



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ANDHRA LOYOLA INSTITUTE OF ENGINEERING AND TECHNOLOGY

OPPOSITE TO GOVT. POLYTECHNIC POST OFFICE, ITI COLLEGE ROAD
VIJAYAWADA
520008
www.aliet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Andhra Loyola Institute of Engineering and Technology (ALIET) is one of the premier Institutes that sets high standards in Engineering education. ALIET was established in the year 2008 by the Loyola College Society, Guntur-Vijayawada, to realize the Jesuit vision and with an aim to take technical education to students, especially to the under privileged and the more deserving youth of the State.

ALIET, located centrally in the historic city and financial capital of A.P, in a lush sprawling 11.5-acre land, was approved by AICTE, New Delhi on 04-06-2008 and the College is also an ISO 9001-2015 certified Institution. It has been accredited by **NBA in 5 departments viz., CSE, ECE, ME, EEE and IT.**

The Institution is recognized by the Government of Andhra Pradesh and affiliated to JNTUK - Kakinada. It offers 6 UG programs (ComputerScience and Engineering, with a sanctioned intake of 120 seats, Electronics and Communications Engineering with 120 seats, Mechanical Engineering with 120 seats, Electrical and Electronics Engineering with 60 seats, Civil Engineering with 60 seats and Information Technology with 60 seats, adding up to 540 seats in the B.Tech. The College also offers MBA Programme with a sanctioned intake of 60 seats.

Situated at the foothills of the Eastern Ghats of Vijayawada, the campus of ALIET has a verdant look. This green campus engenders a conducive and serene ambience, giving a fillip to the learners' zeal and enthusiasm. Due to its location, the admission is 100% filled. ALIET has an excellent, efficient, highly experienced and dedicated 121 faculty to offer a holistic education to the students.

The Andhra Pradesh State Skill Development Corporation (APSSDC) has established a skill development centre in collaboration with Siemens, to train the students. Nearly 7,000 candidates have been trained so far. This is a milestone in the history of ALIET.

The APSSDC has also established the Chief Minister's excellence Centre where training in advanced technologies is offered and *Dassault's* 3D-Experience Laboratory where Design and Analysis is imparted to the students. The College provides a learning-and-applying climate with the motto of 'Service & Excellence' by forming men and women for others.

Vision

*In accordance with the Jesuit vision of higher education, **ALIET** imparts technical education in the realm of higher education with an integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership.*



Means of achieving:

The vision envisions the five-fold elements namely: context, experience, reflection, action and evaluation.

Context: At ALIET, teachers believe what requires to be known about learners (their environment, backgrounds, learning abilities, etc.) in order to educate them well. In this context, teaching signifies a sense of personal care or (*cura personalis*) for learners.

Experience: Teachers attempt to create an eco-system in which learners recollect what they already know and incorporate their new information and experience so that their knowledge will be more deepened.

Reflection: Teachers attempt to make the learners more reflective, and as a consequence, they understand better what they have learnt. As evident through Micro lesson plan, which incorporates Bloom's hierarchy of learning, namely: Remember, Understand, Apply, Analyse, Evaluate, and Create, are deployed in our teaching and learning.

Action: Our philosophy of education goes beyond what one has learnt in order to improve the condition of the world. In this way, through their actions, they make the world and the global community a better place to live in.

Evaluation: The teachers in their class, attempt to understand and observe the classroom discussions to gauge the generosity or the lack of generosity of the learner towards the common need.

Through these five-fold elements, the learners are helped to acquire a holistic personality that contributes to academic excellence with social commitment and value-based leadership.

Mission

The mission of the Jesuit Education at ALIET is to form 'men and women for others' and mould them as global citizens possessing competence, conscience and compassion. Special attention is given to socially and economically marginalized students.



Means of achieving

ALIET is led by efficient and talented faculty who are dedicated to meet the modern challenges with emerging technologies, cutting edge creativity, innovations and a suitable environment. This propels the Institution to become technologically competent with academic vigour, innovation and entrepreneurship. It paves the way for students to become specialists in various disciplines of Engineering and possessing ethical values. It provides them an atmosphere to acquire communication skills, soft skills, and capacity building. This offers them a better career pathway. Thus, they are moulded into global citizens processing competence, conscience and

compassion and ultimately formed into men and women for others.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength



