



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**RISE KRISHNA SAI PRAKASAM GROUP OF
INSTITUTIONS**

NH16,VALLURU ONGOLE PRAKASAM DISTRICT

523272

www.risekrishnasaiprakasam.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rise Krishnasai Prakasam Group of Institutions is one of the best institutions in the region of JNTUK, under the flagship of AICTE. It offers under graduate courses and PG courses in Engineering, Computers and Management education. The Institution was established on 1st January 2009 by RISE which stands for Rural Institute of Social and Economic Empowerment. The captivating ambiance amidst panoramic scenic beauty all around would add glory to the face value of the campus. Since its inception, the institution has been flourishing in all aspects.

Rise institution is bound together by a deep-rooted sense of excellence in education. Our commitment to quality in education, learning and research is uncompromising, and lived out in practice every day in our lecture halls, laboratories and libraries.

The most competent and dedicated technical and human resources in the campus sharpen student's skills and capabilities. They, thereby, shall be sure to make the greatest possible strides both in their career and life.

Rise is most often targeted by leading multi-national companies and employers in the aspect of placements. The stay at RISE offers the students the precious opportunity to challenge and deepen their knowledge. We also provide space and the time to broaden their intellectual horizons, allowing the students to read voraciously and widely, and to interact with diverse groups of academicians from around the nation through a variety of co-curricular activities, with an aim to make them ready to serve the industry and society.

Vision

To be a premier institution in technical education by creating professionals of global standards with ethics and social responsibility for the development of the nation and the mankind.

Mission

- Impart Outcome Based Education through well qualified and dedicated faculty.
- Provide state-of-the-art infrastructure and facilities for application-oriented research.
- Reinforce technical skills with Life skills and Entrepreneurship skills.
- Promote cutting-edge technologies to produce Industry-ready professionals
- Facilitate interaction with all Stakeholders to foster ideas and innovation.
- Inculcate moral values, professional ethics and social responsibility.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management is progressive, constructive and helpful.
- All eligible Undergraduate Engineering Programs are accredited by the NBA.
- Certifications by the ISO
- Students feel comfortable and secure in the campus.
- Facilities are of the highest calibre.
- Incubation Center and Centers of Excellence
- Dedicated and qualified faculty members, who care for the well-being of the students.
- Participation in academic, co-curricular, and extracurricular activities is viewed as important.
- A well defined mentorship program in the institution emphasizes overall growth of the students
- Internal Quality Assurance Cell of the institute plays a vital role in planning and implementing academic activities
- Dedicated Placement Cell with a long history of successful placements.

Institutional Weakness

- Lack of funded Research Projects
- Research with National and International institution is to be carried out.
- Alumni corpus is not as per expectations and needs
- Rural and first-generation students are under-represented in several programmes.
- As parents are reluctant to allow their daughters to pursue higher education, there is a low rate of female students pursuing higher education.

Institutional Opportunity

- Feasibility to streamline and strengthen various research activities through MoUs and collaborations.
- Regular publication of articles in peer reviewed, UGC approved journals.
- Maximize participation of students in the national and international level event competitions.
- To maintain a strong alumni base.
- To make the institute Autonomous.
- to explore various other possibilities to get funded projects.

Institutional Challenge

- Competition from other higher education institutions.
- Delayed release of students' fee reimbursements by the state government
- Majority of admissions are from rural areas causing concern for improvement in communication skills.
- The small consultancy activity being carried out in view of rural area, has to be improved.
- Lack of freedom in designing curriculum and syllabus
- To train the rural students to meet global challenges
- Faculty retention.
- Meeting the rapid changes of industry requirements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

RISE KRISHNA SAI PRAKASAM GROUP OF INSTITUTIONS is affiliated to JNTU, Kakinada, and follows the university's curriculum. The Institution strives to deliver quality education to its students by keeping up with rapid changes in technology breakthroughs and the modern educational system. The Principal and HODs will conduct meetings on a regular basis to establish strategies for implementing the curriculum effectively. Course outcomes, Program Educational Objectives, and Program Outcomes are defined in accordance with the college's vision and mission, as required by Outcome Based Education. Subject specialists develop course and lab files with the details of the teaching strategy, teaching methods, and teaching materials.

The institution creates a schedule of activities, including working days, internal examinations, laboratory examinations, vacations, workshops, technical symposiums, field trips, semester assessments, and so on, with the agreement of the College Academic Committee. The event calendar is distributed to all students and teachers, and it is also put on the department notice boards for everyone's convenience. To ensure that the activities run well, the class schedule and lesson plans are conveyed to students via circulars and Whatsapp messages. Internal reviews, midterm tests, seminars, project work, and semester assessments are all utilized to keep track of students' academic progress. The entire internal assessment is overseen under the supervision of the Examination Committee.

The institution deputs its teachers to take part in the universities evaluation process such as preparing scheme of valuation, paper evaluation and to conduct lab examinations. Few faculty also take part in the designing the curriculum of various certification courses.

The institution conducts several certification and value added programs in addition to the regular syllabus to bridge the gap between industry and academics. The students are guided towards better career options via various guest lectures, workshops and seminars. The institute also supports students to go through industrial visits and internships.

An effective feedback system is in place in the organization for effective implementation of syllabus and all stake holders will take part in the feedback process. Depending on the feedback several actions will be taken to fulfill the gaps in the curriculum.

Teaching-learning and Evaluation

When it comes to education, RISE Campus places a high value on teaching and learning. A large majority of quality students have chosen RISE during the past five years. The State Council of Higher Education in the state of Andhra Pradesh (APSCHE) will look after the process of Undergraduate Engineering admissions via APEAMCET and the PGCET for Post graduate admissions.

An initial assessment of levels of students' learning levels is made based on their Intermediate results, and then they are examined by mid-examinations, assignments, class interactions, and mentorship as they are classed as advanced or slow learners. 'Special programmes for advanced students, such as instruction in cutting-edge technology and problem-solving techniques, are available, and students are motivated to enroll in certification programmes. Slow learners are given extra attention and assistance by delivering remedial classes as well as being carefully mentored and supported.

Using student-centered methods, RISE Krishna Sai Prakasam Group of Institutions aims at improving teaching

and learning for students' all-round development by incorporating experiential learning, participatory learning, problem-solving methodologies, and industry-oriented mini projects. Students also participate in workshops, seminars, group discussions, and role plays.

Students are given a copy of the University's Academic Calendar before classes begin, and the Heads of Departments are responsible for allocating subjects. Faculty members prepare lesson plans, course materials, and ICT resources, and they make use of classrooms that are technologically advanced, including computers/laptops, internet access, and LCD projectors to impart knowledge.

All faculty members implement outcome-based course delivery and evaluation, the Outcome-Based Education (OBE) paradigm is an effective instrument to achieve student centric learning. Accuracy and consistency in educational development are reviewed by the IQAC, which then takes necessary steps to re-evaluate the techniques used for evaluation.

In addition to handling student registrations, conducting examinations, evaluating students' work, publishing examination results, and maintaining student records, the Examination Branch also ensures that internal evaluations are completed in a transparent manner and that all student-related concerns are resolved within a specified time-frame.

Research, Innovations and Extension

A number of students and faculty members are involved in the research conducted by the RISE Krishna Sai Prakasam Group of Institutions. Research is an activity that integrates teaching and makes use of the group's relationships with academia and business throughout the world. There are a considerable number of faculties who are on the verge of receiving their Ph.D. degrees while also pursuing their teaching goals at the same time. Through the R&D cell of the institution, students are given the opportunity to apply for research opportunities inside the institution. Management at the institution encourages its faculty members to submit research ideas to a variety of funding bodies as well as to conduct internal research. The R & D cell offers seminars on intellectual property rights, research proposal drafting, and technical presentations on a regular basis to foster a research culture among faculty and students and to improve the overall quality of research. As an initial point of reference, several publications have been published by faculty members in reputable national and international journals with high impact factors over the time. Creating intellectual property is actively encouraged at the Institute, and it has a clearly defined IP strategy for commercializing it, whether through technological licensing or incubation it through Institute's Incubation Centre. Multiple patents have already been published.

In addition, the institution is actively involved in the extension of operations for the benefit society as a result of its services. The institution maintains a National Service Unit (NSS) that provides community and social services to the neighbouring communities through blood donation camps, environmental awareness initiatives etc., the institution has sponsored a number of communities in order to better prepare for disasters.

Infrastructure and Learning Resources

The RISE Krishna Sai Prakasam group of institutions possesses excellent infrastructural resources and capabilities. The classrooms are large and well-ventilated, which makes learning easier. They are equipped with a projector, an audio system that is based on the LMS platform, and a personal computer with Wi-Fi capability

(500mb), which are used in conjunction with optimal teaching practises to help students learn more effectively in their academics.

The laboratories are extremely well-designed to meet the needs of the students who use them. Library facilities are prevalent, allowing students to make the most of information and knowledge available to them while also developing their own strengths. With 25,471 volumes and a digital library where students can access e-data, electronic journals, and electronic books, the library allows them to make the best use of their studies and other extra knowledge resources. It is entirely functional while under ECAP maintenance. In the library, there is a standard practice in place to ensure that students are not inconvenienced while in the library setting. Aiming to develop industry-ready individuals and entrepreneurs by injecting the appropriate balance of technology skills and professional acumen into them, the digital library also seeks to raise their awareness of their responsibility to society. Every year, the library receives a budget allocation of 10% of its total budget for the creation of informational library resources. A proper student-to-computer ratio is maintained to ensure that no student is left without access to a computer or computers. All of the computers are modern and equipped with the necessary software. Students are urged to participate in sports and games, and this is encouraged. Aside from providing opportunities for students to engage in physical activities such as chess or carom board, as well as gym and yoga classes in the evenings and weekends, the school provides opportunities for them to engage in mental activities such as shuttle badminton and volleyball. The meditation hub and gym are accessible to them not only for their physical development, but also to help them achieve mental fortitude and stability.

Student Support and Progression

The RISE KRISHNA SAI PRAKASAM GROUP OF INSTITUTIONS has always placed a strong emphasis on the needs of its students. Once admitted to the institution, the qualified students are cared for by the college, which provides financial help as well as assistance in obtaining benefits from of the state and federal governments. It has scholarship programmes that are supported by organisations. The Institute has placed a strong emphasis on student mentorship and support throughout its history. Every class is assigned a teacher who is responsible for counselling and mentoring the students. Hostellers have direct access to the officials of their hostel at any time. Enterprise Development and Training and Placement cells have been established at the college to guide students toward that better career and to provide job opportunities to students through campus interviews conducted with the assistance of prospective employers who come to the institute to place students. During their stay, students can take use of a variety of support systems and services, including information, academic and career counselling, financial assistance, co-curricular and extracurricular activities, and health and wellness programmes. Information on the academic program and curriculum can be found in the academic calendar. Students can communicate with famous academicians and scientists through the various associations that exist in each department. Students can utilise the Central and department libraries for reference work, as well as computer and internet facilities for browsing, as well as the Central and department libraries. Information on numerous financial assistance programmes is available to students through the scholarships area of the website. In addition to these services, the Redressal of Students Quarrels, language labs, the Alumni Association, and a canteen are also available. The Internal Complaints Committee, which also deals with issues of sexual harassment, is the place where female students can take their complaints. The involvement in co-curricular activities is encouraged by the Physical Education Department, which has a gymnasium and different facilities in terms of outdoor and indoor sports facilities. Participation in games and sports events at the inter- and intra-university levels is encouraged by the university administration. Students have been awarded membership in several administrative bodies of the college, such as the Library Committee, the Sports Committee, the Arts and Cultural Committee, the Canteen Committee, and so on, by the institute. An Alumni Association has been established at the institute, and its members aid in the development of

students' career - related opportunities by organising alumni meetings and providing funding to the institute.

Governance, Leadership and Management

The Management and Principal of the institution assist the members of staff of the institution in providing adequate administrative and financial support, offering leadership at all levels, and developing a participative management culture, among other things. According to the administrative and academic goals of the organization, many administrative and academic committees are created, each with a distinct role to perform.

The institution encourages decentralization and participation of employees in a wide range of administrative and academic activities. The institution has a hierarchical organizational structure with well defined roles and duties. The organization structure of the campus accords the staff chances to engage actively in the administration and growth of the institution, which is a valuable resource. Taking into account the feedback from stakeholders, the principal and the Head of Department establish plans for the future.

The campus encourages employees to participate in seminars, faculty development programmes, workshops, and STTPs in order to further their professional growth. Several welfare measures are available to all members of the teaching and non-teaching employees.

The institutional auditing standards guarantee that available funds are properly utilized, and tuition fees provide for the vast bulk of the funds raised by the institution. Internal auditing and external audits are the two forms of auditing that the institute employs.

The IQAC cell on campus keeps track of all of the events going in the institution. It established numerous policies aimed at achieving continuous improvement and academic excellence. The IQAC instituted several reforms to boost the teaching-learning process, such as ICT-based teaching, self learning environments, Outcome Based education and other initiatives, as a result of which the campus received NBA accreditation for all undergraduate programmes.

Institutional Values and Best Practices

Ecologically sustainable, RISE is designed with greenery as its foundation. Motor cars are not permitted on the campus; however, one vehicle is permitted to be used within the campus to reduce pollution. Plastic is completely prohibited on the university's campus. The institute promotes energy saving strategies such as solar energy, wheeling to the grid, the use of LED bulbs, and the purchase of equipment that is designed to save energy.

The College administration assumes the responsibility of encouraging Divyangjan students to pursue independent careers and to advocate for economic development. The institution has made provisions for the provision of a lift, scribes for examinations, and handicapped-accessible washrooms.

Awareness programmes such as workshops, training programmes on the value of a sustainable and environment, health awareness campaigns, and skill development programmes are held to benefit the local community as well as to educate students about these issues.

RISE has established certain Code of Conduct guidelines which are applicable to all stakeholders that are involved in the administration of the organisation. The institution is particularly interested in raising awareness about India's rich cultural and historical legacy. An optional study on Human Values and Professional Ethics is being offered to graduate engineers as part of the curriculum at the institution.

