



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NRI INSTITUTE OF TECHNOLOGY

VISADALA (P) MEDIKONDURU(M)

522438

nriit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Founders of M.N.K EDUCATIONAL SOCIETY in Visadala Village, Medikonduru Mandal of Guntur District, committed to excellence established NRI INSTITUTE OF TECHNOLOGY in Gundlapalem (V), Visadala Post, Medikonduru Mandal of Guntur District. NRIIT is approved by AICTE and permanently affiliated with JNTU Kakinada. The Institute boasts State-of-the-Art facilities, a well-built Infrastructure and a serene lush green naturally landscaped sprawling campus far from the hustle and bustle of the town, providing a congenial environment for learning. NRI INSTITUTE OF TECHNOLOGY is a Vibrant, forward-looking Institution offering a high-quality learning experience in a welcoming and friendly environment. NRIIT aims at establishing Academic credibility as an Institution offering dynamic UG and PG Engineering programs, Industry Interface, Research, and Consultancy. NRIIT has a team of highly experienced, well-qualified, and dedicated faculty members in all disciplines. In addition, NRIIT organizes guest lectures by Eminent professors and experts from the industry to the students in their respective areas of specialization. Periodical Industrial Visits and Educational tours are also arranged to supplement the classroom lectures. NRIIT constantly restructures itself and renovates its physical infrastructure as well as its research and education facilities. The aim of NRIIT is to attain National prominence, by providing outstanding education in the field of their productive careers in Industry, Academia, and Government Organizations. The Institute has State-of-the-Art infrastructure. Institute is attaining a High pass percentage with distinctions. All the Classrooms are well equipped with ICT facilities. Discipline is the hallmark of a total ragging-free environment. The Institute offers commutation services to students coming from nearby rural areas. Teaching-learning process totally Application/Industry oriented. The Institute implements e-learning on the Campus. All possible Academic activities are made online through e-learning. The Institute had MOUs with various MNCs which helps the students to visit the industries for practical experience.

Vision

To become a reputed institution of Engineering & Management programs, with competitive, ethical & social responsibility.

Mission

IM1: Provide quality education through the best teaching and learning practices of committed staff.

IM2: Establish a continuous interaction, participation, and collaboration with the industry to provide solutions.

IM3: Provide the facilities that motivate/encourage faculty and students in research and development activities.

IM4: Develop human values, professional ethics, and interpersonal skills amongst the individuals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Socially conscious, humanitarian, far-sighted, and visionary management.
2. Located nearer to the city.
3. Highly qualified and experienced teaching and non-teaching staff with high Retention ratio.
4. Membership with professional societies like IEEE, ISTE, IETE, SAE, CSI, and ACA.
5. Wi-fi enabled campus.
6. Students' admissions have been consistently good.
7. Functional MoUs with industries and academic institutions like the University of Silicon Andhra - California.
8. Well-established and state-of-the-art laboratories with good infrastructure.
9. The administrative and management policies & controls are well-defined.
10. Registered Alumni Association.
11. Recognized and proactive NSS Unit.
12. Lush green environment-friendly, pollution-free, plastic-free campus to create an ideal study space

Institutional Weakness

It takes proactive measures to improve the quality of teaching, learning, and research. Though the institute has scripted many success stories, there are certain areas in which it needs to move forward. There is a need to overcome the limitations in the following areas:

1. Attracting more core companies to campus for recruitment. Efforts are made by signing MoUs with various organizations to bridge the gap between academia and industrial requirements.
2. Adhering to affiliated status, the college has restrictions pertaining to the academic flexibility to address

industry requirements.

3. Research and Development and consultancy activities need to be strengthened.
4. Establishment of laboratories through Institute Industry Collaboration.

Institutional Opportunity

1. Autonomous status will provide flexibility in overcoming the shortfalls faced under affiliated status.
2. The location of the college will leverage the opportunity to collaborate with Central/State Universities, industry, and research laboratories.
3. Collaborative research work can be carried out with government sectors like ISRO, DRDO, NRSC, Texas Instruments, etc.
4. Creating awareness among faculty members and students about intellectual property rights and patent filling.
5. Strengthening the alumni network to provide more carrier development opportunities to the students.

Institutional Challenge

1. With a wide range of career opportunities available in the Software / IT sector, attracting quality students to enroll in the core engineering branches like Civil, EEE, and Mechanical Engineering has become a challenge.
2. Being an affiliated institution, meeting the industry demands and expectations with rapid change in technology has become a challenge.
3. Attracting core companies for placements.
4. Promoting sponsored research and consultancy as per industry requirements.
5. Imparting value-added courses and student exchange programs on niche technologies to bridge the curricular gaps in the stipulated time period of an academic year has always been a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NRI INSTITUTE OF TECHNOLOGY is affiliated with JNTUK- Kakinada. The Institute follows JNTUK Curriculum for all UG and PG programs. Institute has a well-planned, documented, and structured mechanism for implementation and finding gaps in the curriculum for necessary action to ensure effective curriculum delivery. Academic Teaching-learning processes are implemented in consultation with Cluster Mentors and

documented in the Academic Administration Plan. Any dissemination in plan and content delivery is reviewed through Academic Review Process. Curriculum enrichment is achieved through Add-on/ Value-Added Courses imparting transferable and life skills. These courses are designed based on the recent developments and the feedback received from the stakeholders. The focus is on providing technical knowledge and soft skills development. Institute has the provision various committee activities which contribute to sensitizing students to cross-cutting issues like Gender, Environmental Sustainability, Human Values, and Professional Ethics for the development of Creative and Divergent competencies. Institute takes structured feedback from the stakeholders and the same is analyzed and corrective measures are taken for improvement.

Teaching-learning and Evaluation

The Institute is conscious to serve students of different backgrounds and abilities, through effective teaching-learning processes and interactive instructional techniques. A well-defined mechanism is in place for assessing the learning levels of the students and for improving their academic performance. Institute follows a transparent, well-administered mechanism and the norms/regulations of the Government of AP for the admission process. Institute strives to continually improve the efficiency and effectiveness in the assessment of Teaching, Learning, and Evaluation Processes. The student-centric education is deployed through Experiential, Individual, Participative, and Collaborative learning modes catering to the learning needs of a diversity of students. Students are engaged in higher-order 'thinking' through Role plays, Group discussions, Seminars, Projects, Presentations, Additional design and Open-ended experiments, Internships, and Applications of ICT resources. ICT-enabled Teaching-Learning processes include the development of e-learning resources by faculty and the usage of a lecture capture system makes learning more Individualized, Creative, and Dynamic. Faculty competence and their continuous professional development are assessed in the Academic Preview/Review Processes as well as through the Performance Appraisal system. Planning, Dissemination, Implementation, and Monitoring of CIE components are carried out with adherence to the Academic Calendar. The internal assessment system is made robust and transparent with clear guidelines which are communicated from time to time to the stakeholders. Standard procedures exist for examination-related Grievance redressal. As part of OBE, Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are defined for all the programs and the methodology for Attainment and Evaluation was established. Based on the Attainment levels, necessary improvements are made for further improvement.

Research, Innovations and Extension

Institute is proactive in establishing various platforms for Research, Innovation, and Extension activities. Relevant policies and practices are in place; financial and competent human resources are available. Institute encourages faculty and students to take up In-house and Collaborative research projects in their domain expertise as well as in interdisciplinary areas. Students are sensitized to take up community projects. Institute has doctorate faculty including recognized Ph.D. guides. Number of Conferences, Journal Publications, Sponsored research proposals/projects, and books are achieved. Awareness of Intellectual Property Rights (IPR) is enhanced through workshops/Seminars which helped in working towards an incremental rise in Patents. Programs to encourage the Industry-Academia interface are regularly conducted. The Institute believes in sensitizing the students toward Social and Environmental issues. In pursuit of its service to the Community and Society, NRIIT has set up a platform through the NSS unit. Students are sensitized towards Cleanliness, Health, Environmental issues and they also participate in extension activities with many Governments and Non-Govt. organizations to serve the neighborhood community.

Infrastructure and Learning Resources

The Institute fulfills the norms of the statutory bodies in terms of Land requirements, Instructional, Administrative, and amenities area. The library is equipped with Integrated Library Management System (ILMS) with inherent automation functions. It is accessible to all staff and students through the Internet. The library has a good collection of Reference books, Handbooks, Encyclopedias, and Dictionaries. Institute has subscriptions to e-journal packages. CDs & DVDs are also available as electronics resources. The library has a dedicated Reference section, a Reading room, and a Computer section. E-Resources can be accessed from any computer on the campus. NRIIT is a member of the National Digital Library. The campus is Wi-Fi enabled with ample computing facilities for students and staff. All the classrooms and seminar halls are ICT-enabled. IT infrastructure is supported with the required bandwidth and high network security with an industry-grade firewall. The Institute has a Maintenance Department in place which manages maintenance and upkeep of infrastructural facilities through in-house and contractual maintenance. There is a separate Systems Department through which trained personnel maintains all the IT facilities. Budgetary provisions are made for infrastructure augmentation.

Student Support and Progression

Institute focuses on the holistic development of students through Academic, Co-curricular, and Extra-curricular activities during their course of study towards Placement. The Institute monitors students' Performance, Alumni engagement, and Lucrative employment by providing enriched Teaching-Learning processes. Career guidance, Placement, and Grievance Redressal cells are in place. Bridge and Value-Added Courses are regularly organized. The students of the Institute are benefitted through various schemes such as Scholarships, and Free-ships from the Central / State Government. Overall support for capability Enhancement and Holistic development is also provided by encouraging students' participation in multiple activities. Institute is concerned for students' progression to higher education by providing guidance through various platforms. Pre-placement training sessions are conducted for students in coordination with external agencies and faculty members for enhancing placement opportunities. NRIIT supports Value-based education to inculcate social responsibility in the student community. Well-equipped facilities are in place for the Physical and Mental well-being of the students. Alumni Association (Regd.) has strengthened the Alumni relationship with the Institute through its yearly meetings and regular interactions. The Alumni Association contributes to academic matters and student support. Many alumni are engaged in various Technical and Non-technical events through their domain expertise.

Governance, Leadership and Management

The Vision of the Institute emphasizes imparting Quality education and involves all its stakeholders in the decision-making process. The established Policies and Procedures in the Institute ensure the Integrity and Effectiveness of Governance and Administration. The Institute promotes decentralization and involvement of staff in various Administrative and Academic activities. Strategic plans are framed with goals in line with the Institute's Vision and Mission statements and several committees and bodies are constituted within the Institute to monitor day-to-day activities. As satisfied employees are key Ingredients for the progress of any Organization, several employee welfare schemes like Group insurance and Support for higher education are in place for the benefit of Teaching and Non-teaching staff. The Institute encourages the entire workforce to upgrade their Technical and Soft skills by providing suitable Training and Financial support. During the last five years, most of the faculty and staff have attended various FDPs, Workshops, and Training Programs.

Further, the Performance Appraisal System contributes to enhancing the professional competence of the workforce. The Institute has effective processes for the utilization of financial resources. As part of the Audit, both Internal and External financial audits are carried out by the respective authorities for certification. Internal Quality Assurance Cell is functional in the Institute for continuous improvement of Quality in Academics and allied activities. IQAC has initiated several quality reforms to improve Teaching-Learning processes, Brand building, and adopting ICT enabled environment for effective functioning of Academic and Administrative processes.