- CSE, IT, ECE, EEE and MECH departments are **accredited by NBA** in 2021.
- Institution is placed as **'Brand Promising'** under AICTE Training And Learning (ATAL) Academy in the year 2021.
- Institution has received the **Green Championship Award** from Mahatma Gandhi National Council of Rural Education, department of higher Education, Ministry of Education, Government of India in the year 2021.
- ALIET is one among the 4 affiliated colleges in Andhra Pradesh which got selected for **Leadership in Teaching Excellence (LITE)** Program and one faculty member trained and certified in this programme.
- Accorded the title of **'Chief Minister's Excellence Centre'** by the Government of Andhra Pradesh since 2017.
- Applied Robotic Control Lab established in 2019.
- The institution started additional **certification programs** in collaboration with **DELL EMC, Oracle, Microsoft** etc.
- **Impressive placement record. Placement and career counselling cells** are given priority and hence, a placement officer is specially recruited. This has resulted in an additional increase of placements from 153 students (2016-17) to 358 students (2020-21). Some of our students are placed in top and reputed companies like Infosys, TCS, Wipro etc.
- Constant encouragement and full-fledged support from the Management to take up leadership

initiatives.

- ICT facilities for every course have been upgraded with **Microsoft Teams, MOOCs, Google and Canvas classrooms** and other smart technology.
- The Institution faculty adopted different pedagogical methods, innovation and creative techniques has made a tremendous impact on institution teaching and learning so as to unlock opportunities in the classroom and beyond, through ICT and LMS tools.
- **Library digitalization and automated system** are incorporated for distribution of books and journals and other resources such as e-services are also upgraded. Installation of ILMS for book tracking and inventory maintenance is also available.
- **Consultancy Services** have been started by the Civil department since 2016. Every year, 10 lacs is generated by the Department.
- Grade point average (SGPA, CGPA) is implemented instead of percentage of marks.
- Both the faculty and the management offer effective **mentoring** and continuous guidance to the students and parents.
- Actively functioning cells and student clubs that foster a spirit of innovation and entrepreneurship.
- State-of-the-art laboratories, especially the Siemens laboratories that provide advanced hands-on training to students in tie-up with the APSSDC.
- Well-placed and efficient redressal mechanism, Student Support Amenities, Counselling and Guidance Services.
- Eco-friendly campus with excellent infrastructure facilities.

Institutional Weakness

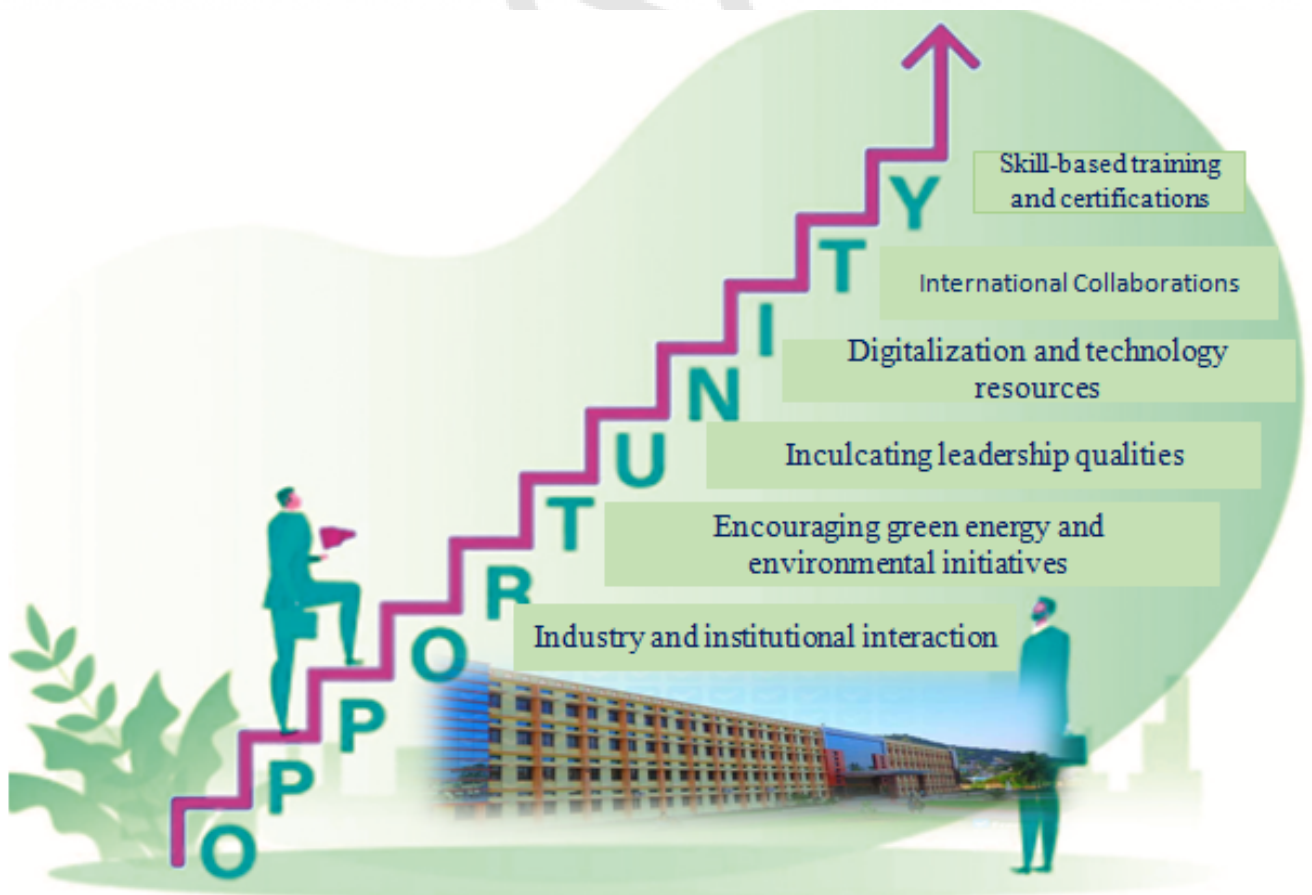
- The number of MOUs with various International Organizations for training the students, needs to be enhanced.
- Departments need to be involved in active research projects.

