferences, attending seminars etc.,
- Increase in number of students pursuing higher studies after attending in GATE, GRE, TOEFL and other competitive examinations
- Improvement in placements and job opportunities for all the students

In nut shell these initiatives have helped the institution in improving the whole teaching-learning process

6. Problems Encountered and Resources Required:

Initially students were hesitant to identify them as slow learners and after few counseling sessions everyone has shown interest in participating in remedial /tutorial classes and other Value added courses. Also due to the hectic schedules of the affiliating university, the institution is facing challenges to find time slots for conducting remedial classes for slow learners. In spite of these difficulties, the institution is conducting remedial classes to the needy students after college hours, weekends etc

7.3 Institutional Distinctiveness

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

Response:

A P S College of Engineering established in the year 1997 by Acarya Pathasala Educational Trust is located on a 25 acre lush green campus and is affiliated to Visvesvaraya Technological University. The Institution is also approved by All India Council for Technical Education and recognized by Government of Karnataka. APSCE distinguishes itself from peer institutions by offering an affordable, highly personalized student centered education to the needy in and around villages from the institution. At present, the institution is offering 5 UG programs namely, Computer Science & Engineering, Information Science & engineering, Electronics & Communication Engineering, Mechanical Engineering and Civil Engineering. Five departments of APSCE have been recognized as Research Centers of VTU.

Based on the vision, priority and thrust the institution consistently providing the best learning experience to the most productive learning community and in the most creative learning environment in engineering education and to produce socially responsible engineers and managers. In line with the institute's mission statement and to accomplish the vision and translate it into a reality, the institution is practicing the best teaching-learning methodologies like participative learning, experiential learning etc., All these learning methodologies are implemented through industry institute interactions. The distinctiveness of the institution lies in "learning beyond the classroom". This is implemented by organizing various activities such as Guest lectures from industry experts. Workshops, Internships, Industrial visits etc., to make learning more interactive and interesting.

The institution has state of the art infrastructure, creating an environment for progressive learning and development. The institution has well equipped ventilated and spacious Lecture/class rooms and also tutorial rooms. APSCE has well equipped state of the art laboratories as per the requirements of AICTE and affiliating University. One faculty from the department is made in charge of one laboratory assisted by a co-faculty, One Instructor/Asst. instructor is attached to each laboratory to take care of the equipments and also to assist faculty and students in carrying out experiments during laboratory classes. Faculty in charge of every laboratory is responsible for keeping all the equipments in the laboratory in working condition and also for servicing and calibration of equipments at regular intervals.

All the equipments and computer systems are always inspected / checked for wear and tear and replaced with new or repaired immediately. Outdated computer systems are also replaced as per requirement to conduct all the experiments specified in the syllabus. All laboratories are equipped with sufficient hardware and licensed software to conduct experiments as per program specific curriculum and out of the syllabus experiments.

APSCE has a play ground to support a wide variety of games such as cricket, football, volley ball kho-kho etc., There are dedicated spaces for indoor sports for Table Tennis, chess, caroms etc., The central library has more than 40,000 books and other rare books. The library subscribes for national and international journals. The institute's library is a member of VTU consortium where the students and staff can access to large number of e-books and e- journals of repute.

The institution is providing bus transport facility to students and staff at concessional charges to commute to college from important places of Bengaluru. The staff and students are covered under group insurance

scheme.

NAAC

5. CONCLUSION

Additional Information :

An Engineer is a solution provider to the problems of the mankind bringing a balanced life which has social impact, bring development to the nation at an affordable cost and without creating any harm to the environment. APSCE aims to groom students to be self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respect different cultures, aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, women safety and security and environmental consciousness. APSCE encourages all the students and faculty members to use the transport provided by the institution which helps the nation in reducing fuel consumption and traffic hassles.

Concluding Remarks :

An Engineer is a solution provider to the problems of the mankind bringing a balanced life which has social impact, bring development to the nation at an affordable cost and without creating any harm to the environment. APSCE aims to groom students to be self-reliant, specialists in their chosen discipline, continuous learners, effective communicators, respect different cultures, aware of their social and civic responsibilities, sensitive to gender issues with zero tolerance towards sexual harassment, women safety and security and environmental consciousness. APSCE encourages all the students and faculty members to use the transport provided by the institution which helps the nation in reducing fuel consumption and traffic hassles.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>3</td><td>8</td><td>5</td><td>2</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>2</td><td>1</td><td>2</td><td>2</td></tr></table> <p>Remark : The two programs of the year 2016-17 are considered</p>	2019-20	2018-19	2017-18	2016-17	2015-16	3	8	5	2	4	2019-20	2018-19	2017-18	2016-17	2015-16	0	2	1	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	8	5	2	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	2	1	2	2																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>226</td><td>596</td><td>334</td><td>105</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>60</td><td>25</td><td>30</td><td>105</td><td>100</td></tr></table> <p>Remark : Revised as per the revised consideration of program in Metric 1.2.2</p>	2019-20	2018-19	2017-18	2016-17	2015-16	226	596	334	105	0	2019-20	2018-19	2017-18	2016-17	2015-16	60	25	30	105	100
2019-20	2018-19	2017-18	2016-17	2015-16																	
226	596	334	105	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
60	25	30	105	100																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>70</td><td>77</td><td>90</td><td>85</td><td>68</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	70	77	90	85	68										
2019-20	2018-19	2017-18	2016-17	2015-16																	
70	77	90	85	68																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	9	8	6