Institutional Values and Best Practices

Institutional Values and Social responsibilities are practiced by the Institute through systematic channels. Gender equity programs are arranged regularly where Lecture sessions and Dedicated workshops are organized. Initiatives are taken for environmental consciousness for sustainability in terms of energy-saving through the installation of LED lights, usage of Solar panels as Renewable energy, Green landscaping, offering courses on Environment Engineering, etc. Promotion of awareness about social issues, National values, and Human values are practiced through arranging Street plays, Motivational sessions, etc. Apart from courses offered in the Curriculum on Human Values and Ethics, the student Training and Placement cell also participates in thoroughly nurturing professional ethics through the training of students. Best practices of the Institute are mainly focused on Outcome Based Education (OBE) as part of the Teaching-Learning Process and Employability Skills Enhancement Program. Drives are taken to improve Industry interaction and semester Internships are incorporated into the Curriculum for Industry ready students for meeting the dynamic need of the Engineering community and society at large. Meticulous efforts are taken for years for a smooth transition of traditional Teaching-Learning processes to activity-based learning. Implementation of Flipped Classrooms, Project-based courses, Project centric courses, and other innovative approaches are carried out for ensuring desired Outcomes. Institute's distinctiveness is with the strong Learner - Centric approach to generating competent Professionals and responsible Global citizens, who are sensitized towards the needs of the Society. In a Progressive environment, NRIIT offers a right blend of an appropriate toolset, a Professional skill set, and a Motivated mindset for its learners to excel in their professional carrier.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NRI INSTITUTE OF TECHNOLOGY
Address	VISADALA (P) MEDIKONDURU(M)
City	GUNTUR
State	Andhra Pradesh
Pin	522438
Website	nriit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Srinivasu	0863-2344300	9701037149	0863-2344305	nriit.guntur@gmail.com
IQAC / CIQA coordinator	Dola Sanjay S	863-2344300	9701037149	863-2344300	dicedola@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	27-06-2008

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	30-06-2021	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VISADALA (P) MEDIKONDURU(M)	Rural	10.08	14458

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	180	141
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	120
UG	BTech,Civil Engineering	48	Intermediate	English	60	16
UG	BTech,Information Technology	48	Intermediate	English	60	60
UG	BTech,Computer Science And Engineering Data Science	48	Intermediate	English	120	120
UG	BTech,Artificial Intelligence And Machine Learning	48	Intermediate	English	60	58
PG	MBA,Master Of Business Administration	24	Under Graduate	English	120	58

	on					
PG	Mtech,M Tech Structural Engineering	24	Under Graduate	English	18	3
PG	Mtech,M Tech Computer Science And Engineering	24	Under Graduate	English	18	1
PG	Mtech,M Tech Digital Electronics And Commu nication Systems	24	Under Graduate	English	18	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	18				36				110			
Recruited	12	6	0	18	23	13	0	36	71	39	0	110
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	18				36				110			
Recruited	12	6	0	18	23	13	0	36	71	39	0	110
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	20	8	0	28
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	20	8	0	28
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	12	8	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	12	8	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	6	0	1	2	0	0	0	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	22	11	0	63	37	0	133
UG	0	0	0	0	0	0	0	0	0	0

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

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	892	0	0	0	892
	Female	398	0	0	0	398
	Others	0	0	0	0	0
PG	Male	185	0	0	0	185
	Female	84	0	0	0	84
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	56	42	67	61
	Female	30	25	33	29
	Others	0	0	0	0
ST	Male	9	10	11	22
	Female	2	3	2	10
	Others	0	0	0	0
OBC	Male	142	174	165	181
	Female	62	68	60	78
	Others	0	0	0	0
General	Male	267	273	269	249
	Female	93	149	110	141
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		661	744	717	771

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary education is an Academic and The pedagogical approach to developing multiple capacities in the Intellectual, Aesthetic, Social, Physical, Emotional, and Moral domains among the students inside and outside the classroom, by integrating formal and informal learning opportunities and Teaching, Research, and Community engagements and promoting Cross-disciplinary and interdisciplinary perspectives and Academic practice. As part of achieving the above, the Institute observes the following Procedures/Methodologies. • Recognizing, Identifying, and Fostering the unique capabilities of each student. • Equity and Inclusion as the</p>
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	<p>Cornerstone of all educational decisions to ensure that all students are able to thrive in the Education system. • Extensive use of Technology in Teaching and Learning, removing language barriers, increasing access for Divyang students, and educational planning and management. • Promoting Multidisciplinary learning to Technological developments through Expert lectures, Hands-on training, and Internships. They are given through Industrial relationships, during the course of study, will enhance their Technical/Skill competence for Placement and Professional careers.</p>
2. Academic bank of credits (ABC):	<p>An Academic Bank of Credit (ABC) can be established which would digitally store the academic credits earned from various recognized HEI so that the degrees from HEIs can be awarded taking into account of the credits earned by the Student during the the course of study. A 4-year program may also lead to a degree 'with Research' if the student completes a rigorous project in the major area(s) of study as specified by the HEI.</p>
3. Skill development:	<p>Institutes to focus on research and innovation by setting the Start-up incubation centres, Technology development centres, Centres in frontier areas of research, greater Industry-Academic linkages and Interdisciplinary research including humanities and Social Sciences research. Our Institute aims to inculcate the spirit of Innovation and Entrepreneurship among the “Young Technical students with support for Startup creation through Guidance and Mentorship”. Students are encouraged to take up innovative projects with the possibility of commercialization.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Multi lingualism and the power of language in teaching and learning are to be promoted in Institutions with the following as their concepts for development. • Respect for diversity and respect for the local context in all Curriculum, Pedagogy and Policy, always keeping in mind that education is a concurrent subject. • Emphasis on conceptual understanding rather than repetitive learning for exams. • Focus on regular formative assessment for learning rather than the Summative assessment and encourages logical Decision-making and Innovation. • Focus on Ethics and human & Constructional values like Empathy, Respect for others, Cleanliness,</p>

	<p>Courtesy, Democratic spirit, Spirit of service, Respect for public property, Scientific temper, Liberty, Responsibility, Pluralism, Equality and Justice. • Training in Life skills such as Communication, Cooperation, Teamwork and Resilience</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is an educational model that forms the base of a quality education system. OBE enhances the traditional methods and focuses on what the institute provides to students. OBE is a powerful education strategy that should be used as a focus for curriculum planning, as a means of making informed discussions about the approaches to teaching and learning be adopted, and as a basis for the assessment of students/trainees and of the education program itself. OBE is at the cutting edge of curriculum development and an understanding of the expected learning outcomes can contribute to our appreciation and success of newer approaches to present education Through OBE, educational methods can be improved and validated through accreditations for a longer duration. As part of evaluation through mid-examinations and final examinations, formative and summative assessments, think and write answers, case studies, brainstorming sessions and innovation questions can be introduced between mid-examinations along with usual evaluation. Rubrics are evaluated student learning and attainments of CO, PO, and PEO are mapped.</p>
<p>6. Distance education/online education:</p>	<p>The geographical location of the college in a rural area, along with regular courses, online courses have been conducted for the aspirants. The distance education programmes or classes are conducted in collaboration with nearby industries to improve the skill set of the rural students and provide certification to all aspirants. We are planning to collaborate with IIT, Bombay in partnering with virtual labs for various programmes conducted by them with NRIIT as a nodal centre identifying the verticals for training on contemporary technologies. This makes industry-ready students with training on the latest technologies for their professional careers.</p>

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
426	421	415	416	425
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
11	9	9	9	9

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2535	2531	2450	2319	2344
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
396	396	396	396	396

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
441	541	447	447	523

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
172	156	155	146	149

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
172	156	155	146	149

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 50

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
334.11	437.72	432.07	361.76	207.17

4.3

Number of Computers

Response: 712

NAAC

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:

NRI Institute of Technology is affiliated with Jawaharlal Nehru Technological University, Kakinada, Andhra Pradesh. The curriculum of the college is in line with that of the affiliating university. The academic calendar issued by the affiliating university forms the basis for designing the college academic calendar. The college academic calendar consists of the commencement date and last working date, teaching periods, dates for conduction of the internal assessment tests & extra co-curricular activities. The principal's meeting with the HoDs will be conducted regularly..

The development & deployment of processes and action plan for implementation of the curriculum are detailed below: After admission, the first-year students are given an interactive orientation program. The Heads of Department present the ppt about road map of total program courses with the curriculum of core subjects, the course outcomes, and how the supportive subjects are enjoined at different stages as prerequisites. Each department exclusively has a set of Vision and Mission, which are aligned with the Vision and Mission of the College. As per OBE, Program Educational Objectives (PEO) and Program Outcomes (PO) are scripted for each program, and Course Objectives and Course Outcomes (CO) are defined for each course (Theory & Practical). The Head of the department conducts a meeting with the faculty before the commencement of the semester, in which subject allocations are made, and identifies the course in charge and class in charge. Course In-charge Plans & Delivers the course contents. Every course in charge prepares the course file which contains the academic calendar, syllabus copy, lesson plan, unit-wise class material, unit-wise assignment questions, University questions, and award lists. Well-structured lesson plans are prepared/ revised for all theory and practical courses on a period to period basis and are made available for student access. They are periodically reviewed by IQAC members. Class In-charge monitors all courses in the class working along with Course In-charge, monitors the syllabus coverage in class, and supports the overall conduction of the Teaching-Learning process in the classroom. HOD is the overall in charge of the proper functioning of the academic system. Monitors the delivery of the course, achieve outcomes, and design corrective measures whenever and wherever necessary. NRIIT implements Outcome Based Education in which Teaching Learning is made student-centric. Seminar halls and E-classrooms with the facility of advanced teaching aids such as LCD projectors, internet connectivity, and WI-FI are provided where students participate in group discussions, debates and seminars. Faculty and students have got access to NPTEL, video lectures for effective teaching-learning practices. The institute also encourages getting MOU with the industries for better training in core fields and bridging the gap between institution and industry. Advanced labs are set up in the college to strengthen the curriculum delivery by way of conducting practicals. FDPs are conducted for the faculty when a new course is introduced in the curriculum. The college takes the feedback from students, faculty, and others regarding curriculum and its implementation, after summarizing the college includes value-added topics to the curriculum given by JNTUK.

File Description	Document
Upload Additional information	View Document

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

Response:

As an affiliate of JNTUK, the university's evaluation procedures are followed. The university has adopted a major reform of assessment by introducing a credit-based grading system from the academic year 2016-17.

The evaluation system adopted by the Institute has two components: continuous Internal Evaluation (CIE) and Semester End Examination (SEE)

1) Continuous Internal Evaluation (CIE)

a) As per JNTUK R20 regulations Internal marks can be calculated with 80% weightage for better of the two mids and 20% Weightage for another mid-exam.

Mid-1 marks = Marks secured in (online examination-1+descriptive examination-1+one assignment-1)

Mid-2 marks = Marks secured in (online examination-2+descriptive examination-2+one assignment-2)

Final internal Marks = (Best of (Mid-1/Mid-2) marks x 0.8 + Least of (Mid-1/Mid-2) marks x 0.2)

b) The assignment is given by the concerned class teacher for five marks from the first two and a half units (50% of the syllabus). The second assignment shall be given from the rest of the syllabus. The first assignment should be submitted before the conduct of the first mid-term examination, and the second must be before the conduct of the second mid-term examination.

b) The mid marks submitted to the University examination section shall be displayed on the concerned college notice boards for the benefit of the students.

d) As per R20 regulations, for practical subjects there shall be continuous evaluation during the semester for 15 internal marks and 35 end examination marks. The internal 15 marks shall be awarded as follows: day to day work - 5 marks, Record-5 marks, and the remaining 5 marks to be awarded by conducting an internal laboratory test

2. Semester End Examination Evaluation (SEE)

a) Semester End Theory Examinations Evaluation(R20)

The semester-end examinations will be conducted university examination section for 70 marks consisting of five questions carrying 14 marks each. Each of these questions is from one unit and may contain sub-questions. For each question there will be an “either” “or” choice, which means that there will be two questions from each unit and the student should answer either of the two questions

b) Semester End Practical Examinations Evaluation(R20)

For practical subjects, there shall be continuous evaluation during the semester for 15 internal marks and 35 end examination marks. The internal 15 marks shall be awarded as follows: day-to-day work - 5 marks, Record-5 marks, and the remaining 5 marks to be awarded by conducting an internal laboratory test. The end examination shall be conducted by the teacher concerned and an external examiner appointed by the controller of examinations, JNTUK..

c) Project Work Evaluation(R20)

In the final semester, the student should mandatorily register and undergo an internship and in parallel, he/she should work on a project with well-defined objectives. The total marks for project work are 200 marks and the distribution shall be 60 marks for internal and 140 marks for external evaluation. The supervisor assesses the student for 30 marks (Report: 15 marks, Seminar: 15 marks). and Project Review Committee-PRC(30 marks).

File Description	Document
Upload 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: A. All 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: 11

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View 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: 117

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
25	24	25	23	20

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

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

Response: 84.77

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
2075	2265	2301	1961	1735

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:**

NRIIT believes that Quality-educated people can serve regions, states, and countries through imaginative education programs. As a result, quality education promotes personal growth, which supports the country's growth. The NRI Institute of Technology offers quality education to create a personal paradigm dedicated to acquiring the life skills needed for success.