ALIET
WEAKNESSES



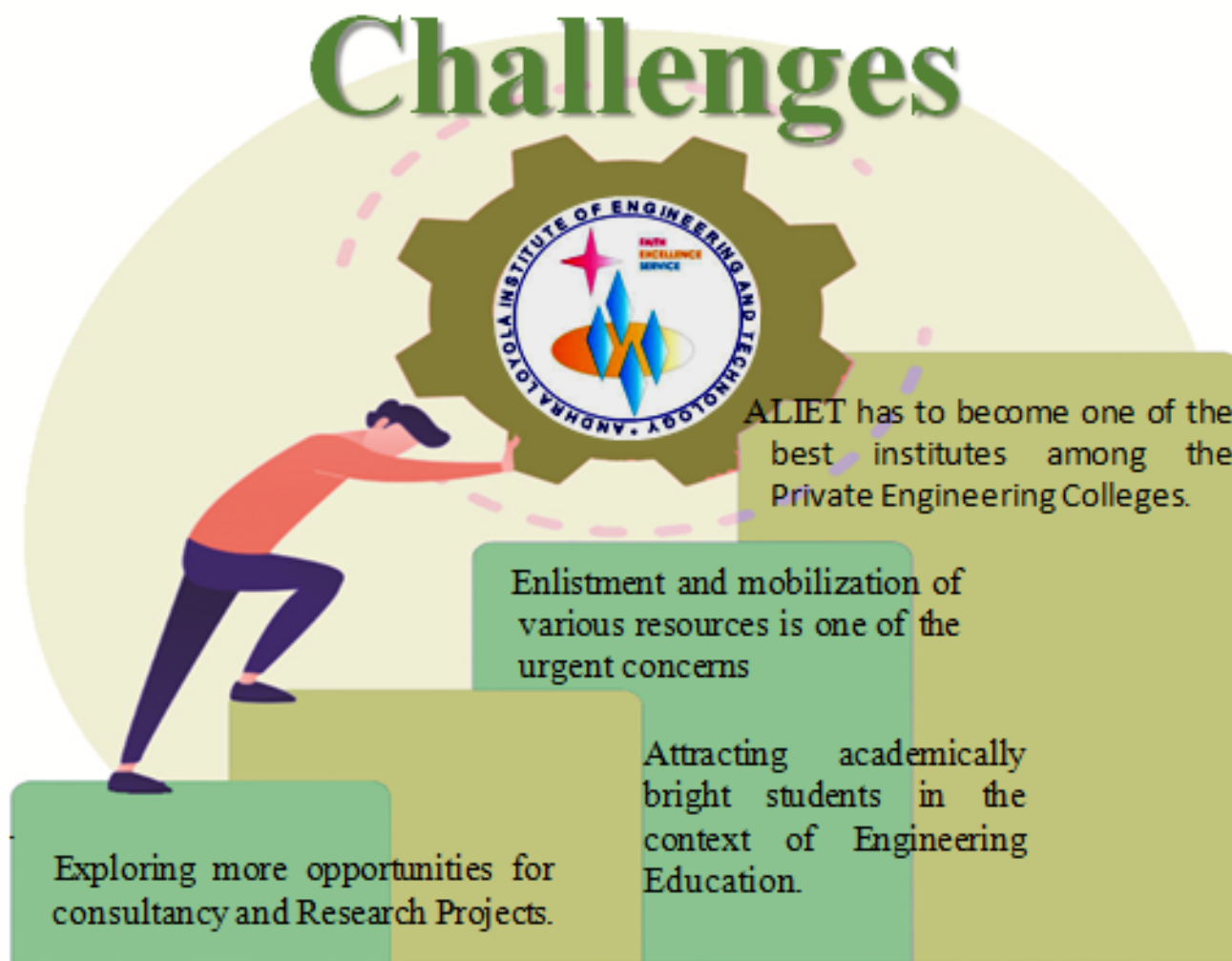
Institutional Opportunity

- Having a supportive and Co-operative management.
- Providing skill-based training and certifications through, the Andhra Pradesh State Skill Development Corporation (APSSDC), in collaboration with Siemens.
- Industry and institutional interaction.
- Providing financial assistance to the faculty to participate in National/International conferences to present quality papers with a view to promote academic research.
- Enhancing MoUs for joint and collaborative activities and research.
- Focusing on rural upliftment and societal development through the village adoption programme.
- Encouraging green energy and environmental initiatives for sustainable development of the nation and the society at large.
- Availing MHRD Swayam portal for MOOCs certifications for effective teaching and learning.
- Increasing the resource base by availing Government and Non-Government schemes.
- Providing digitalization and technology resources for better teaching and learning process.
- Inculcating leadership qualities in students through their representation in academic and administrative committees.
- Strengthening positive attitude, human and ethical values.
- Taking special initiatives for enhancing quality education.



Institutional Challenge

- ALIET has to become one of the best institutes among the Private Engineering Colleges.
- Enlistment and mobilization of various resources is one of the urgent concerns.
- Attracting academically bright students in the context of Engineering Education.
- Exploring more opportunities for consultancy and Research Projects.



1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ALIET is affiliated to JNTUK, Kakinada. The University is responsible for the curriculum design and syllabus prescription. In the implementation of the curriculum, the Academic Committee along with IQAC, takes the leading role in enhancing the teaching-learning process. The actualization takes place through systematic planning, with an **objective driven micro lesson plan**, for the effective curriculum delivery.

- Curriculum implementation is mainly done through **Semester-wise Micro Lesson Plans**. The progression of curriculum delivery also involves **Orientation programme, FDPs, Refresher courses, Guest Lectures, Seminars, Workshops and Conferences** etc which enable to understand teaching and

learning practices and have a proper planning of the **curriculum implementation**.

- **Value added courses, Hands on training, Job oriented certificate courses, Skill enhancement training programs, pedagogical methods** are arranged to facilitate experiential learning.
- **The Central Library** is kept updated every year as per curriculum requirement prescribed by JNTUK there by taking a major role in terms of curriculum delivery.
- **74 subject related certificate courses were conducted** to educate the students towards career success in terms of higher education and also to improve the prospects of the students.