RISE is operating in accordance with the professional code that has been prescribed and advised by regulatory agencies. is a permanent affiliate of JNTUK and has received approval from the AICTE. Many committees, all of which are appointed by the Governing authority, are responsible for various aspects of the organization as a whole. Several best practises have been established at the Institute in order to assure advancement and create a healthier research environment, placements, and innovation.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RISE KRISHNA SAI PRAKASAM GROUP OF INSTITUTIONS
Address	NH16,VALLURU ONGOLE PRAKASAM DISTRICT
City	Ongole
State	Andhra Pradesh
Pin	523272
Website	www.risekrishnasaiprakasam.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A V BHASKARA RAO	08592-278002	9966272111	08592-278002	rise_prakasam@yahoo.com
Professor	CH VENUG OPAL REDDY	08592-278001	9441268188	08592-278003	eeehodrpra@gmail.com

Status of the Institution	
Institution Status	Private

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		01-01-2009		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
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	12-07-2021	12	Approval For full year

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

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	NH16,VALLURU ONGOLE PRAKASAM DISTRICT	Rural	10.05	23701

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Intermediate	English	66	52
UG	BTech,Mechanical Engineering	48	Intermediate	English	66	45
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	132	126
UG	BTech,Computer Science And Engineering	48	Intermediate	English	66	65
UG	BTech,Computer Science And Engineering	48	Intermediate	English	66	61
UG	BTech,Computer Science And Engineering	48	Intermediate	English	132	129
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	66	43
PG	Mtech,Electr	24	B.TECH	English	33	0

	onics And C ommunicatio n Engineering					
PG	Mtech,Comp uter Science And Engineering	24	B.TECH	English	33	0
PG	MBA,Mba	24	DEGREE	English	66	52
PG	MCA,Mca	24	DEGREE	English	66	64

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	13				25				93			
Recruited	12	1	0	13	21	4	0	25	66	27	0	93
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				102
Recruited	55	47	0	102
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	12	3	0	15
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	1	0	4	1	0	2	1	0	18
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	3	0	0	17	3	0	64	24	0	111
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	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	249	0	0	0	249
	Female	272	0	0	0	272
	Others	0	0	0	0	0
PG	Male	50	0	0	0	50
	Female	68	0	0	0	68
	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	40	50	51	55
	Female	33	51	44	48
	Others	0	0	0	0
ST	Male	3	2	2	5
	Female	3	4	4	4
	Others	0	0	0	0
OBC	Male	76	43	62	66
	Female	60	67	60	54
	Others	0	0	0	0
General	Male	100	57	78	75
	Female	164	126	128	149
	Others	0	0	0	0
Others	Male	7	3	5	14
	Female	7	7	13	9
	Others	0	0	0	0
Total		493	410	447	479

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to promulgate Multidisciplinary and inter disciplinary education system, the college has established a laboratory entitled E- YANTRA to educate the students on ROBOTICS; and this stands as an exemplification for the concerted efforts and team spirit of Mechanical engineering, Computer science engineering and Electronics and communications engineering departments, in collaboration with IIT BOMBAY.
2. Academic bank of credits (ABC):	Not applicable
3. Skill development:	In the Process of Skill development, our Institution encourages the students to participate in various skill

	<p>development programs held on campus and off campus. It's a common practice of our institution to conduct diverse and versatile certification programs and other skill development programs like NPTEL certification and Coursera courses. The institution collaborated with different private and government skill development agencies like EduSkills and APSSDC for creating awareness and knowledge sharing on advanced technologies like AWS, AZURE Devops, Data Science...ect..., The institution motivates our students to go for internships in reputed companies. In addition to this, the institution offers practical courses on "Mobile App Development" and "Skill Oriented Course" for enhancing skills in Python Programming and Full Stack.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>As NEP seeks to instill in the students a rootedness and pride in India and it's "rich, diverse, ancient and modern culture and knowledge systems and traditions", the college strives to impart these principles in the students by teaching the course "Essence of Indian Tradition and Knowledge". This course explores the significance of Indian language and culture through the ages and this spirit has been disseminated among the students with illustrations. Moreover, this course has been handled online during the pandemic Covid 19.</p>
5. Focus on Outcome based education (OBE):	<p>OBE is a student-centered teaching and learning strategy that plans course delivery and assessment to fulfil stated objectives and outcomes. It focuses on assessing student achievements at various stages. Our institution follows a 5-step strategy to successfully deploy OBE. Curriculum and Needs Assessment Identifying the needs for implementing OBE at our institution is a very crucial stage before starting. This aids in planning, defining goals, and assessing student progress. ii. Outcomes The next stage is to identify the student's result based on stakeholder requirements and the institution's needs. It's not like the old school system when children merely get textbooks and assignments and tests. In an OBE system, the classroom is a research laboratory where multiple approaches are tested for each student. It starts with defining the success criteria. The outcome is a skill or capability that the student will gain. So, starting with the end in mind, the student is guided through a succession of outcomes to accomplish the</p>

	<p>final defined aim upon completing education. Some key outcomes take longer to measure, while immediate outcomes assist measure student success in a shorter time frame, allowing teachers and students to adjust their techniques as needed. Also, once the outcomes are specified, they must be mapped to subsets. The link between long-term and short-term goals must be clearly stated. Collaboration and Execution For OBE to be successful, communication between stakeholders and decision makers must be transparent and effective. Each department – parents (if required), students, industry experts, and key decision makers – must be included in order for the process to be clear. Because the OBE system emphasizes learning above teaching, the teacher acts as a coach, pushing and motivating pupils to achieve success. Having numerous options open for pupils is a vital aspect of gaining success in OBE.</p> <p>iv. Assessing and quantifying success Assessments like assignments, projects, and tests are next in line. Documenting and charting the extent of achievement based on student performance in outcome-based assessments. An essay, an online presentation, a practical art and even a multiple-choice test measure student success. This is to remind kids that they can show competence in any way they want. These criterion-focused exams are centered on the student's capacity to demonstrate what they can achieve after instruction. The OBE grading scale is not comparative. The assessments are only to identify and recognize successes.</p> <p>v. Continuous feedback Finally, the OBE approach requires constant evaluation. Every assessment is reviewed to see what works and what doesn't, and how to improve the process. To ensure that students attain the outcomes, feedback must be collected, revisions made, and improvements made continuously. In an effective OBE classroom, each student is given a unique path to attain their goals.</p>
6. Distance education/online education:	<p>With a view to promote and to make Digital or Online Education viable, our institution instigates students to take part in a variety of online courses on profuse digital platforms like swayam, Diksha, Udemy, Coursera, etc. Our institution is equipped with ICT facility and WiFi in all instruction halls. To achieve efficacy in online teaching, all our faculty members created their own LMS(Learning</p>

Management System) and everyone is using LMS for delivering content , for sharing E-resources like lecture notes , PPT, PDF materials, for providing assignments and for evaluating the assignments. Our faculty members always strive to uplift our students in the arena of virtual education by encouraging them to utilize Virtual Labs like Swayam, to fulfill their academic requirements and to upgrade their practical knowledge. our institution motivates students to get involved in various MOOCS programs offered by the university of affiliation JNTUK, Kakinada and other digital platforms.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
435	394	396	448	478
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
09	07	07	11	13

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1764	1700	1728	1726	1749
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

2020-21	2019-20	2018-19	2017-18	2016-17
231	189	189	225	239

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
458	425	458	431	491
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

2020-21	2019-20	2018-19	2017-18	2016-17
107	114	117	119	156
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
121	116	120	121	156
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 39

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
95.01	222.87	178.23	238.91	249.68

4.3

Number of Computers

Response: 559

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:

The Institution holds fast to the curriculum prescribed by the affiliating University. It also focuses on different methodologies for effective delivery of the content as described hereunder.

1) The institution executes the 'Outcome Based Education System' (OBES) and explores the best methodologies to deliver the content. Internal assessment and evaluation of students' performance are taken up as per the prescriptions of OBES. All this is carried out to attain the stated outcomes with ease and confidence.

2) In order to put the university curriculum into practice, subjects are selected based on the requirements and specialization. The faculty members prepare objective-oriented lesson plans and thought-provoking presentations.

3) The faculty members integrate lecture notes and e-Learning content with classroom teaching for both theoretical explanations and practical activities.

4) Copies of the curriculum and academic calendar are distributed to students at the commencement of every semester to generate a participatory attitude in their thoughts.

5) The Department Academic Calendar, distributed among students, provides a thorough clarity, including in it, the schedules of theory classes, laboratory sessions, assignments, internal assessment, seminars, guest lectures, industrial visits, etc.

6) The concerned faculty members document all the course and lab files with due attention as per the pre-built procedures. This documentation strengthens the teaching and learning procedures.

7) Students are segregated into 'Slow Learners', and 'Advanced Learners' based on their performance in the Mid-Term examinations. Special classes are organized for the slow learners in which one-to-one attention is paid and students' doubts and questions are clarified. The faculty members encourage the advanced learners to focus on the out of the syllabus topics and enrich their technical wisdom through NPTEL and MOOCs.

8) The institution is integrated with ICT in the teaching-learning process to create an environment for self-learning. Various ICT devices like computers, projectors, interactive boards, etc. are provided in the classrooms to guide students emphasizing on their effective skill-set. The institution, despite critical pandemic situations, paid special attention to organize online classes using virtual platforms like Moodle, WhatsApp, ZOOM, Google-meet, Go-To-Meeting etc.

- 9) The institution organizes Faculty Development Programs (FDPs) and Seminars on 'Modern and Effective Teaching Methods and Pedagogical Mechanism' to sharpen the faculty members' presentation expertise.
- 10) The subject and domain experts are invited to present the prevalent working conditions in the field. This helps the faculty members and students to enhance their skills and ability for adaptation.
- 11) The concerned Head of the Department and Principal closely monitor the coverage of the syllabus once a month, and ensure prompt completion of the tasks within the deadline.
- 12) Feedback on the teaching is collected twice in a semester and proper guidance is provided to the concerned for rectification of flaws and planning for effectiveness in future activities.
- 13) The Course Outcomes and Program Outcomes are assessed at the end of each semester for a comprehensive view of the overall performance.
- 14) Every Department has an exclusive non-academic calendar including schedules for Extracurricular activities like sports, cultural events, social service, etc.

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

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

Response:

The institution prepares its calendar of events with the approval of the College Academic Committee and it is in tune with that of the university including the schedules of working days, internal examinations, laboratory examinations, holidays, workshops, technical symposiums, field trips, semester examinations, etc.

The calendar of events is disseminated to all the students and faculty and it is also displayed on the notice boards of every department for collective understanding. The class timetable and lesson plans are distributed to students through circulars and Whats App messages ascertaining smooth functioning of the activities.

The institution meticulously supervises the academic progress of students using continuous internal evaluation, mid-term examinations, seminars, project work, and semester examinations. The Examination Committee monitors the entire internal assessment under the supervision and guidance of the Principal. The IQAC also conducts internal reviews to ensure proper documentation. The process of Continuous Internal Evaluation is comprised of Midterm Examinations, day-to-day evaluations, quizzes, assignments,

and seminars, etc. The assessment process includes the following.

An internal assessment test, scheduled to be conducted in the 5th week, is planned before the commencement of the semester.

The schedule for the practical subjects is also circulated to students through the academic Calendar.

Assignments are prepared for each course after the commencement of the semester and they are distributed to students with clear instructions.

Seminars are organized in which students opt, on their own, for a topic from their respective course and deliver the same using a PowerPoint Presentation. This helps them in the effective organization of the content and development of influential communication skills.

Transparency is maintained, for effective Continuous Internal Evaluation, by way of

a) Scrupulous assessment of the students' performance in the internal examinations, and display of their scores along with their respective attendance on the notice boards.

b) The IQAC monitor the Academics which works under the guidance of the Principal, supervises the day-to-day schedules of teaching, practical sessions, and other academic activities to ensure effective management of affairs.

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: C. Any 2 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

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

Response: 100

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

Response: 09

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

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

Response: 71

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	14	16	14

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	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: 73.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1349	1445	1266	1224	1110

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	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 institution holds fast to the curriculum of the University and it is an integration of life skills, values, and technological challenges required for future technocrats. The institution is also committed to safeguarding the importance of gender equality, environmental safety and sustainability, human values, and professional ethics in technical education. Different internal units like NSS Cell, RAGA (RISE Arena for Girls Advancement (RAGA), Swachtha Action Plan (SAP), Anti-Ragging Cell, etc., are at the forefront to put this higher-order wisdom into practice.

Gender Sensitization

Gender sensitization is the adaptation of mindset and manners to respect the personal dignity of all individuals irrespective of their sex. Gender egalitarianism is the ultimate objective of gender sensitization. Ours is a co-educational institution and 'respect to all irrespective of gender' is our functional slogan. Both boys and girls take part in different activities, organized in the campus, demonstrating respect for others.

RISE RAGA

RISE Arena for Girls' Advancement (RAGA) is a unit committed to the empowerment of women and girls. RAGA organizes various objective-specific events like guest lectures, seminars, workshops, and different other programs in which women's rights, responsibilities and need for modern thinking based on humane concern, etc., are discussed.

Internal Complaints Committee(ICC)

The creation of a secure, safe, and pleasant working environment is a prerequisite for the progress of any institution. The women faculty members and girls must not have any apprehensions of gender bias. Rude behavior, negligent attitude, and other inhuman tendencies should not have room in any institution. Ragging and sexual harassment must not be entertained. The Internal Complaints Committee and Anti

Ragging Committee are vigilant in our campus always and they safeguard the interests of women and girls.

Environment and Sustainability

The course of study introduced in the first year of all engineering programs on 'Environmental Studies' has been a marvelous initiative of the University. The program has brought about a magical change in students' attitude and they are realizing the importance of natural resources, diversified ecosystem, significant need to understand the impact of the environment on life and overcome ecological hurdles, etc.

The college undertakes different measures like green audit, energy audit, environmental audit, etc., to facilitate energy and environmental conservation in the campus. Napkin incinerators also are in use in the campus. The Swachatha Action Plan (SAP) is aimed at maintenance of cleanliness and greenery in the campus. The National Service Scheme (NSS) unit organizes plantations of saplings and students are involved in the creation of a green ambience in the institution. The unit also organizes activities like elocution, group discussions, etc., selecting topics of environmental importance.

Human Values and Professional Ethics

The course on 'Professional Ethics and Human Values' has been another step to strengthen the curriculum. The program transforms individual students into accountable citizens having values, morals, and humane concerns.

'Values are both taught and caught.' This is the guiding principle that leads different Departments in the campus. All the Departments are committed to ethics, morals, and values in their functional aspects.

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
Any additional information	View Document

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

Response: 6.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	21	21	33	39

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

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

Response: 42.23

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

Response: 745

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	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: A. All 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: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 75.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
493	410	447	479	474

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
660	540	540	636	672

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

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

Response: 86.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
214	175	175	179	180

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:

Entry - Level Assessment

An entry level assessment of the newly admitted students is done to analyze their academic strengths and limitations. The analysis helps in organization of relevant programs for them based on their requirements. The institution collects the following information from the new students.

1. The Grade or Score in the Intermediate/CBSE Examinations with due preference to Mathematics, Physics and Chemistry.
2. Rank in the state-level engineering entrance examination-EAPCET.
3. Information about places of study, syllabus, etc.
4. Parents' feedback

The information helps in categorization of students into advanced learners, slow learners etc.

Induction programmes introduce students to engineering and technology. They receive a handbook with information related to instructions, programmes and courses, exams, grading, and activities. Refresher classes in math, physics, and chemistry are offered to spark student interest in engineering.