Human Values

Values are a guideline for our success and a paradigm of what is acceptable. Human behavior depends on the character who defines the identity, chooses values, and establishes beliefs. Human values include morality, honesty, peaceful life, respect for others, honesty (honesty and credibility), compassion, kindness, courage, sharing, time management, coordination (collaboration), independence,

Professional Ethics

Ethics is an activity related to the study of moral values in moral issues. As an engineer, he/she should have both ethical and social responsibility to him/herself, his subordinates, and his society. Engineering ethics helps engineers discover moral principles such as obligations, rights, and ideals in the field. Formal norms, focus, priorities, restrictions, two-dimensionality (positive and negative), and morality of roles are some of the key characteristics of professional ethics.

Institutional View on Professional Ethics and Human Values

At our institution, we run several programs prescribed by the affiliating university related to human values and ethics to improve the character of our students. Through this institution's commitment to human values and ethics, it is hoped that students will be able to recognize problems and possible solutions through self-questioning. It also ensures that students internalize the fact that they need to react to the

situation, not the situation. At the same time, educational institutions help students recognize their social responsibilities. Through the activities carried out, attempts are made to remove society from the dominant evil. In addition, through these programs, students can realize that they have great potential and, if realized, can push society in a positive direction.

Environment and Sustainability

Our students explore the complex relationship between sustainable development and economic growth, linking the environmental and social aspects with the economic pillar of sustainable development. Environment Science is also part of the curriculum designed by our affiliating university. NRIIT N.S.S cell promotes environmental protection through tree plantation and other sustainable development programs. Every year, our N.S.S. unit undertakes a host of activities in the nearby villages during the special camps. In these camps, N.S.S. organizes various environment-related programs including tree plantation, village cleanliness, cleaning of gutters, digging of soak peats, grass, plastic-free drive, Poster Competition, Debate Competition, etc. Various activities like quizzes and poster competitions and invited talks are organized to create awareness about nature, biodiversity, the environment, and sustainability.

Gender Sensitization

Various programs conducted on campus to promote gender sensitization in the last five years. Gender equality has become an increasingly important policy requirement for academic institutions. NRIIT is the place where gender sensitivity can flourish in teaching, management, and leadership.

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: 90.8

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
381	368	387	401	372

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

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

Response: 45.13

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

Response: 1144

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

1.4 Feedback System

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

Response: 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
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: 92.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
661	744	717	771	773

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
792	792	792	792	792

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: 85.96

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
301	316	341	372	372

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:

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

Based on the AP-EAMCET ranks and marks secured in 10+2/ Intermediate Examinations, slow learners are identified during the First-year level. Among lateral entry students, the slow learners are identified based on their Diploma percentage and ECET rank.

At II, III and IV-year levels, Students who score less than 40% of marks during internal examinations or have more than Four backlogs of Courses/subjects in earlier semesters are identified as weak students.

Students who secure more than 50% of marks during internal examinations or having less than four backlogs subjects/Courses in earlier semesters were identified as average students and Students who scores more than 70% of marks in internal examinations, having no backlog subjects and active participation in classroom, workshops, seminars etc. are identified as advanced learners.

Slow learners: After identifying the slow learners, Extra classes are conducted to help, even an average student to improve his/her learning abilities and do well in his/her future career. For the benefit of the students with backlogs, remedial classes are conducted. A batch of 25 students is attached to a teacher for counselling. Among those, an average of 3-6 students are usually found to be slow learners. The faculty counsellor intimately interacts with them to gain their confidence and tries to identify the nature of their problem.

Firstly, students, those who are suffering from psychological/emotional problems are accordingly guided to overcome their problems. They are motivated in a friendly way to develop confidence and willpower to reach their academic goals. Poor performance due to frequent absenteeism is dealt with by consulting the parents of the student concerned. Appropriate counselling with additional teaching eventually helps to make him regular. All the staff members handle the students in a cordial way for their academic and personal needs.

Strategies adopted for Advanced Learners: Advanced learners are continuously encouraged to strive for higher goals by providing them with additional inputs for better career planning and growth. Participation in classroom seminars, group discussions, and technical quizzes to develop analytical and problem-solving abilities in them and thereby improve their presentation skills.

Challenging assignments to improve their skills. To Conduct add-on courses beyond academic class hours. Conduct of Personality Development Programs as per time-table. Allocation of mini projects with field surveys and industrial visits. Special training to motivate students to present papers in seminars/conferences. Access to the latest online journals, and reference material for understanding emerging trends in their field of study. Encourage to attend science expos for the display of working models done by mini-projects Giving opportunities to develop their creativity by organizing intramural as well as national level

cultural, literary, technical and sports competitions.

File Description	Document
Upload any additional information	View Document

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

Response: 14.74

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:

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

Response:

Institute follows Outcome-Based Education (OBE) which is a self-Student-centred instruction mechanism as part of the Teaching-Learning process. This includes Classroom teaching along with ICT tools such as PPTs and hands-on training through Workshops organized by Industry persons. Students are also identified with the Learning aspect by way of interactions with the teachers and forming them as groups with understanding levels. They in turn interact within themselves for Knowledge transfer and skill updations. This is monitored by the respective Subject teachers and Class teachers.

Tutorial classes are conducted as a supplement to the regular teaching-learning process. As a part of the curriculum, Communication Language Laboratory was established for students to improve their English proficiency. In addition, soft skills training programs are conducted along with classwork, where the students are guided by experts, in improving their presentation and communication skills. Students are encouraged to organize and participate in Inter-collegiate events under technical associations, IE chapters, etc., to bring out the potential of the students

File Description	Document
Upload any additional information	View Document

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

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

Response: Teachers of the College try to make the best use of the technology in their teaching-learning process. Teachers have the knowledge and skills to use new digital tools to help all the students to achieve high academic standards.

ICT has enabled a better and swifter communication presentation of ideas in an effective and relevant way. It is an effective tool for acquiring information from multiple sources to help students to enhance their knowledge database.

The College has a Wi-Fi-enabled Campus which helps the teachers and students to stay connected to the internet and learn and teach updated information. The college has ICT Enabled Classrooms to have Desktops, Laptops, and Projectors which helps in the e-learning process.

All teachers use and share e-books which are very useful for the students as they are handy to carry and study at any place. The college has well-equipped Computer Labs. The teachers take practical classes for different courses like Python, C, C++, JAVA, CAD, Electrical Simulation, etc. The curriculum of these courses has practical components which require the use of computer labs.

Teachers use PowerPoint presentations, which help the students to have interactive conversations. Presentations are the best way to make notes as they can be updated with the latest changes in the knowledge, presenting diagrams, charts, etc.

Teachers have started taking lectures online on Google Meet, Zoom, Microsoft Teams, etc. FDPs are conducted to enable/familiarize the teachers with these online platforms. Besides using the e-books in the e-classrooms, educational podcasts, and videos, such as Ted Talks, YouTube Content, etc further adds quality.

Teachers share reading materials, short notes, and e-books over different media like Google Classroom, Email, and College website. Teachers most often use ICTs for 'routine tasks' (lesson plan development, Information presentation, basic information searches on the Internet, and so on). Faculty is adapting to the usage of ICT tools to provide quality education to the students

File Description	Document
Upload any additional information	View Document

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

Response: 14.74

2.3.3.1 Number of mentors	
Response: 172	
File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
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: 6.1

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	9	6	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: 3.42	
2.4.3.1 Total experience of full-time teachers	
Response: 588	
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

<p>2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode</p> <p>Response:</p> <p>The mechanism of internal assessment is transparent and robust in terms of frequency and mode</p> <p>Response: The internal marks are based on the Mid exams (descriptive examinations, online quiz exams, and Assignments). Two mid examinations are conducted. The answer scripts of Mid examinations are shown to the students after evaluation to bring out any discrepancies. If any, discrepancies are brought to the notice of the concerned teacher, and the necessary corrections are carried out.</p> <p>The faculty explains the scheme of evaluation of each course in the classroom. The model answer key is also available in the faculty course file for further verification by the students (if required).</p> <p>Online quiz exam is conducted by JNTUK university, Kakinada through online mode.</p> <p>Assignment marks are allotted based on the time of submission before the deadline and presentation methods utilized. After correction, the consolidated marks are displayed on the notice boards. Internal marks are intimated to the parents over the phone by the counselor of the student. The students are made aware of the evaluation procedures including revaluation and challenge valuation, examination pattern of college and the university, well in advance through circulars.</p>

File Description	Document
Any additional information	View Document

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

Response:

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

Response: As per the University regulations, students are informed, about the evaluation procedure for the weightage of internal and external marks in examinations. A meeting is conducted by the Principal with all the first-year students along with HoDs, Class In-charges, and mentors and continued as and when the regulations are changed by the University. The discussion mainly focuses on revaluation, challenging valuation schemes available in the university.

Regarding internal examinations, after completion of exams, within a week, papers are distributed and if the students are having any grievances, it is brought to the notice of the concerned subject in charge and HoD. Regarding the external examinations, at the time of the release of results, University will mention the date within which students have to apply for revaluation or challenge valuation. This will be circulated to the students through the Institution mechanism. This information is made available on the college website also.

File Description	Document
Any 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:

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

Response: For each program, Program Outcomes (POs) and Program Specific Outcomes (PSOs) are designed in alliance with the Vision and Mission of the Institution along with feedback from various stakeholders like students, parents, alumnus, industrial persons, faculty, etc.,

Then Program Assessment Committee designs the PSOs for each program which is approved by College

Academic Committee. For each program, Program Outcomes (POs) and program-specific outcomes (PSOs) are listed on the institution's website.

The POs and PSOs are displayed in respective program classrooms and laboratories for students' familiarity. The Course Outcomes (COs) are provided by the affiliated university, JNTUK, Kakinada. Each course will have 5 or 6 units. One course outcome for one unit will be provided by the university. Course Outcomes along with attainments are maintained by the faculty in the course file. The faculties discussed course outcomes with the students.

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

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

Response:

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

Response: For each program, POs and PSOs are designed by the Institution and the COs are provided by the university. The faculty members do mapping between COs and POs as well as between COs and PSOs.

In the mapping matrix, 3, 2, 1, or 0 shall be entered where 3 indicates highly mapped, 2 indicates moderately mapped, 1 indicates low mapped and 0 indicates no mapping.

COs attainment is as follows: Course Outcome attainment is done by

- a) Direct attainment
- b) Indirect attainment.

Direct attainment concentrates on the internal exam performance of the students and indirect attainment concentrates on the external exam performance of the students.

70% weightage is given to external exams and 30 % weightage is given to internal exams. In direct attainment, Questions related to COs are tabulated and attainment is calculated. In Indirect attainment, as we are not aware of whether the students attend that question or not, the pass percentage of that subject is considered. The Target levels set for Internal and External examinations are as follows.

This Target Levels decision can be taken by Department Advisory Committee (DAC). If percentage of attainment is >70 % to 100% Target = 3, In between 60 and 70% Target = 2, In between 50 to 60 %, Target=1 and <50% Target=0

For example

Attainment through University Examination:

Substantial i.e., 3 Attainment through Internal Assessment:

Moderate i.e., 2 Assuming 70% weightage to university examination and 30% weight age to Internal assessment, the attainment calculations is (70% of university level) + (30% of Internal level) i.e., 70% of 3 + 30% of 2 = 2.1 + 0.6= 2.7

PO attainment is as follows: In Direct Attainment, the average mapping of all courses related to POs is considered. In Indirect attainment, faculty feedback is considered a tool. If Course Feed Back % is 75%, Then it is converted into an equivalent attainment value with base 3. ie, $(75/100) * 3 = 2.25$ Depending on the above-set Criteria, the Weighted Averages of the CO-PO mapping table is replaced with the corresponding Indirect attainment value.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 80.16

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
458	378	353	406	334

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
523	447	447	549	441

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

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: 10

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
2	2.5	1.5	2.5	1.5

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 1.74

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 93.75

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
6	6	6	6	6

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	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:

We believe that entrepreneurship is the key that can unlock India's latent inventive potential. It will not only push India to lead the world but also help increase the quality of life in the country. The Entrepreneurship cell is an activity run by faculties and students of NRI Institute of Technology that aim at manifesting the latent entrepreneurial spirit of young students. We host various workshops, Seminars, expert speaker sessions for aspiring entrepreneur and support them by providing necessary resources such as funding, mentoring, consultancy. Staff and students participated in various workshops. The workshop was highly appreciated by the participants and they expressed their desire to have advanced level workshops. Institute has served as the guiding torch to many individuals to start their own ventures. Our students has started his own ventures, like Android Development, Website Development and hosting Desktop Software and Application Development, ecommerce and SEO services. A student has taken zeal and initiative of stepping into entrepreneurship, by developing an educational website for NRIIT. Few students explore their profound interest in Food Chain, Supply and Management through his venture. He is now diversifying in the core technical branch through his new venture Electricals. College has provided work space, guidance, mentoring and consultancy to the above mentioned students.