- **1391 students undertook projects/internship/field projects**, to facilitate hands-on-learning and to develop their leadership skills for multi skilling and real-world experience.
- **82 new courses** were introduced within the last five years by the parent university as the University revises the syllabus once in three years.
- In the last 5 years, **100% choice-based credit system and elective course system has been implemented.**
- **Cross-cutting issues on social aspects** related to rural and urban environment; environmental legislation is addressed in the syllabus and discussed in the classroom.
- **Various programmes on gender sensitization, environmental issues, human values professional ethics, Cultural Fests, Nation wide competitions, celebration of Commemorative days with patriotic values etc. are conducted.**

Feedback from teachers, alumni, parents, and employer are regularly collected, analysed and used as input for curriculum delivery.

Teaching-learning and Evaluation

Knowing well that learners come from varied social milieu and with different learning abilities, each student, upon admission, is allotted a faculty mentor. The mentor identifies the slow and advance learners from the brief profile submitted by the mentees.

Teaching - Learning

- The teacher student ratio is **1:19**.
- Full time teacher against sanction post is **100%** with an average experience of **6.59** years.
- In 5 years, **73** advanced courses, **98** Paper publications by students, **400** participation in conferences, **50** paper presentations, and other activities like curricular, co-curricular, extra-curricular were conducted for advanced learners.
- Slow learners were also brought to the desirable standard through various planned activities such as **600** Remedial classes, **30** Bridge courses in last 5 years and around **60** Communication skills classes in a semester.
- The instruction pedagogy adopted is student centric and experiential learning, providing an exposure for blended learning, learner centric learning, learning by doing, inquiry-based activities, etc. carried out through well designed **Micro Lesson Plan**.
- Focus is placed on **ICT and it is utilized 100%** by the teachers as it combines technology and content to bring out the best pedagogical results.
- **Innovation and Creative** techniques are used in teaching and learning.
- The Institution has several laboratories sponsored by Siemens and the Andhra Pradesh State Skill Development Corporation. Nearly **7,000 students**, have been trained so far.
- Inclusiveness of different sections of society is strongly upheld in our admissions, as all the reserved

seats are filled **100% percent, as per Government regulations.**

- In pursuit of excellence, the Institution had a recruiting strategy of **100% sanctioned posts** during the last 5 years
- The mentorship system of the Institute is effective with a mentor - mentee ratio of **1:21.**