Identification of Slow and Advanced Learners:

The institution identifies slow and advanced learners through their academic performance in university examination of previous semester and course wise based on the I- MID internal examinations in present semester. The criteria of identification are as the following.

S. No	Type of Learner	Categorized Scoring
1	Slow learner	% Marks $\geq 50\%$
2	Advanced learner	% Marks $\geq 80\%$

Special Programs for Slow Learners:

Mentors and class teachers identify deficiencies of slow learners during their interactions with students. A thorough analysis of the needs of slow learners is taken up to chalk out plans for their improvement. Thenceforth;

- Remedial classes are organized beyond the college working hours.
- Guidance and Counseling sessions are arranged for the needy to instill confidence in them and

assist them in the realization of their strengths in learning.

- Parents are involved in guiding students in their focused learning.
- Teachers strengthen the achievement motivation of students by organizing inspirational activities and guest lectures.
- Providing learning materials and handouts.
- Problems from University question papers or question bank are solved to prepare them for exams.

Special Programs for Advanced Learners:

Advanced learners are keen on their learning, observation, and creativity. They need the special attention of experts to quench their thirst for additional inputs and scholarship. The advanced learners are provided with continuous support to sharpen their versatility.

The support includes;

- Technical quizzes, seminars, and symposiums, etc.
- Encouraging students to join professional societies such as IEEE and ISTE.
- Organizing departmental conferences and seminars to enhance links with industry and experts.
- Technical assistance from places like CODE TANTRA.
- NPTEL resources and videos.
- Encouragement to participate in MOOCs, NPTEL, COURSERA, UDEMY, and MIT OPEN COUSEWARE
- Guidance for presenting papers at conferences and journals.
- Help finding decent internship possibilities.
- Encouraged to undertake creative projects using management funding.
- Participation in scientific fairs, etc. to explore underlying ideas and abilities.
- Taking up competitive exam training programmes..
- Participants in online certification programmes such as Cisco, MS and Udacity.
- Leadership development through representative assignments
- Presentation and communication skills training sessions
- Help with competitive examinations including GATE, GRE, CAT, and TOEFL.
- Students with unique abilities and ideas are acknowledged.

Encouragement to get placement in top notch companies or to pursue higher studies is also provided.

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: 16.49

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. Experiential Learning Methodologies:

- 1) By way of application of theoretical information and knowledge, students develop required skills in laboratories for furtherance of technological wisdom. They execute experiments taking support of efficient faculty and lab technicians.
- 2) Industrial visits provide students with the first-hand information about the industry. The students are assisted in making use of the field experiences for their brighter visualizations, development, and placements. All this bridges the gap between academic institutions and industry.
- 3) 'Industrial Internships' organized during vacations provide students with an opportunity to understand industrial environment in advance of their real-time entry. These internships help students in the analysis of their personal abilities, strengths and thereby they will get a realistic picture of what they should do and be during their learning.
- 4) Project exhibitions and hobby projects enrich students' work-experience. Creativity and innovation emerge out of students' thoughts, which develop their confidence.

B. Participative Learning Methodologies:

- 1) Departmental activities like workshops, seminars, conferences, guest lecturers etc., related to engineering and technology, nurture professional attitude among students at an early stage of learning. Student fraternity and professional associations take a lead in this regard.
- 2) The National Level Technical event- FUSION-2K-XX is an every-year event in the college. Competitions like paper and poster presentations, project exhibitions, circuit-trix, technical quiz, JAM etc., are conducted for the development of competitive spirit among students.
- 3) Achievement motivation is a priority in the college and students are encouraged to register for and learn from NPTEL courses in their domains.

C. Problem-Solving Methodologies

- 1) The problem-solving methodology includes definition of the problem in hand and making of a proper plan to resolve it. Our faculty-members guide students to apply problem-solving approach in their academic, technical, and vocational domains. Case studies, assignments and tutorials are made use of in

making students develop their problem-solving expertise.

2) Participatory observation is encouraged and students are assisted in acquisition of dependable knowledge, skills, and professional outlook in their learning.

D. Additional Student-Centric Approaches for Learning

Co-operative Learning is an instructional method, in which students work together to accomplish shared goals. Co-operative Learning is habituated through the following;

- Application of relevant modern technology.
- IIT virtual Labs for practical knowledge.
- Brainstorming and generation of innovative ideas for problem-solving approach.

Facilities for Continuity in Self-Learning

1) Digital Library: The digital library is a one-spot solution to students for self-learning and comprehensive acquisition of technological knowledge.

2) Central Library: The central library is an abode of unlimited knowledge and inspiration to students. The library stands in support of students in providing them with prompt resources for reading and learning.

3) The institution has an NPTEL chapter through which students are encouraged to register for and acquire new courses, which pave the way towards self-excellence.

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

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

Response:

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

Objective orientation is our guiding principle in organizing the teaching-learning methodologies and standards. The institution has long been in the custom of nurturing inquisitiveness among students and thirst for new learning among the faculty members. The college always focuses on dignified interactional practices on the part of both students and faculty members. The institution is ready to face challenges of education in this post-modern era.

Learner-Centered Teaching Methods

The institution conducts multitudinous activities such as Paper Presentations, Workshops, Seminars, Technical Symposiums, Mini-Projects, Project Works, Group Discussions, PeerTeaching, Role-plays, Guest Lectures taking guidance from eminent experts. Moodle, and other learning management systems are aimed at advancement in learning through ICT.

Means of Learner-Centered Teaching Practices

- Integration of latest technologies.
- Enrichment through project-works.
- Application of inventive methods in teaching.
- Continuous utilization of web resources and novelty in efficacious use of lecture time (40 minutes for instruction, 10 minutes for interaction).
- Creative guidance for students' participation in activities like Projects, Field Trips, and Internships aiming at everlasting acquisition of knowledge and skills.
- Provision of high-quality digital amenities for online learning through MOOCs and training for campus placements.
- Provision of relevant and out-of-syllabus wisdom for creative learning.
- Arrangement of special labs for Communication Skills for students of vernacular background.

ICT Based Teaching Methods

- Uploading of learning materials through ECAP from time to time for easy access of students.
- Use of Learning managements systems like Google class room, Code Tantra, Wise etc for enrichment of teaching learning processes and efficacious edification.
- Projector-based events in classrooms and laboratories for inculcation of enthusiasm in learning.
- Guidance, assistance, and encouragement to students to make proper use of ICT and elearning resources.
- Creation, exhibition, and utilization of animated vedios.
- The high-speed internet facility enables faculty members to experience the NPTEL authorized courses to gain expertise
- During Lock Down period, we have conducted different teaching activities through online tools like zoom, Wise, G- Meet, Goto Meeting, Webx and Microsoft Teams etc.
- To create videos for online lectures through tools like OBS studio, Filmora, Camtasia, Animoto, screen cast-o-matic, Movavi etc.

We are conducting online technical quizzes using Google Forms, Kahoot Quiz, ClassMarkers, iSpring Quiz maker, Fyrexbox, Pro profs Quiz Maker, Vocabtest, Online Quiz Creator, Articulate and Hot Potatoes etc.

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:** 17:1**2.3.3.1 Number of mentors****Response:** 104

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:** 96.51

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
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 9.34**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**

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	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: 3.56

2.4.3.1 Total experience of full-time teachers

Response: 380.68

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

The institution executes Internal Assessment with a prior display of the timetable on notice board 10 days before commencement of the tests along with marks and announcement in the class as per the University schedule.

Internal Assessment:

The institution conducts two internal examinations i.e., the first-one at the middle of the Semester and the second-one at the end of Semester. Each examination encompasses half of the syllabus meant for the Semester. The duration of each exam is one and half hours. The Exam Cell is kept in-charge of conducting the examinations following directives of the Head of the Institution. Each Department has an inspecting committee that comprises of the HOD and two senior faculties to verify the rubric and elements of the question paper ascertaining prescriptions in the Bloom's Taxonomy.

1.Setting of the Question Paper

The concerned Course-Coordinator designs the question-paper to assess students' levels of learning considering the Bloom's Taxonomy and course outcomes.

A)Types of Questions

- 1) Direct questions which are easy to answer having one-third of share in the questions asked.
- 2) Difficult questions requiring reasoning and extraction form the course content having one-third of share in the questions asked.
- 3) Questions requiring cognitive skills and knowledge of mathematics to present answers having one-third of share in the questions asked.

B) Objective On-Line Tests

The university conducts on-line objective examinations leaving the accountability to conduct descriptive tests to the institution.

C) Assignments

- The concerned faculty-member decides and declares topics and deadlines for submission of the completed assignments.
- Bright students are provided with additional tricky assignments selecting topics from outof-the-syllabus to sharpen their intellectual faculties.

Lab Assessment

The students' experiments and experimentation are recorded in the concerned lab in every session and marks are awarded. The Internal Examination is conducted at the end of the semester. The final marks of lab and internal examinations are uploaded to the University website.

Frequency of Assessment

S.No	Type of Examination	Frequency of Assessment
1	Internal Examinations	Two Internal Evaluations in a semester
2	Practical Examinations	One Practical Evaluations in a semester
3	Assignments	Two Internal Evaluations in a semester
4	Objective Examinations	Organized by the University twice in a semester

Quality of Evaluation

The concerned faculty-members prepare the scheme of evaluation for the internal examinations along with

the key. The evaluated answer scripts are handed over to the students and a comprehensive analysis of their performance is taken up. The students are provided with guidelines for improvement in their future attempts. All grievances are acknowledged and resolved with care and concern.

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:

Examination Cell Committee

The Examination-Cell Committee (EC) deals with complaints of assessment at various levels such as Department, College, and the University.

Scrutiny

The EC receives grievances and examines them thoroughly verifying the available data in the Exam-Cell. The unfeigned complaints are paid due attention avoiding fraudulent pleas. The scrutiny is done with meticulous care representing genuine spirit of the Examination Cell and Committee.

External Grievances - University Level

Students may approach the university with a request for re-appraisal of their performance submitting an appeal in the prescribed format. The Examinations Committee submits the appeals to the university authorities, as per the existing rules and regulations, and requests them for necessary action. The Examination Cell provides all updates, received from the university, to students from time to time without any room for communication gaps and keeps them alert.

Internal Grievance -Institution Level

The Examinations Committee deals with complaints at the institution level and resolves them with appropriate actions. Students can verify answer scripts of their internal examinations and review them for a realistic assessment. The Examinations Committee deals with issues in the very presence of students for transparency and all changes made are recorded and included in the data instantaneously.

Department Level

When a complaint is lodged with the Examinations Committee regarding inconsistencies in evaluation at the Department level, the EC, the HOD, and the concerned Faculty verify the records and resolve the issue. The entire procedure is completed within the time-limit and it is quite transparent and impartial.

Malpractices

All incidents of malpractice and misconduct are handled as per norms of the University. Due care is taken in deciding appropriate disciplinary action. The action taken is meticulously recorded along with the signature of the errant student, invigilator, and concerned others and the same is submitted to the University for further proceedings.

Permission for Arriving Late

If a student is late to a University Examination or an Internal Examination with a valid reason, such a student is allowed to attend the examination on humanitarian grounds after receiving a written undertaking explaining valid reasons for late coming.

Other Grievances

The Examinations Committee, besides the prescribed responsibilities, is empowered to scrutinize and deal with exceptional incidents that require immediate attention and action considering the need for smooth administration of affairs

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

2.6 Student Performance and Learning Outcomes

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

Response:

The institution gives prominence to Programme Outcomes (POs) defined by the National Board of Accreditation (NBA) and the corresponding 2-4 Programme Specific Outcomes (PSOs) in each Programme. The faculty-members, after allocation of courses, record their course outcomes before the commencement of every semester. The POs, PSOs and course outcomes of the concerned departments are uploaded to the institution portal having the uniform resource locator, which reads (<https://www.risekrishna.sai.edu.in/department/ece/program-educationalobjectives-program-bjective/educational-objectives-program-objective/>).

Sharing of Course Outcomes to Faculty-Members and Students

The Vision, Mission, and PEOs (Programme Education Objectives) are designed to authorize the outcome-based education in the institution. The faculty-members, students, and stakeholders are enlightened about

outcome-based education. The Vision, Mission and PEOs are circulated and exhibited in various meetings. There are Internal and External Stakeholders in each program.

Internal Stake Holders Include;

- 1) Management
- 2) Teaching Staff
- 3) Non-Teaching Staff
- 4) Students

External Stake Holders Include;

- 1) Parents
- 2) Employers
- 3) Industries
- 4) Alumni

Sources of availability of the Vision, Mission Statements and PEOs include the following.

- College Portal
- The Brochure of College
- Course Files
- Laboratory Manuals

Sources of Display of the Vision, Mission Statements and PEOs include the following.

- Room of the HOD
- Corridors of Departments.
- Notice Board of Departments
- Seminar Hall of Departments
- Faculty Rooms
- Research and Development Cell
- Conference Halls

Sources of Dissemination of the Vision, Mission Statements and PEOs include the following.

- Department Meetings
- Meetings of Alumni
- The Meetings of Governing Body.
- Workshops
- Seminars
- Faculty Development Programs.
- Meetings with Parents
- The Orientation Programme for newly joined students.

Annual Day

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

An assessment of attainment of the Course Outcomes (CO), Programme Outcomes (POs) and Programme Specific Outcomes (PSO) is done for each Programme.

Course Outcome Assessment

The Course Outcome Assessment, for each course, is done adopting the predetermined tools of both direct and indirect evaluation. The direct evaluation is done through internal and external assessment and the indirect evaluation is executed by the Course End Survey. The Course Coordinator decides the schedule for direct evaluation as per the university norms.

Course Outcome Assessment Procedure for Theory Course

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

- (1) CO Direct Assessment = 30% of Internal Assessment + 70% of External Assessment
- (2) Internal Assessment = 15% of Descriptive + 10% of Objective + 5% of Assignments

Course Outcome Assessment Procedure for Laboratory Course

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

- (1) CO Direct Assessment = 33% of Internal Assessment + 67% of External Assessment
- (2) Internal Assessment = 13% of Continuous Evaluation + 7% of Record + 13% of Lab

Internal Exam

Course Outcome Assessment Procedure for Project Work

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

- (1) CO Direct Assessment = 30% of Internal Assessment + 70% of External Assessment
- (2) Internal Assessment = 10% of first review + 10% of second review + 10% of third review.

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

Course Outcomes Assessment Procedure for Seminar

The course outcomes assessment is done as specified hereunder.

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

Indirect Assessment

Indirect assessment is done after the student's presentation, considering the performance in Project, Seminar, Theory, and outcomes of Laboratory Courses.

Programme Outcomes Assessment Procedure

The Programme Outcomes are assessed considering the rating of both the Direct and Indirect evaluation and the performance shown in the Project, Seminar, Theory, and outcomes of the Laboratory Courses.