File Description	Document
Upload any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**Response:** 50**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
8	10	12	10	10

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:** 0.67**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

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

Response: 3

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

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.62**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
45	15	19	8	10

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: 0.82

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
24	27	29	38	9

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:

Institute firmly believes in humanity, and tries to impose this attitude amongst students as well as staff members. Along with educating students and upgrading their technical skills, institute also focuses on developing the quality among the students of being a social-able, hospitable, sensitive towards the under

privileged. Institute along with Civil Department, took an initiative to adopt Village and develop it in phases as needed. The village was facing water scarcity issues, which was then tackled by the department by planning and designing of minor irrigation system. Also Civil Department took initiative to tackle issue

of improper planning of Gram Panchayat Office, and have redesigned the office and a community centre based on the principles of planning. Institute had

organized "JOY OF GIVING" event to donate food items & clothes to poor and orphan children in association with Applied Science & Humanities Department and all other branches in febrarury 2020. Also, this event was organized by International Society of Automation, UCoE Student Chapter. They visited the Children's Home at Gorai on August 23, 2017, and helped the poor children with their basic needs and brought JOY on their faces. Also our student has volunteered with 'Akanksha Foundation' for 61 hours. The Foundation is a non- profit organization with a mission to provide children from low income communities with high quality education, enabling them to maximize their potential and transform their lives. He also joined 'Prayas- An attempt', a newspaper collection drive, through which they gathered fund for supporting the educational needs for underprivileged kids. Institute also arranged Blood Donation Camp & Thalassemia check-up on September 21, 2020 and July 27, 2017. The campaign was conducted by Red Cross Blood Bank (National Accredited Blood Bank by Quality Council of India). The event was highly successful with 44 students and staff members in year 2017 and 89 students and staff members donated blood and 223 persons were examined for Thalassemia in year 2018. The students have also joined hands together to form 'Hand-in-Hand Youth Foundation' and have conducted various events under the said banner to serve the underprivileged.

File Description	Document
Upload any additional information	View Document

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

Response: 40

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
8	21	5	4	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: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	7	3	14

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

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

Response: 12.87

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
0	45	432	159	893

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 335

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
41	79	78	72	65

File Description	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: 38

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
6	9	8	7	8

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	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:

NRI Institute of Technology is spread over 10.08 acres of land. The college has adequate infrastructure and physical facilities for teaching-learning as per the regulations of AICTE and Jawaharlal Nehru Technological University, Kakinada. The Environ is lush green and eco-friendly. Below are the available facilities on the campus.

Classrooms:

The college has spacious and well-ventilated classrooms with LCD projectors

Laboratories:

The college has domain-centric well equipped laboratories to conduct lab experiments. We have additional facilities like the LAPTOP lab to cover the content beyond the syllabus, projects, and research activities.

Seminar Halls:

The college has adequate seminar halls to conduct seminars, guest lectures, workshops, Seminar halls are equipped with an LCD projector, PAS with LAN & Wi-Fi connectivity, and air-conditioned seating capacity ranging from 200 to 500.

Computing Equipment:

The college has more the 500 high-end computers with all necessary peripherals. The TCS Ion has been using our computer labs to conduct APPSC exams, Bank exams, and GATE exams.

Library:

The college has a central library with adequate seating capacity. It has a reference section and digital library with more than 25 high-end computer systems, accessible National Digital Library (NDL), SWAYAM lecture videos. The staff and students can access online journals through IEEE, DELNET, The library is automated with New Gen Lib ILMS software.

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:

Cultural Activities:

The college organizes cultural, co-curricular, and Extra-Curricular activities and encourages the students to participate actively. The college has adequate facilities like auditoriums and well-ventilated rooms to organize these cultural activities.

Sports & Games:

The college is equipped with indoor and outdoor sports facilities for students and faculty to take part in individual and team activities within and beyond academic hours.

Students participated in various sports events at inter-college, inter university, state, and national level competitions.

The indoor and outdoor sports facilities available in the college are:

Indoor facilities:

Caroms

Chess

Table Tennis

Outdoor facilities:

Volleyball Court

Throwball Court

Basketball Court

Tennikoit

Cricket ground

Gymnasium:

The college has a gymnasium to promote physical fitness for a healthy lifestyle. The college has adequate gym facilities like treadmills, dumbbells, weights, skipping ropes,... for students and staff.

Yoga Centre:

The college organizes Yoga sessions to provide awareness of a healthy lifestyle. Yoga facilities are available on the campus to perform yoga. Every year 21st of June is celebrated as International yoga day.

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: 88

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

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

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

Response: 48.78

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
21.28	81.76	147.75	533.39	77.09

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
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The central library is located in F block with good infrastructure and ambiance. The central library has been using NewGenLib software to perform library-related tasks like Issue, Return, and Search.

NewGenLib is a fully web-based integrated library management software that runs on distributed computers (Client-Server environment) through a network. It uses JAVA Technology, PostgreSQL for the database, and Apache for the Web server. It is platform-independent software.

It has eight modules, they are

1. Technical Processing
2. Circulation
3. Acquisitions
4. Serials Management
5. OPAC
6. Administration
7. Queries
8. Utilities

Features of NewGenLib:

- Compatible with internal standards such as MARC 21
- Manageable and Efficient
- Compatible to run on Windows and Linux
- Letter and form can be configured to save the time
- Self–Issue and Return is enabled that saves the user’s time
- Enables the users to search online databases through OPAC

Below are the details of the library software:

Name of the ILMS software: NewGenLib

Version: 3.1.4

Year of Automation: 2010

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: 10.06

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
7.69	17.31	7.92	9.30	8.10

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
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: 12.93

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

Response: 350

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 institute has a well established state of art IT infrastructure facilities. Internet bandwidth of 50 Mbps supports various services such as administrative and academic activities, CC TVs, Biometric devices.

The details of up gradation of IT infrastructure that has taken place over the last five years (2016-17 to 2020-21) are shown below:

Procured 712 computer systems (Desktops & Laptops) for academic purpose.

9 Wi-Fi routers were installed in the institute.

Internet bandwidth of 40 Mbps is up graded to 50 Mbps

Upgraded RAM from 2 GB to 4 GB for 30 desktop computers.

Procured LCD/LED projectors for classrooms and seminar halls.

All the CRT monitors are upgraded to LCD/LED monitors.

Biometric Attendance for staff is introduced.

Electronic surveillance system is installed on the campus.

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

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 3.56

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

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 250 MBPS

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 26.86**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
80.100	118.20	102.84	140.54	42.78

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:

The college has established system for utilizing and maintaining of physical facilities and infra structure. The college has a Network administrator and electrician to prevent break down of facilities such as generator, power, internet,... The college security is taken care by an external agency. The maintenance and cleanliness of the buildings, classrooms, labs, furniture, campus ground, sports facilities, staff and student's amenity areas, cafeteria are monitored by a supervisor

The following is the maintenance procedure for various facilities:

Classrooms

Class rooms along with LCD projectors, furniture, tube lights and fans are inspected regularly by attendants and department staff.

Laboratories

Performance of equipment is monitored on a regular basis and respective log books are maintained.

All the minor repairs are carried out by the laboratory technicians. Major repairs for all laboratory equipment are outsourced.

Library

An accession register is maintained.

Stock verification process is carried out before the commencement of academic year.

Damaged books are sent for re-binding.

Computers

The institution has a system administrator to look after the maintenance of computer systems.

Up-gradation of software as per the curriculum requirement.

Sports Facilities

The Sports equipment and gymnasium is maintained by the Physical Director

Outdoor sports facilities are monitored and maintained periodically.

The consumables for indoor and outdoor games are procured as required.

Electrical Maintenance

The diesel generators for power back up are inspected at regular intervals for proper maintenance.

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: 43.49

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
1246	832	1675	1103	457

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: 4.92

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
114	123	125	119	118

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships 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: 90.74

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
2334	2265	2147	2105	2197

File Description	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: 49.23

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
185	254	230	260	249

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: 22.22

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

Response: 98

File Description	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: 89.2

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
24	3	5	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
25	3	6	3	3

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	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: 127

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
10	23	45	33	16

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
Any additional information	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:

- 1.NRI Institute of Technology considers its students to be the most important stakeholders. The NRIIT has developed a governance model centered on students. Through its Student Advisory Committee, NRIIT has developed its own system for ensuring the participation of student representatives in the NRIIT's decision-making process.
2. **Class Representative System:** In each class section of 60-70 students, two CRs are appointed, one boy and one girl. The appointment of CRs takes place in a well-defined structured and transparent process. The process of CR appointment is made available to students via the student handbook as well as the NRI Institute of Technology Information Management System. Regular meetings with CRs are held as follows: 1.Coordinators meet with all CRs once every two weeks. 2.HoDs meet with all CRs once a month, and top management meets with all CRs at least once a semester. 3.CRs continue to send feedback on the teaching, learning, and overall operation of the NRIIT on a regular basis.
3. **NRI Institute of Technology Student Advisory Committee (SAC):** The NRIIT has formed a Student Advisory Committee comprised of 21-25 members, with no more than one student from each department. The members are chosen through an open process based on the most critical comments submitted by students for the improvement of the NRIIT. Members are chosen from among the students who provide the most critical and constructive feedback. The committee meetings are only attended by the Principal/Vice-Principal.
4. **Student feedback:** The NRI Institute of Technology has developed an innovative system for meeting all NRIIT students in batches of 250-300 students per department once a semester. Open

house sessions are held at the start of each semester, and the chairman and other senior officials meet with students to share the progress of the NRIIT over the previous semester, as well as to listen to students face to face about any complaints or suggestions about teaching and learning, including curriculum support services. Promises that have not been kept or new requirements.

5. **Student Participation, Representation on Academic Bodies:** The NRIIT has ensured student participation at various levels through HoDs and ordinances: two best students, one boy and one girl (may be), who have excelled in academics are appointed members of the Board of Studies of the concerned subject. Two of the NRIIT's best students, one boy and one girl (may be), are appointed to the NRIIT's Academic Council. One or two students are also appointed to the NRIIT's Unfair Means Committee.
6. Participation of students in administrative bodies/committees There are more than ten clubs and committees, and students are represented on all of them. Students serve on disciplinary committees, anti-ragging committees, hostel discipline committees, mess committees, and the Harivillu club, among other things. Various clubs and committees are managed and run entirely by students. Students plan and carry out various activities.

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: 13.4

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
9	16	17	15	10

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 NRI Institute of Technology has an alumni association, “NRIIT Alumni Association” started since July 2014 and it got registered in the year 2015 under the societies Registration Act Reg. no. 78 of 2019 (March 12, 2019). It is governed by a board of directors comprised of the Chairman, Vice-Chairman, President, Vice-President, Secretary, Treasurer, and General Secretary. The president is the senior student volunteer who oversees all meetings, financial aids, and event planning with the help of the association's members. In the absence of the President, the Vice-President assumes the President's responsibilities. The Treasurer is in charge of financial matters as well as other responsibilities delegated to him by the President. All other members are students, with the exception of the Chairman and Vice-Chairman. Members of the governing body are actively involved in all of the alumni association's activities. NRIIT is proud of its Alumni Association, which provides direct and indirect assistance to students.

NRI Institute of Technology holds the alumni relationship to work with them to contribute fundamentally through financial and non-financial means. NRI urges alumni to give organized input about the schedule, exam patterns and infrastructural offices presented by the organization and the legitimate ideas are executed in the upcoming days.

Alumni meets are conducted every year in a view to help the following batches. Some of the primary objectives of the alumni association are to create awareness about the job opportunities accessible in the present world, to craft their juniors be familiar with about the strategic methods to meet the requirements of diverse competitive exams like GRE, TOFEL, and other job oriented exams like RRB, SSC, Groups and etc., This organization assists students in learning about special scholarships and free ships available from governmental and non-governmental organizations to various kinds of students based on their qualifications and skills. Students who are studying abroad, in particular, inspire other students to seek their fortune in a foreign nation. Some of the most important responsibilities handled by the association include arranging guest lectures, internship programs, conducting workshops and seminars, providing training programs, and organizing skill development programs to enhance the knowledge of students in a variety of technical and non-technical fields. It helps economically disadvantaged students by providing financial aid and distinguished awards to students who excel academically. multitude of opportunities to take part in learning, discussion, and research..