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 363

Answer after DVV Verification: 63

Remark : Cosidered only the current academic year

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

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

Remark : Employee signature missing in feedback. Therefor Any 3 is considered

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

Answer After DVV Verification: D. Feedback collected

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

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

Answer before DVV Verification:

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

641	814	952	1096	1138
-----	-----	-----	------	------

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
212	228	225	254	287

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1380	1440	1440	1440	1440

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
367	428	428	428	428

Remark : Considered only 1st year enrolled students

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 52

Answer after DVV Verification: 46

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. At least 01 teacher has been counted twice.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.04	0.10	0.05	10	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.04	0.10	0.05	10.00	10.06

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 07

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	8	8	9	4

Answer After DVV Verification :

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

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 20

Answer after DVV Verification: 13

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

Answer before DVV Verification : 7

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
27	8	10	7	3

Answer After DVV Verification :

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

Remark : The HEI has not provided the ugc/ Scopus/ Web of Sciences link as requested. Only Energy Efficient MAC-Network Cross Layer Chain Protocol for Wireless Sensor Networks by Adarsha Sagar H V is considered (in journal researchgate).

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	27	43	19	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	24	00	1

Remark : Chapters in edited volumes/books published and papers only considered.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.4 **Average percentage of students participating in extension activities at 3.4.3. above during last five years**

3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
215	345	438	476	540

Answer After DVV Verification :

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

3.5.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.5.2 **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**

3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	2	0	0

Answer After DVV Verification :

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

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 35

Answer after DVV Verification: 7

Remark : As per the Supporting documents/Geo tagged photographs, only 7 classrooms have LCDs. Having computers in classroom cannot be considered

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.27	45.04	37.24	50.30	57.04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.00	0.00	0.00	0.00	0.00

Remark : No expenditure found on Infrastructure Augmentation

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.71	16.50	13.20	17.07	22.47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.19	2.06	0.20	0.31	2.17

Remark : Considered expenditure on books, periodicals and journals only on the basis of Income and Expenditure statements. Expenses incurred in any other captions are not considered

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

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

Answer before DVV Verification : 124

Answer after DVV Verification: 0

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
202.86	236.76	254.52	249.39	306.37

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.00	11.50	4.10	9.61	10.98

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
64	67	21	23	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. The HEI did not provide any supporting data or claim in response. Names of the awardees and the amount not provided.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
227	389	386	445	521

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
224	254	286	274	285

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.2.2 Average percentage of students progressing to higher education during the last five years

	<p>5.2.2.1. Number of outgoing student progression to higher education during last five years Answer before DVV Verification : 34 Answer after DVV Verification: 23</p>																				
5.3.1	<p>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years. Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	1	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	1	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	1	1	1																	
5.3.3	<p>Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>5</td><td>44</td><td>48</td><td>48</td><td>58</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	44	48	48	58	2019-20	2018-19	2017-18	2016-17	2015-16	2	2	2	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	44	48	48	58																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	2	2	2	2																	
6.2.3	<p>Implementation of e-governance in areas of operation</p> <p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above</p>																				
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five</p>																				

years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	32	29	16	13

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	16	38	22	38

Answer After DVV Verification :

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

	6	3	6	2	13
6.5.3	Quality assurance initiatives of the institution include: <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: E. None of the above</p>				
7.1.4	Water conservation facilities available in the Institution: <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Revised based on the supporting document</p>				
7.1.5	Green campus initiatives include: <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 with trees and plants <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric during clarification. Pedestrian Friendly pathways Ban on use of Plastic landscaping with trees and plants considered.</p>				
7.1.10	The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized 				

Answer before DVV Verification : B. 3 of the above
 Answer After DVV Verification: C. 2 of the above
 Remark : Revised based on clarification document

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>325</td><td>328</td><td>320</td><td>321</td><td>319</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>216</td><td>228</td><td>224</td><td>214</td><td>212</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	325	328	320	321	319	2019-20	2018-19	2017-18	2016-17	2015-16	216	228	224	214	212
2019-20	2018-19	2017-18	2016-17	2015-16																	
325	328	320	321	319																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
216	228	224	214	212																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>06</td><td>06</td><td>06</td><td>06</td><td>06</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	5	5	5	5	2019-20	2018-19	2017-18	2016-17	2015-16	06	06	06	06	06
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	5	5	5	5																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
06	06	06	06	06																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>641</td><td>814</td><td>952</td><td>1096</td><td>1138</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>648</td><td>824</td><td>948</td><td>1117</td><td>1140</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	641	814	952	1096	1138	2019-20	2018-19	2017-18	2016-17	2015-16	648	824	948	1117	1140
2019-20	2018-19	2017-18	2016-17	2015-16																	
641	814	952	1096	1138																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
648	824	948	1117	1140																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>61</td><td>80</td><td>85</td><td>86</td><td>84</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	61	80	85	86	84										
2019-20	2018-19	2017-18	2016-17	2015-16																	
61	80	85	86	84																	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	96	96	96	96

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
265.73	357.40	382.90	442.73	306.37

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
277.62	357.4	383	442.73	306.37