Evaluation

- The college also prepares an academic calendar for improving the CIE of the students by conducting **weekly tests, continuous unit wise internal assignments, seminars, internal projects, etc.**
- The application of **Bloom's Revised Taxonomy framework** has been incorporated into our question paper setting.
- The expected objectives of the courses have clearly defined **POs, COs and PSOs** they are assessed through direct and indirect method.

Research, Innovations and Extension

The Research Forum is established at ALIET, both for students and faculty members. 21 staff members are Ph.D degree holders and recently 2 of the faculty members received their doctorates 6 more have submitted their thesis and are awaiting their Viva Voce. Nearly, 46 staff members are pursuing research for Ph.D award.

Research

- **732.25 lac** was received from Government and Non-Government agencies for research and skill development.
- **273 publications were done in UGC** recognized journals and a number of reputed journals, like IEEE, Elsevier, Scopus Indexed and Science cited.
- **80 programmes** related to Intellectual Property Rights and Industry - Academia Innovative Practices were organized during the last 5 years.
- The Institution has **233 linkages, collaborative activities** with national and state level agencies to promote inter-disciplinary research, and offers student exchange and internship programmes.
- Nearly **198 papers** were published on the proceedings of the conferences at national and international levels of which **29 are the authored (books)** of the faculty.
- The college has around **50 functional MOUs** to foster the quest for research.
- Recently, the college signed an **MOU** with the institute of “**Indo-European Skilling Cluster of Mechatronics and Manufacturing**” to keep up international ties in research and activities in the days to come.

Innovations

The Institution encourages new innovations and productive direction for creating the transfer of knowledge. Some of the innovations by the staff and students are as follows:

- Innovation to monitor and improve the quality of pisci culture.
- Detection and rejection of defective ceramic tiles, etc.
- Fabrication and characterization of RFMEMS Switches.
- Mosquito Killing lamps.
- Automatic Human face recognition.

Extension

- **71** extension activities and outreach programs were conducted in collaboration with Industry, Community and Non-Government Organizations with **4540** students' participation **and awards and recognition** received for extension activities from Government recognized bodies.
- Every year, about **78 units of blood** is donated by students to Government hospitals.

Infrastructure and Learning Resources

The College has two blocks, spread across **11.67 acres** and are equipped with the best physical facilities. The growth of infrastructure keeps pace with academic developments for the effective and efficient conduct of academic programmes.

Infrastructure

- The Institution has **45 classrooms** including seminar halls having an area surpassing the standards set by AICTE norms. The average area of each classroom is about **79 sq.m.**
- **38 ICT** enabled classrooms and **5 seminar halls** and **7 smart classrooms with interactive boards** and 18 Wifi enabled classrooms and **710 computers** with **advanced and latest software** are available.
- Departments are provided with **55 LCD projectors.**
- Well-equipped laboratories and Counselling room.
- **Dassault laboratory** has **3-D experience Lab shapes, a new innovative frame work with 37 laptops, 16GB RAM.**
- **165 CC TV Cameras** are installed at various points of the institution.

Learning Resources

- **24/7** uninterrupted Internet and Wi-Fi connectivity with an internet speed of **130 Mbps.**
- Library is housed with **24,500 volumes**, covering all disciplines namely, Engineering, Science & Humanities, Management, English language & literature, Soft Skills, Aptitude etc.
- The Library has subscribed to **75 national and international journals and magazines.** It has subscribed to e-journals i.e., IEEE Digital library and Science direct. **50 E-books** of Videeya are also available.
- **Every Department is provided with Genuine Softwares, Open source application softwares such as Oracle, Java, GCC compiler for C, C++, Apache Tomcat, Eclipse IDE, Selenium, Lamp, Dia tool (Diagram Editor), Umbrello (UML), Apache Hadoop 2.7.0, Eclipse IDE with Android plugins** are used by departments.
- The Digital library is furnished with **20 systems** with 10Mbps bandwidth to access E-journals and E-books NPTEL **Video lessons** etc. The patrons of the library are also provided with Audio and Video facilities.