Every year, the College Alumni Association offers a portal/link where students can obtain membership forms. NRI's alumni network is a wonderful asset to both management and students, since it fosters an unbreakable relationship between them. The organization carries out its social responsibilities.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

NAAC

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:

The NRI Institute of Technology vision and mission statement defines with the divergent, uniqueness and pleasant to fulfill the needs of all the stakeholders involved through directly or indirectly with this institution. In observance to the vision, mission and the norms of AICTE and UGC, the NRI Institute of Technology management constituted a Governing Body whose members, with their broad experience and leadership skills add to the taken as a whole growth of the institution. The Mission of the institute proposes an **Academically Challenging Environment** with a commitment for empowering the students and faculty. The institute implements best practices to serve as a benchmark and enable the institute to grow into an essence of values and culture.

Statutory committees like Governing Body (GB), College Academic Committee (CAC) / consisting with Heads of all departments, Department Academic Committee (DAC), College Grievance Redressal Cell (CGR), Women Empowerment Cell (WDC) etc., cell/committees are construct with departments staff and Non-Statutory committees like , Admission committee, Library committee, Disciplinary committee, Academic and Administration Committee and Planning and Evaluation Committee etc., are constituted to involve the faculty in decision making and execution. The Principal initiate the rules and regulations under the guidance of the Governing Body and the College Academic Committee of the institution. He ensures the right teaching and learning academic atmosphere in the institution to support the students to become globally competitors.

The CAC direct the academic planning, faculty requirement and academic load, effective utilization of classes, feedback on the teaching and learning system, result analysis, research activities and ensures to student discipline activities. It addresses infrastructural requirements, maintenance, security arrangements, coordination of events and conferences, alumni affairs, hostel, canteen, transport, and placements. The HoDs are responsible for upgrading laboratories. Feedback and ideas are invited from alumni and other stakeholders for innovation and improvement in various activities such as academics, Industry Institute Interaction and Placements etc. The senior professors, with the assistance of faculty members, act as conveners of the non-statutory committees and assist the Principal. The faculty and staff members are involved through the institutional committees in developing and implementing the decisions at various levels. The Principal and HoDs are provided with financial resources to modernize the facilities, implement new Research and Development projects, expand infrastructure, improve laboratories, library, classrooms, ICT and sports/games facilities according to the yearly plan.

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 NRI Institute of Technology believes in practices of decentralization and participative management which endorse its vision and mission. The decentralization reflects in various functional bodies like Management, Governing Body, College Academic Committee, IQAC Committee, Administrative, NSS committees, Alumni Association, Students and Industry interaction and various committees. Management, Governing Body and IQAC, frame strategic policies and quality initiatives to be adopted. The Management develops infrastructure of the institution to meet the requirements defined the regulatory bodies to run various programs. The management allows substantial independence to the constituted committees and accepts inputs from their expertise in decision-making.

Governing body plays a key role in recommending the optimal use of resources like human, financial and infrastructural of the institute. It guides to the Principal in discharging administrative responsibilities. The institute resolutely believes in providing quality education to the society. The Principal and HoDs play a vital role in the creation and implementation of policies, programs, and initiatives that fulfill the vision and mission of the institute. The administration ensures quality in areas like academics, discipline, curricular, co-curricular, extracurricular activities and examinations etc.,.

Therefore, IQAC plays key role in assuring the quality of teaching learning process, research activities, infrastructure and availability of facilities to its stake holders. The faculty executes the policies of the institute and maintain a healthy relationship with the students and parents and communicate their grievances to the appropriate authorities. Non teaching staff discharges their duties by maintaining records, technical equipment and infrastructure.

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:

For an organization, strategic planning is very essential to accomplish the Vision and Mission, which it dreams of Strategic planning, is a continuous process with a specific focus on accomplishing institutional goals in this competitive era. Strategic Planning and deployment document is based on analysis of current obstacles and future opportunities and envisages the direction towards which the organization should move to achieve its set goals and objectives.

The first part of it addresses the vision, mission which the institute dreams along with core values,

institutional long term and short-term goals. These are defined and guided by the stake holders (management, leadership, HoDs, faculty, staff, industry, students, alumni and parents) through SWOC analysis. After analyzing the internal and external environment, the institutional goals were set up in all possible growth domains through continuous thought process and discussion with HoDs and faculty members. The strategies with action plans were decided to achieve institutional strategic goals. While formulating the strategic plan and deployment document, care has been taken to involve all stakeholders to help contribute their part which is vital for the success of every organization. Effort has been taken to clearly identify the implementation processes and monitoring by identifying measurable targets in line with the desired outcomes. This will emerge to be the guiding force for NRI Institute of Technology to achieve its goal to become an institution of Academic brilliance and providing proficient by skilled young Technocrats and Managers to the society.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	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:

The NRI Institute of Technology has a well-structured organizational structure which clearly shows the people responsible for various tasks and the levels of administration. The Governing Body is the highest body of the college and it is highest body of decision making. The Governing Body of the college meets two to three times in a year. In the governing body several issues pertaining to various academic, non-academic and administrative matters were taken up, discussed and appropriate decision would be taken keeping the student development as its central outline. The Governing Body strongly feels that the students should accomplish their desired goals and thus makes all the efforts (right educational methods - outcome-based education, infrastructure, equipment and tools) to creating a student centric environment. It follows the guidelines laid by the apex bodies like UGC, AICTE and JNTUK and comply them with utmost sincerity. The Governing Body continuously monitors the strategic plan and make suitable advice/direction for the administration to execute the plan.

In addition to the governing body there are several statutory and other committees are in place to administer various activities related to academic, administrative and extension. Thus the governance of the college is more participatory and led by the governing body. This ensures holistic growth and development of the student stakeholders. Societal impact and responsibility are given prime importance by the Institute so as to contribute and promote sustainable socio-economic development through globally competitiveness.

Employees benefits and Social Security

1. All regular employees of the institution are entitled for casual leave, special casual leave, earned

leave, medical leave, maternity leave & study leave etc., as per the college service rules and regulations.

2. Enrollment of employee in Provident Fund & Pension Scheme organized by Employees' Provident Fund Organization (EPFO).
3. Enrollment of employee in Employees' state insurance Corporation governed by ESIC.
4. Payment of Gratuity on retirement as per Payment of Gratuity Act.
5. Encashment of earned leave.
6. Allowing concessions in fee for the wards of the employees studying in the institution.
7. Festival Advance to non-teaching staff once in every year.
8. Accidental Insurance coverage to all employees of the institution.
9. Encourage employees to participate in the events conducted in and outside the college to exhibit their talent and skills.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: 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:

NRI Institute of Technology, believe Employee Welfare is an essential part of the Institution. Welfare

measures of an organization ensure in keeping up the self-esteem of the employees. They help the employees to work for longer duration. It enhances the quality performance, as they feel pleased, comfortable and passionate to work for the organization.

WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF

The Institute provides:

- A moral, fit, healthy and competitive, academic driven, student centered, supportive and

professional work environment to its faculty.

- A chance to upgrade their qualification to acquire the higher educational degrees.
- Infrastructure, library, equipment, required software and other resources for the researchers.
- Reimbursement of membership fees of the professional bodies to the faculty.
- Transport facility.
- Maternity leave.
- PF and ESI for Non-teaching staff.
- Fee concession to the children of economically backward staff.

FOR THE PROFESSIONAL GROWTH OF STAFF

The institution provides:

- Special leave and financial assistance to participate in seminars /workshops /conferences / training and faculty development programs.
- Study leave for higher education or for full time higher education programmes.
- Encouragement to present and publish research papers.
- Support to undertake minor/major research projects.
- Training programs for the new entrants to improve their teaching skills.

For the Professional Development of Technical / Non- Teaching staff:

The institution provides:

- Training on laboratory skills, fire safety and first aid.
- Training to library staff.
- Encouragement to acquire computer operating skills.
- Fee concession to the children of economically backward staff.
- Festival bonus.

Amenities for teaching and non-teaching members:

- Recreation programs, sports and picnics are arranged.
- Grievance Redressal Cell.
- Subsidized canteen facility.
- Yoga classes for physical & mental fitness.
- Wi-fi facility.
- Personal Workspace.
- Computing facility.
- Medical and health camps.
- Awareness programs related to health, bank loan facilities etc.
- Appreciation and incentives to faculty for their professional achievements.
- Fire safety, CC TV cameras to ensure safety and security.

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: 54.73

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
115	81	98	75	60

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: 16.6

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
18	11	18	18	18

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: 81.39

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
206	153	111	102	71

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

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

Response:

Faculty members of Higher Engineering Institutions today have to perform a variety of tasks pertaining to diverse roles. In addition to instruction, Faculty members need to innovate and conduct research for their self-renewal, keep abreast with changes in technology, and develop expertise for effective implementation of curricula. They are also expected to provide services to the industry and community for understanding and contributing to the solutions of real life problems in industry. Another role relates to the shouldering of administrative responsibilities and co-operation with other faculty, Head-of-Departments and the Head of the Institution. An effective performance appraisal system for faculty is vital for optimizing the

contribution of individual Faculty to institutional performance.

The assessment is based on

- A well-defined system for faculty appraisal for all the assessment years
- Its implementation and effectiveness

The performance appraisal system details:

The performance appraisal system of the staff is evaluated and ensured information on multiple activities is appropriately captured and considered for better appraisal through the following steps:

Step 1: Yearly Self- Appraisal

- Based on Academic Results
- Faculty achievements such as research contribution (paper publications and funded R&D projects and consultancy)
- Number of workshops and training programs conducted.
- Memberships in professional societies.
- Additional responsibilities contributing towards administration.

Step2: Student feedback on faculty.

Step3: HOD recommendations.

Outcome of the review of the performance appraisal reports:

The decision taken is based on the outcome of the review of the performance appraisal reports by the management. It is conveyed by

1. One-one interaction
2. Discussions of general issues in departmental meetings

Decisions:

1. The increments are given at the end of the academic year.
2. Knowing the status and capabilities of the faculty.
3. Identify the areas in which training is required.
4. Check the loopholes, if any, in the system or policies.
5. Taking the output of the performance appraisal, as basis to plan for the future to ensure right man to right job.

6. Enforced the training program.
7. Repositioned the employees according to their performances in their roles assigned to them.
8. Good performers are appreciated and encouraged further for better performance.
9. Reward/Award to the outstanding performers.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

NRI Institute of Technology has well defined mechanism to monitor effective and efficient use of available financial resources. The Institute has a system of internal and external audit. Internal audit may evaluate on improve the effectiveness of risk management and governance processes in the institutions. On the other hand an external audit is carried out by independent auditor in accordance with the law. The institution follows a well defined financial policy for effective and optimal utilization of financial resources for academic and administrative purpose. The budget is prepared well in advanced by taking into consideration the financial requirement of every department. Qualified Internal Auditor have been appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial.

Internal Audit: An Internal auditor is appointed to do the audit on regular basis. Internal audit helps to follow an effective approach to evaluate and enhance the effectiveness of financial transactions. The Institute auditor conducts the audit of accounts quarterly, scrutinizes and verifies all payments, receipts and journals vouchers of the transactions, cash books, ledger account and all bank accounts in every financial year.

External Audit: An external auditor appointed by the MNK education society, executes the statutory audit. A thorough investigation and verification of all transactions carried out in each financial year. Based upon observations given by the internal auditor, action will be initiated. A copy of internal audit report is preserved. The external statutory auditor shall visit the institute office once in a year for vouching audit and submitting the final audit report. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building and infrastructure, sports facilities and other maintenance expenses. The report of external auditor of the last year along with audited Balance Sheet and Income & Expenditure account is enclosed. After approval, the financial accounts, documents could be used for all statutory purposes. Finalization of the account is completed in June/July and audited statements are prepared in June/July duly signed by the Principal, and chartered accountant. The auditors prepare and submit the income and expenditure statement and Balance Sheet and Depreciation statement. Then audited report is submitted by chartered accountant Mr. CH.VEERA BABU & Co (Reg. No. - 007495S) and these

financial documents are used for all statutory purpose. The external audit report kept open for reference to stakeholders.