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: 74

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

2020-21	2019-20	2018-19	2017-18	2016-17
362	361	352	299	308

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

2020-21	2019-20	2018-19	2017-18	2016-17
458	452	456	421	490

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.97	
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: 0

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	7	7

File Description	Document
List of research projects and funding details	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:**

RISE Krishna Sai Prakasam Group of Institutions has established a state-of-the-art Incubation Centre to foster innovation among the students and faculty of all the disciplines of Engineering & Management. The facilities include a Board Room, environment for Group Discussions, Presentations, brainstorming sessions with the infrastructure such as high end computers with broadband facility, 24- hour internet service and uninterrupted power supply and digital linkup by way of access to journals and research papers all across the globe. It caters to the needs of Industry representatives too for their interaction with the management, staff and the students. The atmosphere is conducive to learning and growth. The ambiance created in the Incubation Centre is attracting people visiting the institution and enquiries have begun to accommodate outside industry representatives also for their internal board interactions. It is also aimed to cater to the needs of Industry with the available Technical know-how and also to bridge the gap between Industry and Institution

RISE fosters a culture that is conducive to incubation and innovation. All necessary utilities are provided, and the participants are under the supervision of a teacher. Students are encouraged to participate actively in the use of technology to meet the requirements of the community. In addition to providing assistance with the publishing of research papers in national and international conferences, we also provide assistance with the acquisition of patents.

Planing of Knowledge-Meets, workshops, seminars, and guest lectures on Entrepreneurship. A unique opportunity is given for students to engage with exceptional entrepreneurs who are leaders in their respective fields.

The primary goals of the Incubation Center is to collaborate with students in order to turn their unique ideas into technological breakthroughs. Students are provided with the tools and resources they need to create models that will be useful in the progress of agriculture and rural development. Research Projects are eligible for monetary assistance. Workshops on emerging technology trends are conducted in conjunction with Model Expos to educate attendees.

Several patents have been published by the faculty in the past several years. A few faculties were recognized for their research efforts, and a few patents were also published as a result of their efforts. Research papers in national and international journals are also encouraged for faculty members to publish. In addition, the institution hosts a number of seminars with the purpose of exchanging expertise in the area of research with renowned people.

In addition, the institution has a Robotics Lab, through which students will be exposed to national and worldwide platforms and will get inspiration for new inventions. Across the institution, each department has its own research laboratory, where professors and students will be able to exhibit and develop their ideas for innovation. All essential software is maintained in these laboratories and is accessible for use by students. Students are given the chance to learn skills that will help them with the marketing of their invention. Students are encouraged to hear from and be inspired by local entrepreneurs who will speak to them.

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Report of the event	View 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: 4

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

Response: 8

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide, title of thesis, year of award etc	View Document
Any additional information	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: 1.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	17	69	41	67

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: 0.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	5	7

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:

To instill social responsibility in staff and students, the institution provides a variety of sensitization initiatives that engage them in various social movements/activities that might help them to fulfill their civic obligations. It is via the NSS Programmes that students are encouraged to get involved more in their local communities. With a total strength of 100 volunteers, the National Service Scheme (NSS) Unit of the Institution works in close collaboration with its coordinators to plan and to implement a wide range of social service activities.

The college addresses Gender sensitive issues with the help of a specially constituted committee called RAGA (RISE Arena for Girls Advancement). Various programmes that educate and empower women like Seminars & workshops related to personal excellence, health care and other problems faced by women along with personality development programmes are conducted in the campus. Awareness programmes are organized to popularise significant government initiatives like DISHA.

Some of the outreach programs include:

- Participation of students in blood donation camps regularly in and outside the campus conducted RIMS blood bank, Red Cross Society blood bank, Lion's Club blood bank etc.,
- Programs on road-safety and ill-effects of alcoholism
- Swatch Bharat campaign to preserve a clean environment in the neighbouring villages
- Days of National importance, such as Independence Day, Republic Day and Constitution Day are celebrated every year with reverence in which students actively participate.
- As part of NSS regular activities all the students are encouraged to participate in National Unity Day, International Yoga Day, Aids day etc.
- Village Camps are conducted by NSS in the month of Jan 2019 and March 2020 at Valluru and Koppolu Villages respectively in which various awareness programmes, health camps are organized with the participation of NSS volunteers enabling them to develop social responsibility and service motto. Covid Awareness program is also organised in the Koppolu Camp.
- Covid Vaccination drives were also organized in the campus.
- RISE KRISHNA SAI PRAKASAM GROUP OF INSTITUTIONS is registered as a recognized SAP (Swachhta Action Plan) institution by MHRD, Govt. of India. Under this plan different activities are identified and being implemented in the areas of Sanitation and Hygiene, Waste Management, Water Management, Energy Management etc.

Impact of the Activities:

Blood donation camps helped in educating youngsters on the value of life while also shaping them into trustworthy individuals with a high level of responsibility. The extension activities, in which students are encouraged to participate, have developed leadership characteristics such as discipline, time management and co-ordination. They have also gained an understanding of community problems and attempted to solve them through rallies and campaigning. They gained soft skills and an understanding of the importance of the national unity in a diverse society, different languages, patriotism and the foundation of democracy. They learned to respect humanity and to contribute to service. It imbibed Societal Responsibility among the students.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 8

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.

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	1	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

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

Response: 48

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	16	15	5	6

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: 74.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
1028	1700	1728	866	1127

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: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	5	6	4

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
Any additional information	View Document

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

Response: 30

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	5	7	11

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

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:

Adequate infrastructural amenities are a prerequisite for qualitative technical education besides competent faculty and enthusiastic students.

The campus spreads across 10.05 acres of green area with a total built-up area of **23701** Square Meters. The physical facilities provided in the campus are in tune with the prescribed norms of the AICTE and JNTUK.

Classrooms

There are 37 well-furnished and ICT-enabled classrooms with a minimum size of 66 square meters to meet the academic requirements of all the Departments.

Tutorial Rooms

There are 7 rooms each with a size of 33 square meters allocated exclusively for tutorial and interactional activities. The programs, organized in the tutorial rooms, supplement the students' classroom learning.

Seminar-Halls

The institution has 2 seminar halls of different sizes which can accommodate an audience ranging between 100 and 150 persons. They form an important platform to organize different institutional and departmental activities like symposia, seminars, training, project reviews, placement activities, etc. The halls are provided with LCD projectors and audio systems.

Laboratories

There is an adequate number of laboratories in the campus and the labs are meant to transform students' knowledge into skills. The number of laboratories available for each branch of study is as the following.

1)	Civil	:	10
2)	CSE	:	03
3)	ECE	:	07
4)	EEE	:	05
5)	ME	:	11

6)	S&H	:	02
7)	Incubation center	:	01
8)	Computer Centers	:	01
9)	Language Labs	:	02
10)	Drawing Halls	:	02

Auditorium

The institution is having one world class auditorium with 500 seating capacity with all facilities like AC, AV and ICT.

Wi-Fi

The institution has an internet facility provided by AIRTEL and everyone in the campus can have access to it from all corners. There are 24 routers points in all, in the entire campus with a 500 Mbps high-speed bandwidth connectivity.

Computer Centers

The Institution have One Computer Center of good configuration is helping the institution in organizing academic events like online examinations, spoken tutorials, webinars, NPTEL, placement training, and skill development programs, etc.

Central Library

The central library is located in an area of **675.58** square meters with a seating capacity of **120**. It has ECAP integrated library management software ensuring the effective management of library services. Besides, each department has its own department library with text and reference books for easy access of both the faculty and students.

Project Labs

The institution has **04** project laboratories supporting the students to develop and execute mini and major academic projects.

Placement Block

The Placement Block takes care of the placement-related activities including training, group discussions, and interviews, etc., to ensure the best possible placement for students.

The campus also includes the following facilities for the benefit of students and faculty.

- 1) Students' Counseling Centre

2)	Carrier Guidance Cell
3)	Server Room
4)	Additional Workshop
5)	Canteen
6)	A Ladies' Hostel and a Boys' Hostel

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

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

Response:

The institution is committed to providing adequate opportunities for physical fitness, games, and sports. The campus includes the following playgrounds in its sports complexes.

I) Play-Grounds for Outdoor Games

- | | | | |
|----|-----------------------|---|----|
| 1) | Ball badminton Courts | : | 01 |
| 2) | Badminton Courts | : | 02 |
| 3) | Basket-Ball Courts | : | 01 |
| 4) | Valley-Ball Courts | : | 02 |
| 5) | Kho-Kho Fields | : | 01 |
| 6) | Tennikoit Courts | : | 02 |
| 7) | Kabbaddi Courts | : | 02 |
| 8) | Lawn Tennis court | : | 01 |
| 9) | Throw Ball Court | : | 01 |

II) Indoor Games

The institution provides opportunities for indoor games. Facilities for Table Tennis, Caroms and Chess, etc., are created. The inmates of the girls' and boys' hostels make use of these facilities to quench their thirst for achievement.

- 1) Table Tennis Courts : 01

III) Gymnasium

The college has a gymnasium for both the faculty and students. Gym services are open before and after the regular college hours. The Physical Director with the help of faculty members provides the Gym services. The gymnasium has the following equipment in it.

- 1) Manual Cycles
- 2) Abdominal Twister Stand
- 3) Multi Station GYM
- 4) Upright Bike
- 5) Fitness Abdominal Rocket
- 6) Abdominal Flat Bench

IV) Yoga & Meditation Centre

The campus provides a Yoga and Meditation Centre. Regular yoga and meditation classes are organized in the centre. Besides, external masters are invited periodically to organize higher-order training and practice sessions related to yoga and meditation. Both faculty and students make use of the services of the centre.

V) Extra-Curricular Activities

The college encourages students to take part in extra-curricular activities to spark their interests, cultivate leadership qualities and team spirit in them. Students participate in activities like dancing, , skits, Rangavalli, drawing, painting, and short films, etc.

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

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

Response: 71.79

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 28

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: 40.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
55.11	106.79	50.60	106.39	54.25

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:**

The library at RISE Krishna Sai Prakasam Group of Institutions is fully automated with the ECAP (Engineering College Automation Package) software. The software permits the administrator to view details of the book, member, author, subject, department, supplier, publisher, book bank, reports in the cataloguing module, etc.

Module Descriptions

The following are the modules used in the software.

- 1) Cataloguing

- 2) Creating, editing, and maintenance of the database such as books, journals, etc.

Circulation Management -Transaction

This module is designed for all types of counter transactions, for all documents, such as Issues/Renewals/Returns/Recalls, etc.

Report Management

The module generates and prints a large number of reports such as the list of books by an author, accession register, catalogues, etc. The module can also generate all types of statistics and reports.

Administration

The module allows the creation of a new log-in user ID, password, and granting of rights to have access to various modules.

Online Stock Verification

The module allows online stock verification of library resources using Barcode Scanner and generation of different reports.

Journal Management

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

Bar Chart

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

Barcode Generation

The bar code generation is meant both for books and students for easy identity and representation.

Book Status

The option of book status is useful to check the status of a particular book and know whether a book is available in the library or in circulation.

Dues

The option of dues is useful in the calculation of dues and fines of a particular user.

File Description	Document
Upload any additional information	View Document
Paste link for 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: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View 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: 3.15

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)

2020-21	2019-20	2018-19	2017-18	2016-17
1.18	1.72	6.86	4.14	1.85

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
Any additional information	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 latest completed academic year**Response:** 15.39**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 288

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including WI-FI****Response:**

The institution takes up the following activities to update its IT facilities.

- 1) One of the cardinal aims of the institution is to provide cutting-edge facilities to students for the effective utilization of resources. The institution, to achieve this objective, frequently updates its IT facilities.
- 2) Classrooms have been equipped with LCD projectors for effective demonstration of different concepts.
- 3) The entire campus is monitored by a CCTV facility. The CCTVs installed at strategic places assist in the monitoring of campus activities. This facility ensures a ragging-free environment in college.
- 4) The college provides computers that are accessible to both students and staff for smooth transaction of academic and co-curricular activities. Printers are arranged in the admin office, library, exam cell, and in the offices of Departmental Heads.
- 5) High-speed internet facility is available in all corners of the campus. Students are given constrained accessibility to this facility so that they can productively update their knowledge and skills without falling prey to inappropriate influences.
- 6) The library related activities are digitized through library management system software (ECAP). This facilitates easy tracking of books and effective management of library activities.
- 7) The maintenance of attendance is automated by the **ECAP** software. The marks attained by each student, after every examination, are uploaded with the help of this automated system.
- 8) The automated process assists the students to review their marks and report the discrepancies at an earlier stage. All the information about upcoming events related to college, departments is made available on the college website and also shared with students through social media like Facebook, WhatsApp, etc.

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:** 3:1

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

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 750 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:** 58.22**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
38.72	114.36	120.77	128.38	193.58

File Description	Document
Upload any additional information	View 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:

Building maintenance:

The maintenance of the building is completely taken care of by the Administrator Officer. Occasionally the cleanliness of the building is supervised by the principal and management representatives. Generally all the repairs and renovation works are carried out during vacations, without disturbing the academic ambience.

- Plumbing, painting, carpentry and minor construction works comprise the maintenance of the building.
- Maintenance of the classrooms, seminar halls, laboratories, tutorial halls, rest rooms etc. will come under the maintenance operation.
- The building maintenance will go accordingly by a fixed schedule, which is recorded, followed by frequent inspections. There is a complaint register to record any further complaints to be taken up immediately.
- The housekeeping department will take care of the maintenance of all the civil works like repair of furniture, floors and tills, faculty rooms, electrical and water supply, internal road maintenance etc.

Electrical maintenance:

A complaint register is maintained in the campus in order to register complaints from time to time. And the repairs will be done based on priority. The main electrician prepares a maintenance schedule for the maintenance of electrical devices in all academic blocks, hostel, canteen etc.

- In the generator department, a logbook is maintained to indicate its maintenance of lights, switches, outlets, exit lights, electrical panel boxes in all laboratory equipment and machinery, fire extinguishers, housekeeping, first aid facilities etc.
- All electrical panel boxes are regularly verified and replaced for signs of corrosions, burning or heating.

Maintenance of Laboratories:

Every year the lab in charges along with HODs proposes the activities of maintenance for each lab. And these activities are carried out throughout the year.

·In case of preventive/breakdown maintenance, help of original equipment manufacturer or agency will be sought.

·For the procurement of new facilities, replacement of existing elements, new agencies are consulted for recommendations.

·If any agency is identified with regards to inefficiency of its services, the names of those agencies will be removed from the list by the HOD/Principal.

·A schedule of preventive maintenance for equipment and accessories is kept by the lab in charge and accordingly maintenance is carried out and recorded. In addition there is a complaint register for the record of the same and its maintenance.

Maintenance of lecture halls:

There is a separate maintenance committee for the maintenance of lecture halls, headed by an in charge who supervisors this work.