The institution has the Cricket Ground, Throw Ball, Kho-kho and Kabaddi court and a **Tennikoit Court** for women, apart from these students make use of the facilities of the **Basketball Court, Lawn Tennis Court** and the **400 m track** for outdoor athletics within the campus.

Student Support and Progression

The institution provides a platform for students to participate in various activities and clubs to explore their potentials to the best of their ability. The uniqueness of ALIET lies in its academic philosophy that aims at an all-round enrichment of the students, grounded on the trinity of intellectual, psychological and spiritual growth.

- On campus, personality enhancement and socially relevant activities are promoted, through various activities and clubs, namely: **Class Review Committee, IQAC, IETE Students' Chapter, Departmental News Letter Committee, Eco Club, Literary Club, Cultural Club etc.** There are a lot of possibilities for training in the areas of planning, co-operation and execution.
- In the past five years, number of students benefitted from Government granted scholarships in the form of fee reimbursement.
- The college awarded **fee concessions and provided midday meals** to the deserving students.
- As per the tie-up with the Andhra Pradesh State Skill Development Corporation, ALIET hosted a number of skill enhancement programs, to offer suitable and value-based training to the students.
- Capacity enhancement schemes, career counselling and guidance for competitive examinations have resulted in **80%** students' progression towards international exams like GRE, TOEFL, public and private sector exams.
- **94.32 %** students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years.
- **41.60 %** of the students have been placed in various reputed multi-national companies, like TCS, Wipro, Infosys and IBM, through the on-campus drives, and some of them are pursuing their higher studies. To support students in their emotional growth, the college employed a full-time and qualified professional counsellor.
- ALIET provides a platform for students to participate in sports and technical fests at national and international levels.

The Institution organizes Alumni meet at different department levels to share their experiences. The institution has a **registered Alumni Association**. The alumni of the Institute are still young and in the process of proving themselves. However, some of them are contributing to the Institute in the form of financial and non-financial means.

Governance, Leadership and Management

- The **vision and mission** of the Institution is strongly reflected through **Participative Management Body, Inclusive Gestures, Love and Service, Rules and Regulations and above all Productivity and Success.**
- **Effective Leadership is visible in various institutional practices.**
- **Decentralization of authority and participation of all stakeholders in decision making process is evident.**
- **The strategic plan for the institution is effectively deployed for five years.**
- The college has 7 departments with 121 teaching staff and 53 non teaching staff and 2263 students.
- Staff are provided with facilities like Medical facility, in-house dispensary and infirmary-room, Counselling Service, Maternity leave, Medical leave, interest free loan etc.
- **Financial support to the faculty members is given in terms of Seedmoney** to Ph. D holders, Financial loan assistance, Education fee assistance for staff's children, Bank and ATM facility on campus, etc.
- Rs.5,98,442/- amount was given to faculty for assistance like registration fee, dearness allowance,

travel allowance for those attending conferences, workshops and faculty development programs.

- 424 Faculty members attended professional development programmes, Orientations, Induction programmes, short- term training programmes etc.
- The faculty take initiatives with the management so as to give full support to the realization of the organizational goals. Effective committees play a predominant role in carrying out various activities for the welfare of staff and students.
- The institution undertakes certain steps to develop and update e-resources and software tools services in order to make it tangible for staff and students, headed by a Web-Master.
- Implementation of e-governance is executed in the realm of **Planning and Development, Administration, Finance and Accounts, Student Admission & Support and Examination.**
- **Grievance redressal committee** is constituted as per **AICTE guidelines**. Individual grievances are considered by the committee.
- In the Institution, regular internal auditing is conducted by the members of the society. External auditing is carried out by chartered accountants. Internal academic auditing is done annually by the IQAC.

The Internal Quality Assurance Cell recognizes the quality at all levels, in accordance with the vision and mission of the Institution. Several initiatives are taken by the cell to promote quality improvement.

Institutional Values and Best Practices

Institutional Values

- ALIET has **30.46%** women. Among the students, 41.01% are girl students. There is no gender bias, as all are treated equally in the institute.
- As part of its green practice, a **100KW solar power system is installed to produce solar energy. Apart from this the institution has Biogas plant, wheeling to the grid, sensor based energy conservation and use of LED bulbs.**
- The institution has facilities for the management of degradable and non-degradable waste. It also signed MoUs with Clean Earth Green Earth Solutions and other recognised agencies.
- The institution has 2 Rain water harvesting structures, 4 percolation pits, Borewell recharge, tanks, storm water distribution system for water conservation and maintenance.
- The institution has various policies on green and clean, divyangjan friendly environment and code of ethics etc.
- The institution conducts quality audits on green, energy and environment.
- The institution promotes holistic development of students by observing national and international events and festivals.