At the beginning of the financial year the draft budget is prepared and put up before the Budget

Committee. After it is passed by the Budget Committee it is placed before the Governing Body for approval. Apart from the student fund utilization and revenue and contingency expenditure, emphasis is given for utilization of the development fund on infrastructure development. It may be noted that the state government pay the fees (through reimbursement) to all eligible students admitted into the college. Thus, the receipts are very transparent

File Description	Document
Upload any 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:

RESOURCE MOBILIZATION

NRI Institute of Technology has very effective mechanism to monitor use of financial resources. The major source of revenue generation is tuition fees collected from students. The appropriate fee is fixed, as per the norms, by Fee Regulatory Authority of Govt. Financial budget relating to functioning of the institution for the forthcoming academic year will be prepared by duly considering probable income and expenditure. Every year, the budget is prepared well in advance after taking into consideration the requirement of every

Department.

Each Department prepares the budget based on the requirement such as equipment, computer as well as consumable required for next academic session. Principal puts up the budget in Governing Body meeting and after discussion and necessary corrections/modifications Governing Body recommends the budget for approval. The budget is reviewed by the management and approved after necessary changes. Quotations invited and evaluated, comparative statement is prepared, suppliers are called for personal discussion and after comparing all aspects from various suppliers, orders are placed. This ensures that right equipment is purchased at most competitive price. Further accounts of the Institution are subject to internal and external audit. Any discrepancy in internal audit will be brought to the notice of the Principal.

RESOURCE UTILIZATION

An annual budget is prepared to ensure optimal utilisation of financial resources, based on the estimates received from the departments and functional units of the Institute. The amount is sanctioned by the Managing Committee/ Board of Governors. Monthly statements are prepared for income and expenditure. Audit is performed periodically to ensure that the budget is optimally utilized for the purpose it is intended.

The resources are utilized for the following as per the approved budget.

- Employee Salaries & benefits are a major component of expenditure.
- Furniture, Laboratory Equipment and Consumables, etc.
- Library.
- Skill Development and Innovation
- Training & Placement.
- Software procurement, up-gradation and maintenance.
- Wi-Fi, Internet & Networking.
- Student Services - NSS, Sports.
- Power and fuel.
- Printing and Stationery.
- Postage and telephones.
- Affiliation and Renewals.
- Travel and conveyance.
- Repair, Replacements, and Maintenance.
- Taxes and licenses.
- Scholarships to merit and poor students.
- Campus maintenance.

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:

The Internal Quality Assurance Cell (IQAC) of the institution is a cell which continuously monitors the quality practices and ensures all the institutional academic policies thoroughly followed as prescribed by the apex bodies. The prime responsibility of IQAC is to initiate, plan and supervise various activities that are obligatory to increase the quality of the education imparted in the college. The role of IQAC in maintaining quality standards in teaching-learning processes and evaluation becomes crucial.

Strategies of IQAC

The IQAC Cell strategically ensures the quality of teaching-learning practices through stringent initiatives and measures taken such as:

- Faculty Performance Appraisal
- quality Research and Development
- Improve API of faculty
- Conducting FDPs
- Training programs for Teaching and Non Teaching
- Conducting Workshops and Conferences
- Academic and Administrative Audit
- Improve quality in maintain Infrastructure
- Mentoring Students
- Setting Bench Marks in Academics

Thus the IQAC monitors the continuous quality improvement of the academic processes. The two best practices and bench marked processes of the College are Infrastructure and Pre Placement Training.

Infrastructure:

CAC / IQAC infrastructure initiatives:

- The institute increased the total number of computers from 350 to 650 during the last five years.
- Internet bandwidth of 40 Mbps in 2015 was enhanced to 50Mbps in 2017 and 100Mbps in 2019 through multiple ISP connections.
- The institute has online exam centre; TCS ION centre for online competitive exams.
- Increasing the number of volumes every year in the central library and acquiring subscriptions for DELNET& J-GATE to make more books available.
- A new set of classrooms and laboratories were constructed to accommodate the growing needs of the institute.

1. Pre-Placement Training:

Pre-Placement Training classes are conducted by coaching institute like TIME, learning Curves, etc. In our college Pre-Placement Training Programme is named after Campus Recruitment Training (CRT). These classes are helpful for writing the placement exams and which is useful for thinking and development of

students. Learned Knowledge ensures that the students develop confidence and are ready to face the selection. These are very much useful for students to write competitive, placement exams and higher studies. The above said mentioned programmes will be helpful students to communicate effectively with colleagues, employers, clients and customers.

The objective of CRT Training:

To control and give right module of preparing that meets the business needs and improve their employability abilities.

The outcome of CRT Trainings is to

1. The Placement cell along with the Training Department organizes sessions and workshops with industry experts that help the students get an insight into the demands and needs of the market.
1. To communicate effectively with colleagues, employers, clients and customers.
1. The Training & Placement Cell of NRIIT works hard to provide training and finally place them in industry.

File Description	Document
Upload any additional information	View Document

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

Response:

IQAC of NRIIT is adopting a well-defined review mechanism of Teaching-Learning process through

1. Performance Based Appraisal System (PBAS) and online feedback Mechanism and
2. Academic & ISO audits

Example 1:

Review through PBAS and Online Feedback

Maintainance of course file for every course by all faculties are mandatory in the institute. It is verified in the above three practices periodically.

The verification includes

- lesson plans along with teaching methodologies such as ICT based Teaching-Power Point Presentation, Visuals and Animations.
- The ratio of classes taken and classes allotted as per the time table is evaluated to know the regularity of the faculty.
- Learning management system like MOODLE also in practice for asynchronous learning, online submission of home assignments, conducting quizzes, dissemination of course material, etc. Setting of question papers in tune with learning outcomes (COs) as per Blooms taxonomy and their assessment and mapping with Program Outcomes is also verified and reviewed in PBAS verification.
- Review of Semester end result analysis for the grades of students and CO-PO attainment are carried out.
- The internal answer scripts of randomly selected courses are audited by committees constituted by the IQAC coordinator and principal for their appropriate evaluation.
- Online student feedback for faculty is being practiced in all departments. Feedback is collected in middle and the end of semester to assess teaching proficiency of the faculty. Feedback comprises of punctuality, syllabus coverage, clarity of presentation, motivational abilities and maintaining the discipline in the class, etc.
- It is also review whether all the students are attained the learning outcomes of a course through “course end survey” at the end of the respective semester.

Example 2:

Review through Academic and ISO audits

Academic audit is conducted to monitor the quality of teaching-learning along with other academic related activities. Internal and External thorough audits are conducted for all departments annually. Internal audit is conducted by the committee of senior faculty constituted by the IQAC coordinator and Chairman. The external audit is conducted by inviting experts from academic institution of repute.

ISO Audit is being practiced since 2015-16 certification of ISO 9001:2015 at present. Internal audit is conducted by the committee of senior faculty constituted by the ISO coordinator and Principal, while the external audit is conducted for randomly selected departments annually.

The Audits includes verification of the following criteria

1. Monitoring of teaching-learning process

- Assessment of teaching process in classrooms.
- Random verification of evaluated answer papers and question paper during the semester.
- Innovative teaching methods presented if any
- Verification of course files

1. Student performance indices – Minimum attendance, marks obtained in the internal examinations and grades obtained in external examinations
2. Mechanism and activities for slow learners for their improvement and outcomes
3. Student counseling /mentoring mechanism
4. Tutorial classes for analytical courses
5. Best student projects with awards
6. Evaluation of innovative mini and major student projects
7. Training programs conducted for students Seminars, workshops and Guest lecturers
8. Scope for Self-learning through certificate courses / Online courses
9. Activities of students in professional bodies and co-curricular activities
10. Student success rate, Placements, Higher education
11. Students feedback and follow up action

The recommendations of the audit committees are taken into the consideration for the improvement of academic quality in the department.

Follow up action

1. The identified faculty from the above review mechanisms are trained in VRSEC Teaching-Learning Training Centre by inviting experts from teaching- learning training centers of reputation (NITTTR, TLC-IIT Chennai, TLC-IIT Hyderabad, etc.). In addition to the above the faculty are also encouraged to attend professional development programs at institutions of higher reputation with suitable financial support.
2. It is made mandatory to do at least one MOOCs from NPTEL, edx, Coursera, etc. to enhance their domain knowledge and modern technical tools.
3. According to the result analysis, slow learners and fast learners are identified. Remedial classes are conducted for slow learners to make them up to the mark. Fast learners are encouraged to opt for CBCS in order to do semester long internship in industry and to attend various Techno-Skill programs conducted at outside institutions of reputation.
4. “Bridge Courses” are conducted in identified courses in order to continue with their second year B. Tech program without any difficulty.
5. IQAC initiated the Quality Circle approach for the benefit of slow learners and to promote student centric learning.

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 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

NAAC

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:

Gender equity & sensitization in curricular and co-curricular activities.

- Gender equity & sensitization in curricular and co-curricular activities are initiated in college through various activities like debates, discussions, seminars, theatrical performances and other forms of arts.
- The NRIIT student branch celebrates Women's Day every year to facilitate the global inspiration, engagement and advancement of woman in technical disciplines also hosted a program on "Awareness session on Women Health".
- A seminar was organized for faculty members and students by Computer science and Engineering department to bring out the awareness on the topic of gender sensitization.
- Our curriculum has courses on Gender Sensitization and Human values and Ethics, to enable students to think away from fixed gender discriminatory rules of the society. Students have a look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities and understand the basic requirements for fulfillment of aspirations of every human being with their correct priority. Understand Harmony in the Family and Society and holistic perception of harmony at all levels of existence.
- Girls and female teachers participate in sports and games.

Facilities for women:

1. Safety and Security

- The entire campus is under CCTV surveillance.

- **An Internal Complaint Committee (Grievance redressal committee) has been constituted to receive the complaints from girl students and to seek medical, Police and legal intervention with the consent of the complainant.**
- **Anti-ragging squad is maintained to ensure that no ragging takes place.**
- **A safe environment that is free of sexual harassment.**
- **An atmosphere promoting equality and gender justice.**
- **Visitors log register is maintained and passes are provided to the visitors.**
- **Institute holds an exclusive health care center with a lady Doctor and an ambulance service on its hand.**
- **Extra security precautionary measures are taken when there are events beyond college hours.**

1. Counselling

- **Separate Counselling sessions are arranged for girls and a team of faculty is available for monitoring students with depression, psychological problems and even gender-related issues.**
- **Career development programs by experienced speakers are also conducted to guide and motivate.**

1. Common Rooms

- **Common rooms are available in each Academic block of the institution, which are equipped with tables, chairs, beds with linen, drinking water coolers and washrooms, exclusively for girl students and women employees.**
- **Sanitary towels are made available in the health care center. Sick room is available with bedding facility.**

Male, Female Strength:

The ratio of male to female staff is 2:1, average ration of Boys and Girls in the college is also 2:1.

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

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View 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:

Waste management includes the process of collection, transportation and disposal of garbage and sewage and other waste products. The college believes in creating awareness on environmental responsibility among its students, through various activities. Swachh Bharat Campaigns are

organized every year by the students. Waste management is very important to maintain an ecofriendly campus.

Waste management steps include:

- Solid waste management
- Liquid waste management
- E-waste management

Swachh Bharat Abhiyan (SBA) is a campaign in India started by Hon'ble Prime Minister which aims to maintain cleanliness everywhere. In response to this Campaign NRIIT conducts frequent activities like cleaning of roads, awareness on proper waste management etc.

Solid waste management:

The solid waste on the campus is disposed off in a systematic way. Different dustbins are provided in the college at all department staff rooms, labs, library, at the entrance of every floor and at the canteen to collect the dry waste and wet waste. Cleaning or emptying the dustbins is done on a regular basis. The garbage and plastic waste, collected by our housekeeping personnel, are handed over to Gramapanchayath vehicle that visits the college regularly.

Liquid waste Management:

All waste water lines from toilets, bathrooms, kitchens and laboratories are connected to the Visadala village sewerage lines. The Hazardous Lab chemicals are diluted and stored in plastic containers, segregated by compatibility and are placed at safe place in the laboratory, away from the reach of the students. Waste water from the RO plant is being used for the purpose of gardening.

E-waste management:

Due to frequent advancement in the technology various electronic equipment/products/gadgets tend to become obsolete and hence there is a need of E-waste management. The E-Waste management is as follows (i) disposing off of E-waste through an authorized agency to ensure proper recycling. (ii) Some of the computer peripherals are used for demonstration to the students.