·At the beginning of each semester the readiness of the lecture halls, ICT facilities are verified by the Administrative Officer.

·Sufficient in-house staffs are recruited for the maintenance of hygiene on the campus.

Library Maintenance:

- Day to day activities of the Library is governed by the Librarian and Assistants.
- The overall monitoring of the Library is governed by a Library committee consisting of Principal, Professor In-charge of Library and Department Level Coordinators and Librarian.

Library Rules and Regulations:

- Complete silence is to be observed in the Library.
- ID card should be displayed while entering the Library always.
- Personal belongings like bag, files, personal books, note books etc., should be kept at the property counter. However they are advised not to leave valuable things like cell phones, purse, laptop etc. outside the Library.
- Boys should enter with tucking shirt.
- Avoid using mobile inside the Library.

- Eatable items are not allowed inside the Library.
- Users should leave the Books / Journals on the tables after reading.
- Don't move any furniture from its respective place.
- Avoid scribbling in the Library documents / Tables in any form including marking underlining as the considered as violation and will lead to disciplinary action.
- Bring your Library ID cards for taking library books. Do not use other's ID cards for borrowing books.
- Reference books are exclusively for reference purpose only within the Library and will not be issued outside.
- The librarian must be contacted for any clarification required about any of the above set of rules and regulations.

Rest Rooms Maintenance:

There is a maintenance department exclusively for checking, maintenance and supervision of rest rooms throughout the campus.

Canteen Maintenance:

The facilities and requirements of the canteen are looked after by the AO and the problems and needs of the canteen are addressed by the AO and canteen in charge.

Water Resource Maintenance:

There is an exclusive department for the maintenance of water resources in the campus activities like testing water samples, maintaining hygiene of water tanks and pipelines are regularly supervised and recorded in a register.

Maintenance of Sports:

There is a male physical director a female physical director in the campus to take care of sports and games activities.

·All the necessary accessories and equipment required for both indoor and outdoor games are provided on the campus.

·There is a fully fledged ground and separate courts for volleyball, football, cricket etc.

·The physical director takes care of the maintenance of damaged items and the repair works.

Transport Maintenance:

Many a number of buses are provided in order to cater to the transport needs of all the students from various routes in and around Ongole.

The maintenance of these buses and the complaints regarding the conveyance is taken care of by the bus in charge.

Housekeeping:

The housekeeping department maintains records of its activities like cleaning of all lecture halls, seminar halls, auditorium, laboratories, rest rooms, hostel/mess and kitchen by the concerned in charge.

Cleanliness and hygiene of the campus is regularly supervised and recorded and in case of complaints and repairs, suitable actions are taken by the concerned in charge.

Maintenance of Garden:

There are lush, green surroundings with a variety of trees, plants and lawns on the campus. The greenery of the garden on the campus is taken care of by the in charge concerned.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 73.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
1266	1252	1292	1279	1299

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: 11.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
223	212	244	187	105

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: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	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: 67.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
1236	1209	1227	1120	1030

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Number of students benefited 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: A. All 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: 40.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
234	196	218	145	129

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:** 8.73**5.2.2.1 Number of outgoing student progression to higher education during last five years****Response:** 40

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:** 42.32**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**

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	0	3	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	9	19	6

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: 19

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.

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	5	03	09

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 Students' Councils comprising of student-members whose academic performance is exemplary. The councils deal with the resolution of issues brought to their notice. The representative members of the councils are involved in decision making, administration, and development, etc. in the campus. Students are encouraged to take part in various professional society chapters like IEEE, ISTE, CSI, and ACM.

Students' Counseling /Grievance Redressal Committee

The Students' Counseling /Grievance Redressal Committee includes students of all years. The member-students assist the concerned coordinators in the resolution of problems and issues, brought to the notice of the committee.

Sports and Games Committee

The Sports and Games Committee includes students and designated faculty as its members. The faculty identify students whose interest and enthusiasm are excellent in sports and games. They motivate students for their effective participation in sports and games at different levels. The student-members support the faculty in smooth management of affairs.

Arts & Cultural Committee

The Arts and Cultural Committee is comprised of students of all the years along with faculty coordinators. The committee organizes various events like Teachers' Day, Freshers' Day, Engineers' Day, etc. The student members promote activities in the campus aiming at cultural integration.

Central Library & Information Cell

This Cell includes students and faculty as its members. The student members help the faculty in the collection of the required data preparation of proposals for new books, etc. The Cell encourages students to publish their papers in reputed national and international journals.

Transport Committee

The Transport Committee has a faculty coordinator and student members to look after the transport needs of the campus. The committee oversees the effective coordination of different activities right from allotment of seats to the maintenance of vehicles.

Hostel Committee

The Hostel Committee, having faculty and students as its members, primarily looks after the well-being of students staying in the hostel. The committee ensures proper facilities for students in their rooms, canteen, etc. The committee plays a major role in the maintenance of hygiene in the hostel. It assures quality in food, effective coordination of students and their activities.

Internal Complaints Committee (ICC)

The ICC has only girl students and women faculty as its members. The committee resolves issues related to girl students and women faculty and ensures respect for girls and women in campus. Safety, security, and feelings of well-being, on the part of girls and women, are the prime concerns of the Committee.

National Service Scheme (NSS) Cell

The NSS Cell encourages students to participate in social service activities. The Cell, with the help of students, strives to bring about meaningful changes in life in the neighboring communities. Adult education, blood donation, awareness regarding the importance of environmental protection, sanitation, girls' education, etc. are the prime concerns.

Professional Societies' Committees

Students are members in the Professional Societies' Committees like IEEE, ISTE, IET, etc.. The Committees organize seminars, workshops, etc., to nurture a professional outlook among students. The Committees help the students in the publication of their papers in various newsletters and journals.

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: 2.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	04	03	04	01

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 has a registered Alumni Association to establish a strong bond between the Alumni and the present students. The Alumni give support to the students through interactions, financial funding, guidance for professional outlook and placement, etc. Our Alumni Association is titled after as RISE Alumni Association (RAA) . This Association has been registered under the Societies Act 2001 with society no 301 of 2021.

Our Alumni Association, RAA is headquartered in the premises of the RISE Krishna Sai Prakasam Group of Institutions, Vallur, Ongole.

Fostering of the mutually beneficial relationship between the institution and alumni is the ultimate objective of our Alumni Association. The Alumni Meet is arranged every year. The significant objectives of our Alumni Association are:

- 1) To maintain a roster of all alumni along with their pertinent data.
- 2) To update the information of the alumni from time to time.
- 3) To foster healthy concerns and close relations among the alumni.
- 4) To promote gratitude among the alumni towards the institution through periodical meetings.
- 5) To provide information regarding their alma mater, its graduates, faculty members, and students to the alumni.
- 6) To guide the alumni in engaging themselves in socially useful productive ventures.
- 7) To provide a forum in which the alumni exchange their views, ideas, and preferences regarding academic and social excellence.
- 8) To create an online platform for the alumni for their presentations and guidance.
- 9) To organize fundraising activities, with the help of the alumni, to promote the development of the neighboring societies.
- 10) To promote interest among the alumni in higher studies and research.

Activities and Contributions

The alumni have donated funds to assist the poor, meritorious and deserving students in the institution. A few alumni have delivered guest lectures in the institution to develop awareness among the students of the current trends in the industry, research, and career development.

Some of the alumni, by way of meetings, have guided the students to be versatile and realize the importance of punctuality, time management, financial management, discipline, character, career management, and such other essential virtues. The alumni are encouraged to be referral sources to the students.

Our Alumni are a worthy asset to our institution. Their contributions and involvement significantly take the reputation of our institution and university to the soaring heights of excellence.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** D. 1 Lakhs - 3 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

About the RISE

The RISE Krishna Sai Prakasam Group of Institutions is one of the best institutions in the region of JNTUK, under the flagship of AICTE. The Institution was established on 5th October in 2009 by the society named after RISE standing for Rural Institute of Social and Economic Empowerment. The captivating ambience amidst panoramic scenic beauty all around would add glory to the face and place value of the campus.

The institution is bound together by a deep-rooted sense of excellence in education. Our commitment to quality in education, higher-order learning, and research is uncompromising, and the same spirit is echoed always in our lecture halls, laboratories, and libraries.

The most competent and dedicated technical and human resources in the campus sharpen students' skills and capabilities. They, thereby, shall be sure to make the greatest possible strides both in their career and life.

Management

Shri Sidda Venkateswara Rao

The Hon'ble President, RISE Krishna Sai Prakasam Group of Institutions

"If information alone is education, today's students require no assistance at all to make strides in their fields. Technological devices can be their best source of learning. But there is a lot to learn on the part of students besides academic information. Character building ought to be one of the cardinal objectives of education. I give importance to education based on character."

Shri Sidda Hanumantha Rao

The Hon'ble Secretary, RISE Krishna Sai Prakasam Group of Institutions

"Organizations can stand in the forefront of success only when they invite employees possessing impressive human values. Success on the part of an individual employee does not simply mean the currency one receives. It also means the employee's determined dedication to stand by the vision of the organization. Value-based career life is the ultimate achievement one ought to aspire for. I put all my efforts to prove that the RISE students do inculcate among themselves the right human values besides professional talents."

Shri Sidda Bharath

The Hon'ble Treasurer, RISE Krishna Sai Prakasam Group of Institutions

"We are nurturing the best possible qualities among our students right from the day-1 of their entry into our campus. We are striving to become a solution spot for all parents and students to see their success. We want to be in happy association with our students and parents since one of our cardinal aims are to be a part of their excellence."

Vision and Mission of the Institution**Vision**

To be a premier institution in technical education by creating professionals of global standards with ethics and social responsibility for the development of the nation and mankind.

Mission

- To impart outcome-based education through well-qualified and dedicated faculty.

To provide state-of-the-art infrastructure and facilities for application-oriented research.

- To reinforce technical skills with life skills and entrepreneurship skills.
- To promote cutting-edge technologies to produce industry-ready professionals.
- To facilitate interaction with all stakeholders to foster ideas and innovation.
- To inculcate moral values, professional ethics, and social responsibility.

File Description	Document
Upload any additional information	View Document
Paste link for 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 follows a decentralized system of governance with a delegation of powers, roles, and duties.

The Principal has the authority to define the institutional activities and allocate the roles and responsibilities to the staff members for successful administration of affairs.

For the decentralization system of governance, several committees are formed for administration, like Governing Body, College Academic Monitoring Committee, Department-Level Committees, etc.

All the committees are formed with faculty, students, and few other stakeholders. The Coordinator of each committee reports to the Principal for future proceedings.

The Governing Body gives appropriate instructions to the Management in matters of administration following guidelines of the affiliated university. The Principal takes all important decisions in consultation with the Heads of Departments.

The HODs supervise the day-to-day schedules of their respective departments. They discuss administrative issues with the Principal taking cognizance of ideas and suggestions of the faculty. Students' feedback also is a significant factor in decision making.

Participative Management

Participative management is the baseline concept of RISE. The institution encourages the participation of staff and students in multiple activities for the better functioning of the institution.

1. Decisive Level:

The Principal and HODs play a key role in formulating policies, regulations related to admission, placements, disciplinary issues, grievance Redressal, training & development, library services, etc.

2. Functional Level:

The faculty members hold multiple discussions of academic attention related to the latest trends and make decisions accordingly.

3. Implementation Level:

The Principal of the institution, being a member of the Governing Body offers suggestions, monitors procurement, and introduces new programs and activities.

All staff members participate actively in policy execution. The management sets the objective for the quality standards as per the vision and mission of the institution. The office staff and technical staff play an important role in providing day-to-day support and services for the soft functioning of the institute. Besides, students also play a major role in generating feedback about the functioning of the institution.

Case Study: FUSION

Fusion, a technical symposium, is conducted every year by the concerned committee to explore the technical skills of students. On this occasion, different technical events are organized. Various committees are formed with specific roles to ensure the success of the event.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic Plan

The Growth

RISE Krishna Sai Prakasam Group of Institutions has always been on the track of progress since its inception. It secured accreditation of NBA in 2019 for 5 UG Courses, ISO certification, and Grade 'A' by the State government of Andhra Pradesh. The college initially was started with 5 UG, and 2 PG courses, and with the committed initiative of the Management, today it has 7 UG and 4 PG Courses.

Long Term Goals

To have 100% ratified faculty with at least 50% of Ph.D. holders among them.

To encourage students to become entrepreneurs.

To collaborate with foreign universities.

To increase intake of existing programs.

Adopt Digital Learning/ E-learning

To monitor all quality initiatives with the establishment of Quality Control Cell.

Short Term Goals

To get accreditation of NAAC and NBA for all eligible programs.

To get permanent affiliation from JNTUK, Kakinada.

To achieve the status of autonomy.

To enhance facilities for Research and Consultancy (To establish a recognized Research Center).

To establish research laboratories in collaboration with industry.

To establish incubation centers

To establish Center of Excellences

Introduce Courses in New Emerging areas

To increase the Bandwidth for meeting the demand and provide optimal resources (achived)

To encourage faculty to apply for patents

Successfully Implemented:

1. IQAC:

As per the strategic plan which is inline with vision of our institution. IQAC was established in the year 2016. In our institute all major tasks related to teaching learning, academic/administration planning implementation are monitored by IQAC. The IQAC has made a continuous effort to enhance the Quality of Education.

2. JNTUK permanent affiliation:

For the academic year 2021-22, infrastructure was developed as per the requirements of the JNTUK , then application was submitted for permanent affiliation with JNTUK, Kakinada

3. UGC 2(f) :

In the academic year 2020-21, application was submitted for UGC 2(f) status.

4. NBA accreditation:

Achived NBA accreditation for All the eligible courses in Undergraduate Program.

5. Patents:

Patents Have been filed by few faculty

6. Incubation center

A center has been established and several programs have been organized

7. Centers of Excellence

Centers of Excellence has been established few others in pipeline

8. Introducing New Emerging Courses

Courses like Data Science and AI&ML have been introduced under the Computer Science Department.

CASE STUDY :- Implementation of OBE (Outcome Based Education)

An OBE curriculum begins with a clear image of what students should be able to perform, and then organizes the curriculum, instruction, and evaluation to ensure that this learning occurs.. The NBA has accredited the RISE Krishna Sai Prakasam Group of Institutions for all of its eligible UG programmes, demonstrating our dedication to excellence and suggesting that educational quality would continue to grow in the future.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

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

Response:

RISE Krishna Sai Prakasam Group of Institutions, established in 2009, has been equipped with a well defined organizational structure.

Governing Body:

The Governing Body headed by the Chairman along with the Principal as its member Secretary monitors the institutional governance, general administration, financial management and academic affairs. All the policy decisions are executed through the Principal.

Principal:

The principal as head of the institution executes the policy decisions made by the Governing Body. The Principal controls all the Academic Bodies, Administration and Committees like Training and Placement Examination cell etc. All the Heads of various Departments function under the careful guidance of the Principal.