Best Practices

Best Practice 1: Micro Lesson Plan through Bloom's Digital Taxonomy for an effective teaching and learning

The well-designed micro-lesson plan contains embedded Bloom's Digital Taxonomy which has **pre-class, in-class and post-class activities** for an effective teaching learning. The Micro-lesson plans are made available to the learners through faculty blogs in our institution websites. The learners consider this blogs as a discussion forum to cross-check their knowledge. The Micro-lesson plan has brought out the desired results in our institution and has become the best practice.

Best Practice 2: Technical Skill Development Institute (t-SDI) - APSSDC Siemens Centre at ALIET to promote skill development among students

The college has APSSDC Skill Development Centre to train the students. Nearly 7,000 students have been trained so far this has become the best practice of the institution.

Institutional distinctiveness

The Institution distinctiveness is seen through the extension services rendered by the Institution for the rural transformation. The adoption of the village Raipalli for economic upliftment of the women folk to motivate them and form them into self-help groups to make them self-reliant. Numerous services are carried out to the nearby communities in and around the institute.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANDHRA LOYOLA INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	OPPOSITE TO GOVT. POLYTECHNIC POST OFFICE, ITI COLLEGE ROAD VIJAYAWADA
City	Vijayawada
State	Andhra Pradesh
Pin	520008
Website	www.aliet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Obireddy Mahesh	0866-2476161	9121214609	-	alietvijayawada@aliet.ac.in
IQAC / CIQA coordinator	Kallepalli Prasanthi Jasmine	0866-2498978	9440518803	-	drkpjasmine@aliet.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	04-06-2008			
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	25-06-2021	12	

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

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	OPPOSITE TO GOVT. POLYTECHNIC POST OFFICE, ITI COLLEGE ROAD VIJAYAWADA	Urban	11.67	18722.29

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Intermediate	English	60	46
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	60	49
UG	BTech,Mechanical Engineering	48	Intermediate	English	120	81
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	120
UG	BTech,Information Technology	48	Intermediate	English	60	60
PG	MBA,Master Of Business Administration	24	Any UG	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				23				91			
Recruited	6	1	0	7	18	5	0	23	65	26	0	91
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	16	17	0	33
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	18	3	0	21
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.	6	1	0	7	3	0	3	2	0	22
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	11	2	0	60	22	0	95
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		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1294	0	0	0	1294
	Female	846	0	0	0	846
	Others	0	0	0	0	0
PG	Male	52	0	0	0	52
	Female	71	0	0	0	71
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	64	71	71	64
	Female	41	56	46	49
	Others	0	0	0	0
ST	Male	4	5	4	8
	Female	3	2	3	0
	Others	0	0	0	0
OBC	Male	124	151	136	149
	Female	89	94	106	93
	Others	0	0	0	0
General	Male	100	105	102	114
	Female	79	82	100	100
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		504	566	568	577

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers. Changes in the education policy is a major way to provide the nation with better students, professional & better human beings. - APJ Abdul Kalam Introduction: When the NEP came into enforcement, Andhra Loyola Institute of Engineering and Technology took the initiative to organize an online seminar on “New Education Policy and its Implementation in the state of Andhra Pradesh.”The workshop was conducted with the aim and objective to know more about NEP and its implementation process in the state of Andhra Pradesh. Shri Satish Chandra, IAS, the Additional Chief Secretary, Govt. of. A.P., and Principal Secretary of Higher Education, Prof. K. Hema Chandra Reddy, Chairman, APSCHE were the resource persons. With the inputs given by the resource persons, the Management of ALIET tried to incorporate its salient features. As per the strategic plan (2019-25), the institution has set its short-term goals to conduct various certificate courses related to multi-disciplinary / inter-disciplinary areas. The institution has also encouraged research on the transnational perspectives. Many faculty members are carrying out collaborative activities at National and International levels..</p>
2. Academic bank of credits (ABC):	<p>Since the college is affiliated to JNUK-Kakinada, we are not given a provision for having Academic bank of credits (ABC) system. In the future, when ALIET gets an autonomous status, Academic bank of credits (ABC) will be our priority.</p>
3. Skill development:	<p>The Andhra Pradesh State Skill Development Corporation (APSSDC) has established a skill development centre in collaboration with Siemens, to train the students. So far, nearly 7,000 students from inside and outside the institute have been trained. This is a milestone in the history of ALIET. The APSSDC also established the Chief Minister’s excellence Centre and Dassault’s laboratory to impart training to the students. ALIET has signed an MoU with “European Centre for Mechatronics , Aachen-Germany”. The College provides a learning-and-applying climate with the motto of ‘Service & Excellence’ by forming men and women for others.</p>
4. Appropriate integration of Indian Knowledge	<p>Many events related to the culture and tradition of</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>India are strictly organized at ALIET. International mother language day is celebrated with vigor and enthusiasm to create a spirit of regional, cultural and communal harmony. Faculty members use bilingual mode for teaching difficult subjects for the better understanding by the learner. In a flipped classroom mode, a collection of Telugu and Hindi videos, and online lectures are used for teaching.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our preparedness for OBE is evident in our syllabus delivery. Each program has course outcomes, program outcomes and programme specific outcomes. At the end of the academic year, all the course objectives are mapped with the program attainment level.</p>
<p>6. Distance education/online education:</p>	<p>ALIET is aware of distant learning necessities through online mode. The faculty has taken initiatives to design certificate courses for upgrading the knowledge of the students. Some of these courses are conducted online as well. In the coming days, the college is planning to offer many more programs as per the need of the hour.</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
362	376	390	390	390
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
7	7	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
2263	2231	2330	2310	2330
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
210	210	225	225	225