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
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for 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
Geotagged photos / videos of the facilities	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: A. Any 4 or all 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
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	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:

Response:

Tolerance and harmony towards

Cultural Diversities:

The college creates a positive environment in which students can develop their personalities and behaviors. To encourage a large number of students to participate in cultural events, students are encouraged to join college fest like Annual day celebrations, farewells, induction programs. Every year, the college hosts a traditional day and cultural festival with the goal of passing down knowledge from one generation to the next.

Regional Diversities:

Festivals like Sankrathi, Rangoli and Karthika samaradhana are just few of the regional festivals celebrated at the campus.

Linguistic Diversities:

Students are encouraged to strengthen their linguistic abilities through a variety of workshops, invited presentations, and guest lecturers from neighboring colleges. "Enhancing speaking skills in English-Invited Talk" and "Skill developmental program-English proficiency test" are two of the promotional events held." The NRIIT Orators Club hosts JAM sessions and Group Discussions to help students enhance their communication skills.

Communal Diversities:

Various communal festivals, like holi held at the college to encourage staff and students to enhance their collective behavior. Aside from these, the college sponsors events such as Annual Day Celebrations.

Socioeconomic and other diversities :

The college assists students in improving their socioeconomic status by hosting events such as "Building a career path," "Global Challenges and Opportunities," "Career Planning, How to Lead Life, "and "Motivation and Personality Development," all of which help them improve their employability and entrepreneur skills.

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

Response:

Values:

A seminar on "Teachings on BhagavatGeetha for Excellence" is organized.

On Independence Day and Republic Day, NRI Institute of Technology hosts a variety of events, including:

- Flag Hoisting....
- VandeMataram Fest....
- Show a Patriotic Movie....
- Organize an Independence Day Quiz.

The Institution is happy to have the honor of conveying the essence of Teachers' Day by hosting a few

sports events just for teachers, such as

- Volley ball matches
- Carom tournaments
- Cricket
- Kabaddi
- Throw ball
- Chess
- Tennikoit
- Basketball, as well as events such as singing, short videos, impersonation, and a lunch party with the professors.

Rights, duties and responsibilities:

Issues related to rights, duties and responsibilities are sensitized through various activities.

- The Swachh Bharat Abhiyan is a government of India project to eliminate open defecation and improve solid waste management across the country.
- NRIIT NSS unit volunteers and students participated in a campaign to raise awareness about unity in the battle against HIV as part of World AIDS Day.
- NRIIT NSS unit organized a blood donation camp.
- Students and staff members took part in the NRI Education society 10K Walk.
- As part of the anti-ragging campaign, students promised to stop ragging and held awareness events.
- YOGA sessions were organized on International Yoga Day and throughout the introductory programme.
- As part of UNNAT BHARAT ABHIYAN, institution adopted three villages' viz., medikonduru, mandapadu, tenali. Students and volunteers of NSS have distributed cloth bags. Awareness programs are organized in these villages on waste and sewerage treatment.

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: A. All 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:

Institution organizes national and international commemorative days, events and festivals.

Teachers Day: Students organize teacher's day and honour teachers. Conducted few sports like

- **Volleyball games.**
- **Carrom competitions.**
- **Cricket.**
- **Kabaddi, Chess etc.,**

Engineers Day: Engineers Day is celebrated on 15th September as a tribute to Bharat Ratna Shri M. Visvesvaraya, on his Birth anniversary. Dr M. Visvesvaraya, father of Civil Engineering, was a great Engineer, Administrator, an eminent Statesman, Educationalist and a social worker. On this occasion, Students of NRIIT take up a socially relevant subject to sensitize the students towards their societal commitment and in the return help the society. Guest lectures by eminent speakers on “Role of Engineers in developing India”, “Satellite communication and Applications”, “Mitigation of Road accidents and Traffic management Techniques” are organized.

Women’s Day: The students organize women’s day celebrations to honour and respect the women staff in the college. Institution organised the women health program, the primary goal of the program was to reduce infant mortality and also the maternal mortality ratio. Guest lectures are organised on the issues related to women health and technical subjects.

Independence Day & Republic Day: Independence Day and Republic Day are celebrated by conducting the following programs.

- Flag Hoisting
- Skits
- VandeMataram Fest.
- Show a Patriotic Movie
- Independence Day & Republic Day Quizzes
- Constitution awareness programs.

Yoga day: International Day of Yoga is observed on 21st June, to spread awareness about the importance and effects of Yoga on the health. The word 'Yoga' is derived from Sanskrit which means ‘to join’ or ‘to unite’. NRIIT organizes the day in which all students and faculty participate in Yoga sessions.

Swami Vivekananda Birth Anniversary: Swami Vivekananda Birth Anniversary (National Youth Day) will be celebrated all over India and in different countries in the world on 12th January. NRIIT celebrates Swami Vivekananda Birth Anniversary.

- Every year National Education day will be celebrated on 11th November as a memory of Abul kalam Azad's birthday.
- Every year National Unity Day will be conducted on 31st October.
- Every Year Constitutional day will be conducted on 26th November.
- Martyrs’ Day will be conducted on 30th January and 2 minutes silence is maintained to pay

tributes to Martyrs' and also to Mahatma Gandhi.

- Every Year birthday of Jyotirao Phule is celebrated on 11th April.
- Every year Ramanujan Birthday is celebrated on 22nd December.
- Every year Ambedkar Jayanthi is celebrated on 14th April.
- Every Year World Water Day is celebrated on 22nd March.

Annual awareness programs

Institution organizes Annual awareness programs on professional ethics for students, teachers, administrators and other staff. The institution offers a course on Essence of Indian Traditional Knowledge, Human Values and professional ethics, Gender sensitization, Environment Sciences Indian Constitution and Industrial psychology.

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

7.2 Best Practices

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

Response:

The best practices identified are as follows:

1. Courses that enhance Employability Skills

2. Attaining Academic Excellence by encouraging Faculty to pursue Advanced Learning programs

1. Employability Skills Development

Title of the Practice: Training programs for students to enhance their skill sets for a holistic development

Objectives of the practice:

- To train students on life skills so that they can excel in their academics and also in the careers of their choice.
- To train for Campus Recruitments

The context:

- Students from vernacular backgrounds need additional training to acquire the skills expected by recruiting companies.
- Most of the students admitted through lateral-entry i.e., with a diploma qualification, need more grooming to perform on-par with the other students
- To provide requisite training for students to improve their prospects of being recruited in product development and/or consulting and service-based companies

The Practice:

The Institution provides well-structured skill training programs for students of all branches of B.E, M.Tech and MBA beginning from their initial semesters itself, which helps them learn progressively. The details of the training programs are mentioned below:

- English language and communication skill course is part of the curriculum, in I and II Semesters, which help in honing the communication skills of the students. A class of 60 students is divided into 3 batches of 20 each and they are given ear- training in the Phonetics lab, thus enabling them to get rid of their mother tongue influence when speaking in English. In the Interactive Communication skills lab students actively participate in-group discussions, public

speaking, debates and presentations, while in the Reading lab students are taught various comprehension strategies to enable them to read different text types.

- In addition to the above, the students also undergo 56 hours of training in III Semester and 56 hours of training in IV semester, to enhance the LSRW skills (Listening, Speaking, Reading and Writing). These training sessions are conducted with an objective to improve the comprehension skills of students. Also during the III and the IV semesters, a class of 72 Students are divided into two batches, each consisting of 36 students. Two trainers are provided for each batch to ensure that every student gets the attention needed thus making sure that there is maximum participation. Students are given team tasks and activities thus encouraging participative learning.
- Furthermore, during the V and VI semesters, training is imparted on soft-skills such as CRT Quantitative, Logical, Aptitude, Verbal, Reasoning to mention a few. This aids in preparing the students for the recruitment process, for entrance exams for higher studies and for other competitive examinations. The students are also provided with on-line resources (on-line videos) and on-line tests, every week, to enable them to prepare for all the above-mentioned exams.
- The classes conducted during the III, IV, V and VI semesters are outsourced to third-party training partners. This is done because the trainers have industry experience and understand the need to bridge the gap between the curricula and the industry requirement and the demands the industry makes on fresh graduates. The students are given inputs based on the requirements of various companies.
- The third-party training partners also take care of providing on-line resources like on-line videos and on-line practice tests every week and they also monitor the performance of the students in the online tests. They share the reports of the performance of the students in the on-line tests with the respective departments.
- The CRT (Campus Recruitment Training) program is conducted for the students during the summer vacation between VI and VII semesters. This program includes 140 hours of training in communication and aptitude skills. This is done to reinforce the skills students acquire as part of the training conducted in III, IV, V and VI semesters. Besides these skills, the students are also trained in Group Discussions, Resume Preparation and Interview Skills. They are also given company specific online practice tests every alternate day, during this training period. Based on the performance in these tests, the training sessions are customized to cater to the needs of the students and the industry, constantly monitoring their performance and making them adept at these skills.
- Pre, mid and post assessment tests are administered to the students by M/s. Cocubes, which provides a proficient on-line assessment tool. M/s. Cocubes is also a hiring agency. The preassessment test helps in identifying the training needs of the students and assists in customizing the training imparted based on their student competencies. Based on the scores obtained by the students in the pre-assessment test, the students are divided into batches. After the pre-assessment test the student's performance is re-evaluated in the mid-assessment and the training sessions are then oriented to fix the gaps. A post-assessment test helps the students to-
 - Understand their areas of improvement, if any, so that they can enhance their proficiency levels during the training. The post-test also helps the institution to identify the effectiveness of the training programs and make changes, if needed, accordingly.
 - The pre-assessment test is conducted before the commencement of the CRT. The mid-assessment test is conducted after two weeks of training. The post-assessment test is conducted on completion of the CRT sessions.
 - The scores that the students secure in the M/s. Cocubes assessment exams are helpful in terms of them getting recruitment opportunities. Cocubes shares the scores of the assessment tests with the students and also with the recruiting companies on a need basis.
 - Company-specific online practice tests are also provided to the students just before a particular

company visits the campus for the recruitment process. This helps the students in preparing for their recruitment.

- Every year many students across all the branches of B.E.,M.TECH and MBA secure internships in industries of their respective discipline.

Evidence of success:

With the combining effort and commitment of the institution and students, the institution has achieved very good results during on-campus recruitment processes. This has led to the increase in the quality, as well as, number of recruitments. Placement Summaries for the last five years indicate that the students have been performing consistently well and are recruited by reputed companies and the average pay package has been increasing year after year.

2016-2017 -249 students secured jobs with minimum package of Rs.1 LPA and Maximum package of Rs. 4.8 LPA.

2017-2018 -260 students secured jobs with minimum package of Rs.1.2 LPA and Maximum package of Rs. 4.08 LPA.

2018-2019 –230 students secured jobs with minimum package of Rs.1.8 LPA and Maximum package of Rs.4.1 LPA.

2019-2020 –254 students secured jobs with minimum package of Rs.1.36 LPA and Maximum package of Rs.4.8 LPA.

2020-2021-185 students secured jobs with minimum package of Rs. 1.36 LPA and Maximum package of Rs. 4.9LPA.

A summary of internships for five years given below

Problems Encountered:

- Some of the students, though academically capable, could not afford the cost for the training due to their poor economic background. The college supports these students by extending financial assistance.

Resources Required:

- Professional trainers for imparting training.
- Resources to conduct training i.e., video lectures on topics in communication and aptitude, online exams for practice purpose, company-specific mock tests, etc.

2. Attaining Academic Excellence through Faculty Advanced Learning Programmes:

Title of the Practice: Encouraging faculty members to enhance their knowledge and upgrade their skills in their respective fields.

Objectives of the Practice:

- Help the faculty members to enhance and update their domain knowledge
- Students benefit from their teachers who have enhanced their knowledge levels through the additional courses they undertake.

The Context: Improving the quality of the Teaching-Learning Process in the Institution.

The Practice:

- Faculty members are encouraged to carry out research work and pursue Ph.D. degree in their areas of specialization.
- The Institution encourages faculty to attend Faculty Development Programs (FDPs) on Pedagogy, Outcome-Based Education (OBE), Research Methodologies, and recent developments in the domain specific areas etc. They are also encouraged to attend Orientation courses, Refresher courses, Workshops, Training Programmes on recent and emerging technologies to update their knowledge and skills.
- The Institution enables faculty members to present/publish research papers in national and international conferences and in journals with high impact factor. Faculty members who wish to attend conferences for presenting their research work are encouraged by providing them with financial support to meet the expenditure towards registration, accommodation, etc.
- Faculty members are provided with registration fee, Travel Allowance (TA), Daily Allowance (DA) and On-duty/Academic leave for attending all the above programmes.
- Faculty members are encouraged to register for on-line courses offered by NPTEL/Coursera and other reputed service providers for strengthening and updating their subject knowledge. They need to complete at least one on-line certification course in each semester.