Head of the Department

The academic tasks are governed by the respective Heads of Departments in accordance with the directions and instructions issued by the Principal from time to time. The Heads of Departments enjoy full powers and autonomy to take important administrative and academic decisions.

Placement Officer:

The Training and Placement Officer drives the placements team of in-house trainers, in accordance with the instructions of the Principal. He is responsible to organize the placement drives for all the eligible candidates

Hand Book of Rules and Code of Conduct:

- Detailed rules and regulations for both staff and students are incorporated. Academic, Non Academic related rules are framed to ensure close control.
- The process of recruitment and promotional policies is also incorporated for a freshers as well as career advancement as per the AICTE norms, based on service and seniority.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	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: A. All 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:**

A conducive working environment for faculty members is of the utmost significance to the institution, and the following welfare initiatives are implemented in this regard:

1. The college provides the staff with a charge-free transport facility.
2. Get-together events are arranged inviting families of staff members to provide feelings of integrity among them and create a strong affinity with the institution.

3. The institution grants maternity leave for 3 to 4 months as part of a commitment to the welfare of staff.
4. Wedding leaves are granted to newly married faculty.
5. On-duty paid leaves are sanctioned to faculty members facilitating participation and learning in out of the campus faculty development programs along with financial assistance in deserving cases.
6. The institution provides financial aid to faculty members when they are unable to afford medical expenses.
7. The institution offers grants and incentives to faculty members on their achievements, like the publication of papers in pursuit of excellence.
8. The institution regularly bestows increments on the faculty in recognition and appreciation of their professional commitments, service, and continuance.
9. Group Accident Insurance facility is provided to staff. The institution earmarks reasonable sums of employee provident funds to teaching and non-teaching staff in accordance with self-prescribed norms. Employee Provident Fund scheme is strictly implemented by deducting 12% of the employees' monthly salary.
10. The institution provides ESI medical facilities to non-teaching staff.
11. Full Refund of professional Body Membership fees.
12. The institution provides laboratory uniform material to technical staff as per the norms of the professional dress code.
13. The institution has a fully functioning canteen providing hygienic food to staff and students at subsidized rates with separate seating space.
14. Staff are Provided with Institution domain Mail IDs.
15. Separate Parking facility is provided.
16. Safety Measures like fire safety and CC cameras are in place.
17. The institution also has an RO mineral water plant to supply safe, pure, fresh drinking water to students and staff around the clock.
18. A gymnasium has been launched in the campus for fostering fitness among faculty and students.
19. Faculty and students have easy access to an ATM within the reach.
20. A campus Health Care Center is provided for any emergency medical services..
21. Free hostel accommodation is also provided for few of the unmarried male and female faculty members.

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

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

Response: 20.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	45	46	38

File Description	Document
Upload any additional information	View 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: 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	03	01	06

File Description	Document
Upload any additional information	View 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: 32.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	43	36	32	29

File Description	Document
Upload any additional information	View Document
IQAC report summary	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:

An annual performance appraisal of staff is conducted to evaluate the work performance of employees. The appraisal facilitates a thorough awareness of each employee's commitment and functional efficacy. The performance appraisal will have an important bearing on

- Promotion as well as the sanction of increments.
- Confirmation of service.
- Regularization of ad-hoc staff.
- Facilitation of self-appraisal on the part of staff members. This would help the staff in planning for their future performance. Self-appraisal is a conducive opportunity to identify supportive and antagonistic elements at the workplace. Also, the appraisal helps in bringing deficiencies to the notice of individual employees for rectification. The performance appraisal report is a must to confirm the services of probationers.
- Every year each staff of the Institution needs to submit the self appraisal form to the concerned Head of the department.
- The faculty appraisal process is based on Self-appraisal report; providing the information about academic performance, Research activities, developmental activities of department and institute and the student's feedback. The HOD's evaluation based on the above analysis identifies their strengths and weaknesses.
- The report of the Head of the department is considered for the performance of non-teaching staff members. As a result of these measures academic results and placement have improved.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and external audits of the institution's financial position are performed on a regular basis..

1.Internal Audit

Financial support for all departments has been provided by the institution, allowing it to meet its long-term goals and remain solvent. With this in mind, heads of departments work together to put up a budget plan for submission to the principal. As a result, the budget ideas are reviewed and approved. After then, purchases will be made in accordance with the department heads' budget proposals. An explanation and rationale for any variation will be given by Principal before he or she gives final permission. Using this method, superfluous costs may be avoided and cash can be put to the best use.

Internal audits are conducted by Chartered Accountants every three months, and the accounting procedures for internal security of finance are carried out on a day-to-day basis. All employee benefits, such as attending and presenting at seminars and conferences, as well as participating in faculty development programmes, can be vouchsafed due to the institution's rigorous internal control measures, such as requesting quotes, comparing prices, and creating purchase orders for each and almost every requirement. The Principal must approve or sanction all expenditures.

2.External Audit

External audits are also carried out by chartered accountants for the institution. When the statutory auditor checks for anomalies in the yearly account and evaluates evidence such fees collected against a list of students approved by the administration, any issues may be discussed and resolved. Financial statements like the balance sheet and the Income and Expenditure Statement are created for the financial year end once all financial transactions have been recorded. Management and the Auditor will sign these financial accounts. The auditor will provide a final audit report based on the financial statements that have been audited.

Apart from This the AP state government (APHERMC) will audit the institution financial statements for every 3 years on which it will fix the tuition fee of the Institution.

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

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)

2020-21	2019-20	2018-19	2017-18	2016-17
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:**

Some of the key sources of income include

Tuition Fee

The key source of regular income is the periodic tuition fees collected from students.

Secured Loans

Secured loans from banks in the form of vehicle loans and term loans.

Unsecured Loans

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

Over Drafts

Over-Drafts permitted by banks and financial institutions owing to impeccable credentials of the institution.

Transportation Fee

The nominal transportation fee paid by students.

Hostel Fee

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

Fraction of Examination Fee

Fraction of the examination fee retained by the institution as per the university guidelines to meet expenses of staff remuneration, stationery, etc.

Other Resources

There are other income resources like registration charges for FDPs, workshops & seminars, and interest received on the corpus.

All the large amounts shall be deposited in a National bank. The bank account shall be operated by the members jointly as per the rules and regulations of the society.

The Executive body hold and administer the funds for developmental activities.

Accounts

The Executive Body maintains accounts for all the sums received and spent as per the procedure laid down.

All the accounts shall be reconciled at the end of every month. Statements of receipts and vouchers, for every quarter, shall be prepared and placed before the Executive Body for approval.

A calendar year commencing from 1st April to 31st March shall be considered for all purposes of accounting. The accounts shall be closed by the end of such a calendar year. A Chartered Accountant shall audit the statements and place them before the General Body for adoption.

The benefits of the society are open to all stakeholders irrespective of caste, religion, and sex, etc.

The funds of the society shall be spent only to attain the objectives of the society and no portion thereof shall be paid or transferred, directly or indirectly, to any of its members in any means.

Accounts Maintained by College

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

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

Examination Fees Account.

Fund Utilization:

Management quota fees and government fee reimbursements are used for academic, infrastructure, and salary purposes. The funds are utilised only for the designated purpose. To maintain accountability, a yearly audit of the institution's accounts will be conducted. At the same time, quarterly internal audits are done to guarantee optimal usage of the resources. Andhra Pradesh Higher Education Regulatory & Monitoring Commission performs an audit of the institution's financial records every three years

(APHERMC).

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

6.5 Internal Quality Assurance System

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

Response:

IQAC plays a significant role in improving the efficacy of academic and administrative activities in the institution. The cell has defined roles and responsibilities with action plans for each year to institutionalize quality assurance at various levels and ensure the augmented strategies and processes throughout the year.

IQAC monitors all academic activities, students' feedback, and the teaching-learning process to achieve maximum academic excellence of students.

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

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

Best Practices in the Institute

- 1) Academic Monitoring Activity
- 2) ECAP system
- 3) Mentoring System

- 4) Training and Placement Cell
- 5) Strategies for Improvement of Teaching Practices
- 6) Soft Skill training Program

Best Practice 1: Academic and Administrative Audit (AAA)

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

Outcomes

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

Best Practice 2: Teaching Learning and Pedagogical Initiatives

IQAC organizes various teaching and learning initiatives by eminent academicians. It makes a continuous effort to attain a shift from the traditional teacher-centric approach to the student-centric approach. Efforts are put to integrate student-centered approach and traditional in-class learning with other learning methodologies using media, web-based learning, and e-resources with increased access to educational content and flexibility. Some of the initiatives taken are;

- Organization of expert sessions on various teaching-learning and pedagogical methods.
- Adaptation to student-centric, ICT-enabled, and interactive teaching-learning methods.
- Organization of faculty enrichment programs.
- Guest-Lectures by prominent academicians from reputed institutions.
- Monitoring of students' academic progress.
- Periodical review of the teaching-learning process.

Outcomes

The teaching pedagogies are restructured as per the needs of students. Learning Management Systems like Moodle are introduced to provide online learning platforms to students.

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

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

Response:

The institution reviews its teaching-learning process, structures, and methodologies of operations and learning outcomes at periodic intervals through IQAC. Two examples of institutional reviews and implementations are described below.

Example 1: Students' Feedback on Teaching and Learning Process (TLP)

Students' feedback on faculty performance is generated through comprehensive performance systems and the feedback is communicated to all the concerned. Students appraise the faculty through a structured format on a variety of parameters. Based on the feedback, the institution enriches academic and value-added programs that are more relevant to the current requirements.

Two structured mechanisms are utilized for continuous review of the teaching-learning process. They are:

1) Online Students' feedback

Students' online feedback is collected at the beginning of the semester. Feedback analysis is done based on the data and suggestions are provided accordingly.

A) Suggestion letters are provided to faculty whose feedback score is less than 70 (<70)

B) Appreciation letters are provided to faculty whose feedback score is more than 90 (>90).

2) Students' Feedback on Teaching-Learning Process(TLP)

Student's feedback on TLP is generated just before the end of the semester and suggestion and appreciation letters are issued to the faculty depending on the feedback. This feedback has five metrics (attributes). They are;

1) Time Sense

2) Command Over the Subject and Delivery

3) Use of Teaching Aids and Teaching Methods

4) Attitude

5) Management of Classroom

6) Laboratory Interaction in Laboratory (only for Labs)

The attribute-wise faculty performance is evaluated and suggestions are given to the concerned faculty whose performance requires immediate improvement.

Example 2: Implementation of OBE

The IQAC is known for its qualitative initiatives. Outcome-Based Education (OBE) is one such initiative.

A thorough awareness of pedagogical teaching and learning, Contribution of Bloom's Taxonomy in the designing and assessment of course outcomes, and Outcome-Based Education is provided to faculty by way of workshops and faculty development programs. Training in Bloom's Taxonomy is provided to upgrade the teaching skills and preparation of question papers. Question Banks are prepared by the faculty based on Bloom's Taxonomy. The Internal Assessment-1 will cover the Course Outcomes (CO) of 1& 2, and the Internal Assessment-2 will cover the Course Outcomes of 3,4, and 5. Question Banks assess knowledge levels and care is taken in such a way that the questions in question banks map the course outcomes prescribed in Bloom's Taxonomy.

Outcomes

The Outcome-Based Education (OBE) model helps in the accomplishment of course Outcomes. Students understand the importance of course outcomes and teachers realize their accountability in teaching.

Faculty members are provided training in the OBE model. The Mid-term question papers are designed following the OBE format. Evaluation is done through both direct and Indirect Assessment.

The OBE model represents a paradigm shift from a teacher-centric to a student-centric approach.

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

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
- 2.Collaborative quality initiatives with other institution(s)
- 3.Participation in NIRF

4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**Response:** B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View 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 institution takes pride in its commitment to promote gender equality.

RISE Krishna Sai Prakasam Group of Institutions enlightens students and staff about gender equality and accepts social responsibility to respond to different occasions in which gender equality is discussed and accepted. The college promotes the value of deserving equality in admissions, recruitment, and academic activities. Our college, in fact, has more girl students in the entire district on account of its gender equality temperament and respect and security for girl students.

The following are some of the measures taken by the institution for the promotion of gender equality during the last five years.

- 1) A separate women's wing titled after RAGA (RISE Arena for Girls Advancement) has been created to encourage girl students and lady staff to rise above the level of stereotyped view of women's life. A women faculty member is kept as the In-Charge of the wing.
- 2) Girls waiting-halls with required facilities are provided in each block in the campus.
- 3) There is a gym time slot exclusively for girls in the campus.
- 4) There is a dispensary at a phone-call distance where a lady doctor and a nurse are ready to provide health care. Girl students and women faculty are provided with sick rooms respecting treatment protocols.
- 5) A tight and uncompromising 24 x 7 security is provided at the ladies' hostels.
- 6) Separate space is provided for girls in the central library and college canteen respecting personal preferences and convenience.
- 7) Girl students are nominated as members of various committees at the department and institution level to facilitate their leadership and initiative skills.
- 8) Women students are encouraged to participate in co-curricular and extra-curricular activities and prove their creative talents.
- 9) Girls are provided, in different events, with awareness regarding the need for assertive life. The institution made it mandatory for girl students to download the 'Disha' app and make use of it in times of need.
- 10) The Women's Day is an event of progressive thoughts in campus. Eminent women personalities are invited to inspire girl students and make them realize the importance and purpose of life.

11) Internal Complaints Committee (ICC) is in charge of strict monitoring of safety systems meant for girls and women in campus.

12) Women faculty is accorded due respect and appreciation for their individual eminence. The institution is against gender bias. Women faculty members are nominated, considering their ability, as conveners of various committees to facilitate the development of the institution.

13) Objective-oriented awareness sessions are organized to disseminate the need for hygiene towards a healthy style of life.

14) The institution provides 24x7 CCTV surveillance at all required spots in the campus for assured safety. A visitors' log register is maintained and it facilitates strengthening of the security system.

15) Visitors and vehicles are kept under close monitoring and it is mandatory in the campus, on the part of all persons to display their identity as long as they are present in the campus.

File Description	Document
Link for annual gender sensitization action plan	View 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: A. 4 or All of the above

File Description	Document
Any other relevant information	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:

The institution has a special focus on waste management which includes the following elements.

- Solid Waste Management
- Liquid Waste Management
- E-waste Management

The very appealing location of the RISE campus inspires inhabitants to remain eco-friendly. Devoid of city congestions, the staff and students enjoy nature intimately in the campus. Besides focusing on infrastructure construction, as per the pertinent necessities of an educational campus, the institution puts its conscious efforts to enhance and nurture the eco-friendly environment in the campus. All green ambiances are always kept intact and all possibilities of enriching the campus environment are constantly explored and plans are implemented with utmost care.