Evidence of Success:

- 20 faculty members of the Institution were awarded their Ph.D.
- One-facultymembers is awarded with gold medal for best theses from Andhra University.
- 8 more faculty members are pursuing Ph.D.
- There are 2 recognized research Supervisors in the Institution among the teaching faculty across 7 departments.
- Faculty members also have 183 publications in National and International Conference journals.
- Faculty members have obtained certification in courses conducted by Swayam/NPTEL.

Problems Encountered:

1.It is difficult to depute faculty for long-term FDPs, Refresher Courses, Orientation Programmes, etc., during the semesters when academic sessions are in progress.

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:

The Vision, Mission and Quality Policy of the Institution are all oriented towards the holistic development of the student, which is evident during admissions. NRI Institute of Technology is the most preferred college, almost 70 % of the seats are filled from the top 10% of Engineering Agricultural, and Medical Common Entrance Test (EAMCET) qualified students. The Institution's focus has been to impart quality education coupled with overall development of the students. To achieve this, the Institution encourages students to participate in various activities:

1. **Street Cause:** The motto of street cause is “A life without a Cause is a life without effect”

Street Cause is the largest Non-Government Organization (NGO) run by students in the state of Andhra Pradesh in which ‘Street Cause NRIIT Unit’ is a division. This unit undertaking the causes of the underprivileged sections of the society such as orphans, street children and elderly people. This unit also undertakes awareness activities like health & hygiene and educating children in the slums, teaching of life skills so as to help them to lead a better life. ‘Street Cause NRIIT Unit’ also provides career guidance to students in government schools and colleges by conducting classes based on their area of interest.

The objective of the ‘Street Cause NRIIT Unit’ is to render services to the needy through activities undertaken by the five departments as follows:

- Education Department
- Old age homes and Orphanages Department
- Environment Department
- Women Empowerment Department
- Social Impact Department

Our Institution actively participated in Street Cause activities of Guntur.

2. CISCO Networking Academy: To be in sync with the exponential demand for skilled engineers, CISCO globally started collaborating with the finest of the fine Engineering colleges and NRIIT CISCO Academy is an offshoot of CISCO's pursuit of knowledge-seeking partners. NRI Institute of Technology associated with CISCO to empower students with problem-solving skills and transformative technologies.

NRIIT's CISCO academy with the constant support of Management has flourished progressively in terms of aggressive training and crusading to upskill the student on par with International standards. NRIIT CISCO Academy is committed to continue the legacy of quality, inspiration and widen the horizons of thinking.

3. NPTEL/MOOCs Courses:

To develop self-learning skills, students are encouraged to obtain a certification in online courses before completion of the programme from reputed agencies such as NPTEL, Coursera and to enhance academic knowledge on latest topics, faculty are encouraged to complete one MOOC for each semester.

4. University Ranks

Our students consistently performed well in semester end examinations and secured the University ranks, declared by JNTU, Kakinada in each branch.

5. Sahaay:

To inculcate the qualities of empathy, generosity, kindness and charity, Sahaay was initiated in our Institution. It is a student initiative to support their needy peers. The students voluntarily contribute and a matching amount is added by the Management and is distributed to the students in need.

6. Equity Action Plan (EAP) Financial Assistance: With a view to provide assistance to the needy students studying in UG and PG courses in the institution and belonging to disadvantaged and socio-economically weaker sections of the society, guidelines have been formulated in consonance with the Equity Action Plan. This feature happens to be the distinctive aspect adopted by the institution.

7. CONCLUSION

Concluding Remarks:

With dedicated efforts of over three decades, NRI Institute of Technology has emerged into a center of excellence in engineering education. By evolving innovative programmes consistent with changing times; NRI Institute of Technology strives to maintain its pre-eminent position.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

NAAC

5. CONCLUSION

Additional Information :

To develop the Talents and Skills of youth with Quality Technical Education and motivate them to be Self-disciplined with Competence to face the challenges of globalization, the Institution observes the following practices: Industry-ready Professionals through training in Soft-Skills and Personality development. Motivate the students to participate in Co-curricular and Extracurricular activities. Train teachers in modern instructional methodologies to improve their teaching skills. Motivate the faculty to publish papers in National/International Conferences and Journals. Develop and promote Green Environment. Respond to the changes in both technology and applications. Provide systems, resources, and opportunities for continuous improvement.

Concluding Remarks :

Institute has a well-framed Vision and Mission, considering the needs of society. Best Academics, Infrastructure, Laboratories, Industry-interaction, Self-learning, and Co-curricular and Extra-curricular activities are some of the special features which cater to the comprehensive development of the students. The Governance comprises of Governing Council, Governing Body, Departmental Advisory Board, Internal Quality Assurance Cell, Academic Monitoring Committee, and various Institute level committees. These all play a significant role in the evolutionary reforms towards positioning the Institute in the preferred list of all stakeholders. The Institute promotes the culture of delegation of powers through strategic policies. The Principal of the Institute is assisted by HODs, Administrative Head, Section in-charges, and Coordinators of various committees in the decision-making process at the Institute. Institute executes strategic planning from time to time for producing quality engineers and the overall growth of the Institute. Institute has well established Organizational structure to execute the smooth functioning of Administrative and Academic processes. NRIIT has deployed e-governance in all the areas of academic processes to ensure better Academic planning and monitoring. Institute regularly conducts training for Staff and Faculty members for implementation of quality procedures. External audit by various agencies like AICTE, JNTUK, ISO, and Internal audit is undertaken periodically to improve institutional activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 11 Answer after DVV Verification: 11</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. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>24</td> <td>25</td> <td>23</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>24</td> <td>25</td> <td>23</td> <td>20</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	25	24	25	23	20	2020-21	2019-20	2018-19	2017-18	2016-17	25	24	25	23	20
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25	24	25	23	20																	
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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2075</td> <td>2265</td> <td>2301</td> <td>1961</td> <td>1735</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2075</td> <td>2265</td> <td>2301</td> <td>1961</td> <td>1735</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2075	2265	2301	1961	1735	2020-21	2019-20	2018-19	2017-18	2016-17	2075	2265	2301	1961	1735
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1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

381	368	387	401	372
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
381	368	387	401	372

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 : 1144

Answer after DVV Verification: 1144

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

1) *Students*

2) *Teachers*

3) *Employers*

4) *Alumni*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Options:

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

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

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

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 172

Answer after DVV Verification: 172

2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with 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:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>9</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>9</td> <td>6</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	13	13	9	6	7	2020-21	2019-20	2018-19	2017-18	2016-17	13	13	9	6	7																				
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2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 588 Answer after DVV Verification: 588</p>																																								
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1254 1046 1388"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>458</td> <td>378</td> <td>353</td> <td>406</td> <td>334</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1467 1046 1601"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>458</td> <td>378</td> <td>353</td> <td>406</td> <td>334</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1720 1046 1854"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>523</td> <td>447</td> <td>447</td> <td>549</td> <td>441</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1933 1046 2067"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>523</td> <td>447</td> <td>447</td> <td>549</td> <td>441</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	458	378	353	406	334	2020-21	2019-20	2018-19	2017-18	2016-17	458	378	353	406	334	2020-21	2019-20	2018-19	2017-18	2016-17	523	447	447	549	441	2020-21	2019-20	2018-19	2017-18	2016-17	523	447	447	549	441
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523	447	447	549	441																																					

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2.5	1.5	2.5	1.5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2.5	1.5	2.5	1.5

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 : 3

Answer after DVV Verification: 3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

Answer After DVV Verification :

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

7	6	6	6	7
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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	10	12	10	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	12	10	10

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

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

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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

Answer before DVV Verification : 3

Answer after DVV Verification: 3

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
95	30	39	16	23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
45	15	19	8	10

Remark : Supporting documents HEI given in google drive and irrelevant documents like awards etc.

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
24	27	29	38	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	27	29	38	9

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
8	21	5	4	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	21	5	4	2

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
37	40	39	38	38

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	7	3	14

Remark : As per the documents provided

3.4.4	<p>Average percentage of students participating in extension activities at 3.4.3. above during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2123</td> <td>2214</td> <td>2178</td> <td>2292</td> <td>2107</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>45</td> <td>432</td> <td>159</td> <td>893</td> </tr> </tbody> </table> <p>Remark : As per the documents provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2123	2214	2178	2292	2107	2020-21	2019-20	2018-19	2017-18	2016-17	0	45	432	159	893
2020-21	2019-20	2018-19	2017-18	2016-17																	
2123	2214	2178	2292	2107																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	45	432	159	893																	
3.5.1	<p>Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year</p> <p>3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>79</td> <td>78</td> <td>72</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>79</td> <td>78</td> <td>72</td> <td>65</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	41	79	78	72	65	2020-21	2019-20	2018-19	2017-18	2016-17	41	79	78	72	65
2020-21	2019-20	2018-19	2017-18	2016-17																	
41	79	78	72	65																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
41	79	78	72	65																	
3.5.2	<p>Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>17</td> <td>15</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	18	18	17	15	16	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	18	17	15	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

6	9	8	7	8
---	---	---	---	---

Remark : MoUs are not in the stamp paper.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 44

Answer after DVV Verification: 44

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21.28	81.76	147.75	533.39	77.09

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21.28	81.76	147.75	533.39	77.09

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

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

Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7.69	17.31	7.92	9.30	8.10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.69	17.31	7.92	9.30	8.10

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**

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

Answer before DVV Verification : 350

Answer after DVV Verification: 350

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
80.100	118.20	102.84	140.54	42.78

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
80.100	118.20	102.84	140.54	42.78

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2493	1665	3350	2206	915

Answer After DVV Verification :

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2020-21	2019-20	2018-19	2017-18	2016-17
1246	832	1675	1103	457

Remark : The sanctioned letters from the government are not available.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
114	123	125	119	118

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
114	123	125	119	118

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2334	2265	2147	2105	2197

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2334	2265	2147	2105	2197

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
185	254	230	260	249

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
185	254	230	260	249

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

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

Answer before DVV Verification : 98

Answer after DVV Verification: 98

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
24	3	5	3	2

Answer After DVV Verification :

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

24	3	5	3	2
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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
---------	---------	---------	---------	---------

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
10	23	45	33	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	23	45	33	16

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
9	16	17	15	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	16	17	15	10

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : HEI only provided Registration process.

6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 831 1046 965"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>81</td> <td>98</td> <td>75</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1043 1046 1178"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>81</td> <td>98</td> <td>75</td> <td>60</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	115	81	98	75	60	2020-21	2019-20	2018-19	2017-18	2016-17	115	81	98	75	60
2020-21	2019-20	2018-19	2017-18	2016-17																	
115	81	98	75	60																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
115	81	98	75	60																	
6.3.3	<p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1496 1046 1630"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>11</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1709 1046 1843"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>11</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	18	11	18	18	18	2020-21	2019-20	2018-19	2017-18	2016-17	18	11	18	18	18
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	11	18	18	18																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
18	11	18	18	18																	
6.3.4	<p>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).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz.,</p>																				

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
206	153	111	102	71

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
206	153	111	102	71

- 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)**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer After DVV Verification: B. 3 of the above

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

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

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

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

7.1.5 **Green campus initiatives include:**

1. **Restricted entry of automobiles**

	<ol style="list-style-type: none"> 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions					
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17
2020-21	2019-20	2018-19	2017-18	2016-17		

426	421	415	416	425
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Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
426	421	415	416	425

1.2 Number of programs offered year-wise for last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	9	9	9	9

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	9	9	9	9

2.1 Number of students year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2535	2531	2450	2319	2344

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2535	2531	2450	2319	2344

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
396	396	396	396	396

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
396	396	396	396	396

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

Answer before DVV Verification:

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

441	541	447	447	523
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Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
441	541	447	447	523

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
172	156	155	146	149

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
172	156	155	146	149

3.2 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
172	156	155	146	149

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
172	156	155	146	149

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 50

Answer after DVV Verification : 50

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
334.11	437.72	432.07	361.76	207.17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
334.11	437.72	432.07	361.76	207.17

4.3 Number of Computers

Answer before DVV Verification : 712

Answer after DVV Verification : 712

NAAC