Energy Conservation Steps

Awareness of energy consumption is provided to all staff and students. All individual staff member is instructed to keep electric devices like computers, fans, lights, and air conditioners, etc. in the offmode before they leave rooms, laboratories, auditorium, library, etc. The single-switch operating system, being implemented, facilitates easy management of energy conservation. Classrooms, laboratories, offices, seminar halls, board room, library, study room, cabins, etc. are equipped with window curtains to reduce the conduction of heat and thereby consumption of electricity.

Waste Management Steps

The institution takes all necessary measures for the separation of solid and liquid wastes and their proper disposal. The waste management plans include;

Solid-Waste Management

The housekeeping staff members collect daily garbage and dispose of it in the waste management plant. Wastes like plastic, papers, etc., are collected and sold out to scrap vendors from time to time. The canteen waste is separated as dry and wet waste using separate waste containers.

Liquid Waste Management

All waste-water lining from toilets, bathrooms, kitchens, etc., is channelized into the septic tank. The chemical wastes are neutralized and disposed of.

E-Waste Management

The e- wastes like computers, keyboards, etc., are collected and disposed to scrap dealers. The staff members and students are convinced not to use plastics. They are encouraged to use water coolers available on each floor. Washable and reusable plates and glasses are used in the canteen so that the use of plastics is minimized

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View 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: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are 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: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Details of the Software procured for providing the assistance	View Document
Link for any other relevant information	View Document

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

Response:

The RISE campus always stands in the forefront to respect diversity, eliminate stereotypes, improve self-esteem, give confidence to students to have a say and share in the progress of the institution. To achieve these objectives, courses like Constitution of India, Orientation Programs, etc., are incorporated and students are encouraged to nurture the concept of inclusive development among themselves.

The faculty members acknowledge and respect the diversity in thoughts, and learning styles of students and put forth a sincere attempt to comprehend their preferences.

Besides curriculum, additional training sessions are organized to improve students' communication and soft skills so that they share common thoughts, ideologies, and preferences with fellow students. This helps in creating feelings of togetherness among students.

Grievance Redressal Cell is aimed at ensuring tolerance, harmony, empowerment, the building of human capital in, and elimination of susceptibility, and suspicion, from all realms of working.

Industrial visits expose students to practical challenges and make them adapt to other individuals, situations, and surroundings. Students, thereby, learn to tune themselves to the objectives of organizations.

During the national festivals and other important events in the college, renowned personalities are invited to highlight the importance of harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

NSS activities of our institution are aimed at alleviation of different socio-economic diversities and pave the way towards meaningful social life.

Cultural programs, organized in the campus, educate students to discharge their social responsibilities with greater care and concern. The programs also inspire students to accept diversities and integrate newness with their lifestyles.

Students are encouraged to participate in various co-curricular and extracurricular activities to create a common platform for their open sharing of both agreements and disagreements in their ideologies and resolve issues with collective accountability.

The college provides monetary help to poor students and organizes training classes for deserving students for their assured performance in different competitive examinations.

The **central library** has a facility to issue books, from the Book Bank, supplied by the social welfare department, to students belonging to SC/ST communities.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

RISE Krishna Sai Prakasam Group :: A Beacon During COVID-19 Crisis

The COVID-19 pandemic led to a shocking loss of human life. The pandemic posed a threat to public health, food systems and the work field. Millions of people are at risk of falling prey to extreme poverty. Lakhs of enterprises are facing an existential threat. Many have lost their livelihoods. The pandemic hit our economic progress and development has come to a standstill point. Without the means to earn an income during lockdowns, many are unable to feed themselves and their families. For most, no income means no food. For many the earth has become a living hell.

There are nearly 100 million internal migrant workers in India. They are daily-wage labourers who travel out from different states like West Bengal, Uttar Pradesh, Jharkhand, Bihar, and Odisha etc. to other states in search of unskilled or semi-skilled jobs. Many of them were on the streets during the COVID-19. Lakhs of people walked on roads to reach their destinations. Victims from the southern states of India passed through Ongole and RISE Krishna Sai Prakasam Group of Institutions on the National Highway 16. It was a pathetic scene. It was unbearable.

The RISE Commitment

RISE Krishna Sai Prakasam Group played a beacon role in alleviating hardships of lakhs of migrants during the pandemic.

The Management and administrative Heads of the college erected food and water stalls by the side of the road, right in front of the campus, and distributed nutritious food to all migrants, especially to children, women and elderly victims. The stalls were run 24 x 7 for months together. Preparation and distribution of food and water supplies continued day and night. The college as a united and humane army helped the migrants with devotion. The classrooms were made use of for creating shelter to migrants. The college discharged its value orientation with commitment. The Management preferred service to financial heaviness.

The college was transformed as a quarantine centre during the lockdown period. It was also a COVID Care Centre.

Values, responsibilities, duties, accountable citizenship etc. are not just simple words to pronounce in the functional profile of the RISE Krishna Sai Prakasam Group of Institutions. They are the guiding posts to channelize our youthful idealism. We speak what we practise. We practise what we speak. We did the

same during the COVID-19 pandemic. We are glad that we are humane hearts.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: B. 3 of the above

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

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

Response:

The RISE campus organizes national festivals and birth anniversaries of great personalities with enthusiasm. Our students are on a mission towards the creation of 'Better India' by breaking confinements of religion and caste. Thoughtful outlook is sowed into the young minds through exhibitions, shows, etc. The institution practices the pluralist approach towards all religious functions and encourages students and faculty to showcase the same.

Remembrance of Dr. Abdul Kalam

Our students celebrate the Abdul Kalam's Remembrance Day on the 15th of October. Quotations of Dr. Kalam are displayed, on this day, and students deliver speeches explaining his greatness and the need for

following Dr. Kalam's path and ideas.

Teachers Day

The Teachers' Day is organized on the 5th of September. Teachers of all departments are honored on this Day. Cultural events are organized to disseminate the significance of teachers in the process of nation-building.

NSS Day

The NSS Day is celebrated on 24th September. The need for social service is explained, on this day, by way of different programs.

Women's Day

Students organize the Women's Day, on 8th March, to honor and respect girls, and women. Women staff members are honored on this day and the importance of women in one's life is explained by organizing different activities in the campus.

Gandhi Jayanthi

The Gandhi Jayanthi is one of the national festivals we celebrate in the campus with great admiration. The festival is celebrated on 2nd October remembering the lofty ideals of Gandhi.

Independence Day

The Independence Day is celebrated on 15th August remembering our triumph over the British. The National Flag is hoisted, on this day, and audiences participate in the celebrations with pride and joy. Social service activities are taken up once the celebrations are over in the campus.

Republic Day

The Republic Day celebrations are held on January 26 to commemorate the adoption of our Constitution. The 'Constitution Awareness Programs' are organized on this day. The faculty and students, during the celebrations, realize the need for their contribution to national development.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual.

Response:

Best Practice I:

1. The Practice: Increased employability of students through skill development programs.

2. Objectives

It's a fact that students emerging from Indian education system are lacking in the skills required by Industry. The gap between university curriculum and ever changing expectation of industries is the main cause for this situation. The curriculum of universities is theoretical in nature and remains unchanged. But the industry expects the graduates to be well prepared and equipped with the necessary skills. Other factors like communication skills, good personality and soft skills play significant role in the employability success rate. The principle and concept of the practice of employability enhancement skill is to inculcate communication skills, soft skills and domain specific technical skills as per expectation of industries. So the institute has taken the initiative to bridge a gap between the industry expectation from fresh graduates and graduate attributes acquired after undergoing university curriculum.

A few objectives are listed below:

- To improve the skills of the students through various certificate courses, training programmes, internships, field projects and life skills imparting courses.
- To train the students to enable to appear for time-bound aptitude tests.
- To help the students to excel in language and communication skills
- To prepare the students for different levels of selection processes such as group discussions and mock interviews
- To develop the personality of student through soft skill sessions

• To expose the students to industry through field visits and internship programs

3. The Context

The students enrolled are belonged to middle class families. Hence, employment is the basic requirement of majority of them which is difficult to get. The IT industry needs students' expertise in soft skills. The curriculum falls short of industry expectations. It is needed to enhance the skills both technical and non-technical among the students to meet the challenges. The chief objective of the practice is to bridge a gap between industry's expectation from graduates and the quality of the human resources. The curricula do not produce the human resources as per expectations. It is necessary to identify the gap and develop the skills among the learners.

1.The Practice

The employability skill development is divided into four categories

1) Technical skill development

The technical skill enhancement is achieved by excellent teaching-learning practices. The institute regularly conducts PPTs, trainings and workshops. Technical events and seminars are organized for the students to possess a sound technical knowledge. Students are motivated to participate in competitions, conferences workshops and seminars. In addition Add on/Certificate courses of technical nature have been introduced.

2) Soft skill development

This section is focused on holistic development of students. Soft skill training is provided through well-organized activities. Soft skill trainers provide a rigorous training to the students. A great improvement in communication skills and increase in confidence is found among the students. Language lab & activities like debates, elocution competitions and presentations provide a platform for enhancing communication skills.

3) Industry Exposure

Industry exposure has been managed by arranging interactive sessions by inviting alumni and experts from the industry. The students are encouraged to undergo internships. The institute arranges industry visits and interactions with the HR managers of MNCs.

4) Campus Recruitment Training

T&P arranges campus recruitment training for the students at no cost. Institute invites outside professionals for conducting sessions. Students are given training to prepare curriculum vitae, group discussions and personal interviews. The renowned companies are invited for campus drives.

1. Evidence of Success

Due to combined efforts of all, the training and placement initiatives, the technical skills, confidence building, communication and awareness in regards to career consciousness begins to increase among students. Hence, a measurable result of these activities can be seen in the placement statistics. The institute has seen an ever increasing number of placements and many students have attributed their success to the activities conducted by the institute. These activities have increased the level of confidence of the learners.

Academic Year No of companies visited Students Appeared Students placed Percentage

Academic Year	No.of companies visited	Students Appeared	Students placed	Percentage
2016-17	18	189	129	68.2
2017-18	14	195	145	74.3
2018-19	25	274	218	79.5
2019-20	21	236	196	83
2020-21	25	267	234	87.64

Problems encountered and resources required

Time constraints:

The time management is a big challenge. The students don't get sufficient time for proper orientation due to semester pattern.

Resources required

More computers in Language lab

Frequent Industry institute interactions.

Air lifting facility to enhance frequent approach of MNCs.

Adequate fund.

Best Practice II

1. Donation of blood

Donation of blood is our determination to save the needy lives and support the medical service.

Blood keeps us alive. Blood supplies the required oxygen and nutrients to all parts of the body for working. Blood also carries waste materials and carbon dioxide to the lungs, kidneys, and digestive system to be removed from the body. Blood carries hormones around the body and it also fights infections. Blood breathes life into human existence.

Patients who are in need of surgery need blood. Patients undergoing cancer treatment need blood. Patients who lose blood from traumatic injuries need blood. Blood donation, thus, is very much needed mission in medical treatment to save lives. There is a need for around 5 crore units of blood every year in our country. But the sorry state of affair is that only 2.5 crore units of blood is available. We are standing far behind the requirement.

Since there is no substitute for human blood, a humane initiative is a must in our nation to increase availability of the required quantity of blood. RISE Krishna Sai Prakasam Group has long realized the need and all in the college, as a united army, are committed to blood donation. Blood donation is not just an event in our campus. To save lives, it is our inherited passion.

2) Objectives

Someone or the other needs blood every two seconds of every day in our country. It is impossible to manufacture blood outside the body. Blood has limited shelf life. Blood is a national requirement to save lives. 37 per cent of the population is eligible for donating blood in our country. But only 5 per cent is doing that.

Students and staff in our campus are committed to be generous blood donors. We, by way of blood donation, have been prepared to provide courage, strength, and hope to the needy patients and their family

members in hospitals in our region and vicinity.

3) The Context

Our mission of blood donation has been quite successful and we are getting thumping response every time we organize a blood donation in the present. However, the scene was not as green, in the beginning of the practice, as it is today. There were many hurdles to overcome in convincing the prospective blood donors. Many were reluctant to donate blood owing to several personal thought limitations. We had to encounter many challenges to succeed in our mission.

Many individuals were hesitant to donate blood on account of the following fears and phobias.

- 1) Fear of needle prick
- 2) Unawareness about importance of blood donation
- 3) Fear of getting diseases like AIDS
- 4) Fear of weakness after donation
- 5) Traditional misconceptions
- 6) Fear of loss of blood after donation
- 7) Doubts of medical ineligibility
- 8) Apprehension of adverse side-effects
- 9) Fear of dizziness after donation
- 10) Intellectual stagnation

We have, however, been successful in generating responsible awareness among students and staff regarding blood donation. We organized many awareness sessions and succeeded in bringing about proactive attitudinal changes. Today, blood donation in our campus is as important to us as a national festival.

4) The Practice

The RISE Krishna Sai Prakasam Group celebrates the 14th of June as the World Blood Donor Day in the campus with great devotion, sense of accountability and commitment. Students and staff participate in the event and express solidarity with the commitment of the campus towards blood donation. The college encourages more people to donate blood and raises awareness about the need for safe blood donation.

Generation of awareness towards the need for blood donation is a continuous process in the campus right from the beginning. Students and staff are provided with event-based opportunities for their thought as well as physical contribution towards organization of the donation camps. In-campus donation events, exclusively for students, were organized in the beginning. Later, students were guided to involve

themselves in organizing blood donation camps in the nearby communities also.

We organize the blood donation camps in three different phases, namely (1) pre-camp phase, (2) camp phase, and (3) post-camp phase.

During the pre-camp phase, once the consent from the proposed blood bank and other concerned officials is received, the students' committee will provide the required physical arrangements like registration zone, ventilated hall, drinking water, sufficient number of cots etc. at the camp for the proposed proceedings.

During the camp-phase, donors' details are recorded in the registration zone. Hemoglobin test and primary medical examination of the donors also are taken up. Once the donors are ready, blood is collected and the same is stored with greater care.

During the post-camp phase, details of the donation event are submitted to the media for public awareness and publicity. An overall assessment of the organization of the camp is made for further care and improvements during future events.

Higher and technical educational institutions in India have a number of potential blood donors. Healthy and young students can be transformed into prospective and responsible blood donors with proper care and convincing facts about the need for and significance of blood donation. Our students shall encourage the entire student community for donation. We realized that there is a pertinent need to encourage the potential donor population through educative discussions, informative sessions and orientation programmes to promote blood donation practices. Voluntary blood donation must become a part of our routine.

Inculcation of readiness towards blood donation was the toughest task we experienced in the beginning. Though many students were ready for donation, they had a number of questions and doubts in their mind. Consequently, the number of donors was very less. Girl students were quite hesitant to come forward for donation. In the course of time, when doubts were clarified and importance of blood donation was explained, students started to come out with confidence and enthusiasm.

5) Evidence of Success

The RISE Krishna Sai Prakasam Group has been successful in the mission of blood donation camps and the following data stand as a living witness to support our achievement.

During 2016-17 only 113 students participated in our in-campus blood donation event. We have taken up special and awareness measures and consequently during 2017-18 the number of blood donors increased to 124. During 2018-19, 157 donors, during 2019-20, 205 donors donated blood and took the image of the campus to soaring heights of achievement. During 2020-21 due to the Covid-19 we are unable to conduct any program.

Students, at present, are very proactive to donate blood. They realized that one donation is able to save as many as three lives. Blood donation does have benefits for physical health and emotional integrity. By helping others, students are able to reduce their stress. They are developing a sense of belongingness and at the same time they are getting relief from the feelings of isolation. Blood donors will undergo a free health checkup. Trained personnel examine the donors' body temperature, pulse, blood pressure, hemoglobin levels etc. Owing to this facility, students have an excellent insight into their health. They, thereby, are taking corrective measures for their health, visiting medical experts if they have any health issues.

Blood donation is leading to our students' progressive outlook towards their life. They are living a meaningful life and at the same time, with their donation service, they are making lives of the needy others also meaningful.

6) Problems Encountered and Resources Required

RISE Krishna Sai Group of Institutions is always known for its commitment to social development. Blood donation is one of the specific services offered by the campus. However, organization of blood donation camps has not always been an easy task for us. We encountered the following problems during our efforts.

- 1) Myths and misconceptions of prospective blood donors regarding blood donation.
- 2) Many donors, in spite of their readiness, are anaemic and so it is not possible to collect blood from such persons.
- 3) Limitations pertaining to coordination with blood banks and other officials. A lot of time is consumed every time in getting required permissions.
- 4) Mismatch between tight and time-bound academic schedules and limitations of availability of time for organizing blood donation camps.
- (5) Limitations of manpower availability during donation camps.

The following resources are a must for effective organization of blood donation events in the campus.

- (1) Financial resources to bear expenditure involved in organization of donation camps.
- (2) Physical facilities like halls, cots, beds and other amenities required for arrangement of donation camps.
- (3) An exclusive unit in the campus with all the required accessories to conduct in-campus blood donation events.
- (4) Professional training for the student volunteers for effective organization of donation camps.
- (5) Support from media and society.

7) Notes

Education is preparation for life. Blood donation is to save a life. Donation of blood should not just be an activity confined to one or two educational institutions. Blood donation should be practised with collective spirit. Every institution of higher education must take responsibility to create apt awareness about blood donation, focusing on the following cardinal facts.

- (1) One donation is capable of saving up to 3 lives.
- (2) An adult, on the average, has 10 pints of blood. In general, only 1 pint is given during a donation.

- (3) A car accident may require a minimum of 100 pints of blood.
- (4) Our body refills the elements given during a blood donation ranging from a few hours to two weeks.
- (5) All donated blood is always tested for syphilis, HIV, hepatitis B, hepatitis C, and other infectious diseases before it is released to hospitals.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

FM Radio Station

The RISE Krishna Sai Prakasam Group is known for its FM Radio Station in the campus. Ours is the only institution in the entire Prakasam district to have got an FM Radio Station. It is also one of the very few institutions in the State to own such a facility.

The FM Radio Station serves various cardinal objectives and purposes. Different announcements made through the FM Radio will eliminate all communication gaps in the campus with one expression. Faculty, staff, and students will get up-to-date information regarding all programmes going on in the campus. The FM Radio is the one-stop-platform to nurture effective coordination of activities. The facility empowers all in the campus with personal contentment.

The day begins with a prayer song in the FM Radio. The vibrant and inspirational tone and tune of the prayer will generate a sense of elevation among all hearts. It will pave the way to start the day with confident outlook.

The FM News will put the world right in front of the college. The news, events and profiles read out in the FM Radio will keep students and staff abreast of the happenings across the globe. The campus will be up to date always with current information.

Students and the staff are appreciated by way of the FM Radio on different occasions of their

achievements. Their success stories are read out and their expertise is recognized. This will add new feathers to their caps of prestige and status. Announcements of birthday-wishes will generate the utmost satisfaction among the event-celebrities. This will result in taking pride in being and working in the institution. A sense of belongingness enriches thoughts of students and staff.

The FM Radio is a worthy outlet to disseminate important details. Historical evidences and significance of festivals etc. will create a new space for new interest among the listeners. It is also a rich platform to provide authentic awareness about our culture. Students get self-motivation to provide such awareness with proper planning, and organization.

An outstanding contribution of the FM Radio is witnessed through patriotism based transformation among students and staff in the institution. Every individual listener stands straight upright at once, irrespective of the place, when the National Anthem is played every day through FM Radio. National outlook is an essential need of the present day. The FM Radio in the campus is contributing to national integration. Our FM slogan is 'One Campus, One Voice. Success is Our choice.'

The stakeholders will get priceless opportunities, by way of taking part in the FM Radio announcements, to sharpen their communication skills, leadership, and coordination expertise.

The FM Radio Station in the campus, thus, is an outstanding memory in the entire life of students and staff owing to its uniqueness and distinction.

The vision of the institution has its significant focus on three domains namely, Value Based Education, Innovation and Social Excellence. The institution is committed to perpetual amendment in technical wisdom and academic standards of students of this region. Our priority is to assist the rural and financially backward students of this area in having an easy access to higher education and promising career opportunities. Bright career opportunities yield satisfactory outcomes not only in personal and organizational progress but also in nation-building.

The institution maintains modern and updated infrastructure and it also encourages participatory contribution on the part of its stakeholders for making organizational strides. Lifelong learning is promoted among stakeholders securing their interest, consent, and enthusiasm. Industry and academic interactions are organized in the institution in such a way that the stakeholders strengthen their confidence for their future ventures and initiatives. All this, ultimately, leads to social advancement.

Infrastructural Relevance The institution has long been putting promising and uncompromising efforts, right from its inception, to establish all the required amenities and infrastructure in it. All the Departments in the institution have ample space and adequate facilities.

Life Long Learning The institution has acquired commendable expertise in exploring technical creativity of students by way of organizing techno fests, awareness workshops and guided projects. Students are provided with constant and continuous encouragement to take up in-house projects.

Social Connectivity The institution strives for regional development in the first place, and then it expands its horizons to include different other deserving activities of excellence. The institution organizes multitudinous socially useful programmes and it has been successful in generating realization, among the people, of the importance of higher education with special reference to engineering studies.

The institution undertakes the following activities as part of its vision for excellence.

(1) Guidance and Counselling Towards Higher Education.

(2) Campus Recruitment Training.

(3) Mentoring System for Academic Excellence

(4) Personality Development Workshops

(5) Maintenance of Conducive Learning Ambience

(6) Scholarships

File Description	Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

RISE Krishna Sai Prakasam Group of Institutions is a learning abode known for its academic distinction, life excellence and grooming "*good human beings*" to serve the society.

The institution has an authorized TCS ioN Centre for conducting different national level examinations like GATE, JEE, IBPS etc.

It has bagged several ISO certifications for its apex standards. The institution has a rare distinction of NBA accreditation for all 5 UG branches.

RISE Techno Hub facility is another distinctive feature of the institution.

Owing to the committed efforts of the institution, there are several students in the campus who won prizes and recognition in different zonal and university level competitions.

The NSS unit of the institution has bagged many awards and appreciation for its deterministic approach towards community, social and national development. Students are not just participants in the unit. Each individual student is an army icon with the spirit of excellence in mind and heart.

An alumna of the institution has started an organization titled after 'Bhoomi Foundation' and it is known for its community service and social awareness regarding meaningful citizenship. The organization has got appreciation and pat from our **Hon'ble Prime Minister Shri. Narendra Modi Jee.**

The alumna stands as an example to all those students and youths aiming for life excellence. The institution is committed to provide confident studentship to girl students. Safety, security, personal dignity of girls and women are the prime concerns in the institution. The institution has an exclusive wing called RAGA (RISE Arena for Girls' Advancement) to look after welfare of girls with special reference to their personal development, academic progress and leadership. RAGA organizes different platforms for girls' initiative to prove their talents to the society.

The Management of the campus deserves a special mention here. The members of the Management, on account of their substantial presence in the Granite industry, have global awareness about educational practices in different countries. Their travel to various nations and their keen observational skills has provided them with enthusiasm for initiating creative practices in their own educational institution. And so, the institution has a staunch support of scholarly leaders who strive for students' all round progress.

Concluding Remarks :

RISE Krishna Sai Prakasam Group of Institutions has succeeded in securing a unique place in the hearts of students, parents, and people of the region for its towering qualities and philanthropic leadership in higher education and life skills management.

Parents of girls, at the time of admission, literally appreciate the institutional care for personal dignity, safety,

and security of girls.

The institution believes in the dormant expertise of students. Guidance is preventive in nature and counselling is curative in its function. The institution makes use of both guidance and counselling in making students realize their hidden talents.

The students, in turn, are provided with ample number of living examples to understand the need for their personal initiative to achieve multidimensional progress in their life. The institution closely monitors students' efforts and provides them with needed support.

The Campus Recruitment Training sessions and Outcome Based Education (OBE) practices in the institution strengthen professionalism among students. Our training sessions remove 'fear of tomorrow' from the minds of students and inculcate 'faith in future' in its place. Study is a priceless opportunity to students in the campus because they are provided with life skills education in addition to academic enrichment.

Students cultivate respect for innovative practices. They take up different projects and empower their learning. Thus, students experience a mega transformation in their outlook towards learning, education, and life. Many employment organizations are aware of our commitment and creative practices. And so, our students are able to receive offer letters, for their career entry, from multiple organizations.

The institution experiences bliss in its achievements. It believes that it has a long way to travel further to contribute its best for the development of the region, society, and nation. RISE Krishna Sai Prakasam Group of Institution is synonymous with proactive enthusiasm and responsibility actualization. It is a place where life shines with meaning.

We experience pleasure in submitting the SSR of our college to NAAC, Bangalore for Cycle 1. The report contains true and genuine information on various parameters and it has been prepared as per the prescribed guidelines.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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</p> <p>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</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the clarification document provided by the HEI.</p>																				
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>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>15</td><td>14</td><td>16</td><td>14</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>12</td><td>15</td><td>14</td><td>16</td><td>14</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	15	14	16	14	2020-21	2019-20	2018-19	2017-18	2016-17	12	15	14	16	14
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	15	14	16	14																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	15	14	16	14																	
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>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1349</td><td>1445</td><td>1266</td><td>1224</td><td>1110</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1349</td><td>1445</td><td>1266</td><td>1224</td><td>1110</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1349	1445	1266	1224	1110	2020-21	2019-20	2018-19	2017-18	2016-17	1349	1445	1266	1224	1110
2020-21	2019-20	2018-19	2017-18	2016-17																	
1349	1445	1266	1224	1110																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1349	1445	1266	1224	1110																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field</p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
177	214	217	186	184

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
27	21	21	33	39

Remark : Considered courses which include experiential learning through project work/field work/internship year wise for last five years.

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 : 759

Answer after DVV Verification: 745

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)**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	9	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	9	7

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 : 2

Answer after DVV Verification: 0

Remark : Opted out metric

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:

2020-21	2019-20	2018-19	2017-18	2016-17
8	1	4	5	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Opted out metric.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	69	41	67

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	17	69	41	67

Remark : UGC CARE list/Scopus/Web of Science indexed journal considered and edited accordingly.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	5	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	3	5	7

Remark : Input edited as per the clarification document provided by the HEI.

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

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.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	1	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	1	2

Remark : Input edited as per the E-copy of the award letter.

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

3.4.3.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
8	18	22	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	16	15	5	6

Remark : Input edited as per the clarification document provided by the HEI.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
1028	1700	1728	866	1127

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1028	1700	1728	866	1127

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:

2020-21	2019-20	2018-19	2017-18	2016-17
34	43	89	86	44

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	5	6	4

Remark : Input edited as per the copies of collaboration provided by the HEI. MoUs are considered in 3.5.2 metric.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
29	23	25	20	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	5	7	11

	Remark : Input edited as per the e-copies of Mous provided by the HEI.																				
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 27 Answer after DVV Verification: 28</p> <p>Remark : Input edited as per the geotagged photos provided by the HEI.</p>																				
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 241 Answer after DVV Verification: 288</p> <p>Remark : Input edited as per the foot falls provided in clarification.</p>																				
4.4.1	<p>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)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>95.01</td><td>222.87</td><td>178.23</td><td>238.91</td><td>249.68</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>38.72</td><td>114.36</td><td>120.77</td><td>128.38</td><td>193.58</td></tr></table> <p>Remark : Input edited as per the audited income and expenditure certificate provided by the HEI & Total expenditure excluding salary can not be equal to Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities)</p>	2020-21	2019-20	2018-19	2017-18	2016-17	95.01	222.87	178.23	238.91	249.68	2020-21	2019-20	2018-19	2017-18	2016-17	38.72	114.36	120.77	128.38	193.58
2020-21	2019-20	2018-19	2017-18	2016-17																	
95.01	222.87	178.23	238.91	249.68																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
38.72	114.36	120.77	128.38	193.58																	
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <p>1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene)</p>																				

4. ICT/computing skills

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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.)**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	9	19	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	0	3	2

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	9	19	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	8	9	19	6

Remark : Input edited as per the qualifying certificates provided by the HEL

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	11	06	09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	5	03	09

Remark : Input edited as per the e-copies provided in clarification.

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)

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:

2020-21	2019-20	2018-19	2017-18	2016-17
01	07	06	08	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	04	03	04	01

Remark : Input edited as per the clarification document provided by the HEI.

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

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:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	48	46	38

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	45	46	38

Remark : Input edited as per the document provided by the HEI.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
11	0	03	01	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	03	01	06

Remark : STTP, FDP are not considered and edited accordingly.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
61	51	40	35	39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
51	43	36	32	29

Remark : Input edited as per the E-copy certificate and data template provided in clarification.

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

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

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

Answer After DVV Verification: B. 3 of the above

Remark : Input is edited as per the clarification document provided by the HEI.

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per the documents provided by the HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>214</td><td>175</td><td>175</td><td>203</td><td>215</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>231</td><td>189</td><td>189</td><td>225</td><td>239</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	214	175	175	203	215	2020-21	2019-20	2018-19	2017-18	2016-17	231	189	189	225	239
2020-21	2019-20	2018-19	2017-18	2016-17																	
214	175	175	203	215																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
231	189	189	225	239																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>120</td><td>114</td><td>117</td><td>119</td><td>156</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>107</td><td>114</td><td>117</td><td>119</td><td>156</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	120	114	117	119	156	2020-21	2019-20	2018-19	2017-18	2016-17	107	114	117	119	156
2020-21	2019-20	2018-19	2017-18	2016-17																	
120	114	117	119	156																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
107	114	117	119	156																	