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
577	600	591	566	585

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
121	123	125	159	156

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
121	123	125	159	156

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 44

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
475.71	326.40	482.88	428.96	562.44

4.3

Number of Computers

Response: 710

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:

Andhra Loyola Institute of Engineering and Technology (ALIET) provides conducive and serene atmosphere that promotes vigour, enthusiasm and a learning ambiance for holistic education to students. The College is affiliated to the Jawaharlal Nehru Technological University, Kakinada (JNTUK), imparting technical education in different fields of Engineering, such as:

- **Civil Engineering**
- **Electrical and Electronic Engineering**
- **Mechanical Engineering**
- **Electronics and Communication Engineering**
- **Computer Science and Engineering**
- **Informational Technology**

In addition to the above courses, ALIET also offers Master's program, such as:

- **Master of Business Administration.**

The curriculum design and syllabus prescription are done by the University and the College is responsible for its effective delivery. Every course teacher of all programmes prepares semester-wise plan for curriculum implementation. The Course Outcomes (COs) are embedded in the curriculum and The Programme outcomes (POs) are attained through a curriculum which consists of various courses.

The main input for planning is taken from the annual academic calendar which is prepared by the University and has the following instructions:

- **16 weeks** of instruction are allotted and **two weeks** are assigned for conducting **mid-term examinations** and the remaining three weeks for conducting the end semester examinations, including practical examinations.

Keeping this schedule in mind, the **Academic Committee** conducts a meeting to enhance teaching-learning programme. The management body, along with the HoD's of various departments of all programs, plan for the effective delivery of the curriculum. Various **Activities and Events** by the departments are planned. Probable Job oriented certificate courses, Skill enhancement training programmes, relevant Field visits and Internships that could be implemented are planned.

The methods of teaching, learning and evaluation to be adopted are discussed at the department level. The actualization takes place through a **Micro Lesson Plan** using different pedagogical methods, such as:

- **Learner centric learning**
- **Cooperative learning**
- **Inquiry based learning**

Each department plans various activities to enhance the learning ability of the students during each semester. Most of the teachers use **Blended learning models** to promote innovation and interest among students through Flipped classroom activities such as:

- **PPT.**
- **Animations and Videos.**
- **MOOCs**
- **e-resources, such as NPTEL**
- **OER**

In certain subjects such as Engineering Drawing, the presentation of topics is done **through Cut - out models.**

In business administration, the learners actively participate in various tasked related topics through:

- **Role play**
- **Managerial games**
- **Group discussion.**
- **Case study etc.**

Well-equipped laboratories are available for all the programmes to provide experiential learning. Further, students are exposed to virtual laboratories as mentioned in the syllabus of JNTUK. In addition to these, various co-curricular activities are planned for the year. They are:

- **Seminars**
- **Guest lectures**
- **Field visits**
- **Webinars etc.**

In a nut shell, the **curriculum delivery** in the Institute is a well-designed blending of both the Traditional methods and Modern methods.



File Description	Document
Link for Additional information	View Document

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

Response:

At the beginning of the academic year, the **University prepares separately the academic calendar for B.Tech students of all years, MBA students of all years.** The academic calendar consists of the commencement of class work, two mid-term examination schedule, practical examination schedule and University external end examinations.

For B. Tech students, **each semester consists of 21 weeks** of instructions where in **16 weeks are allotted**

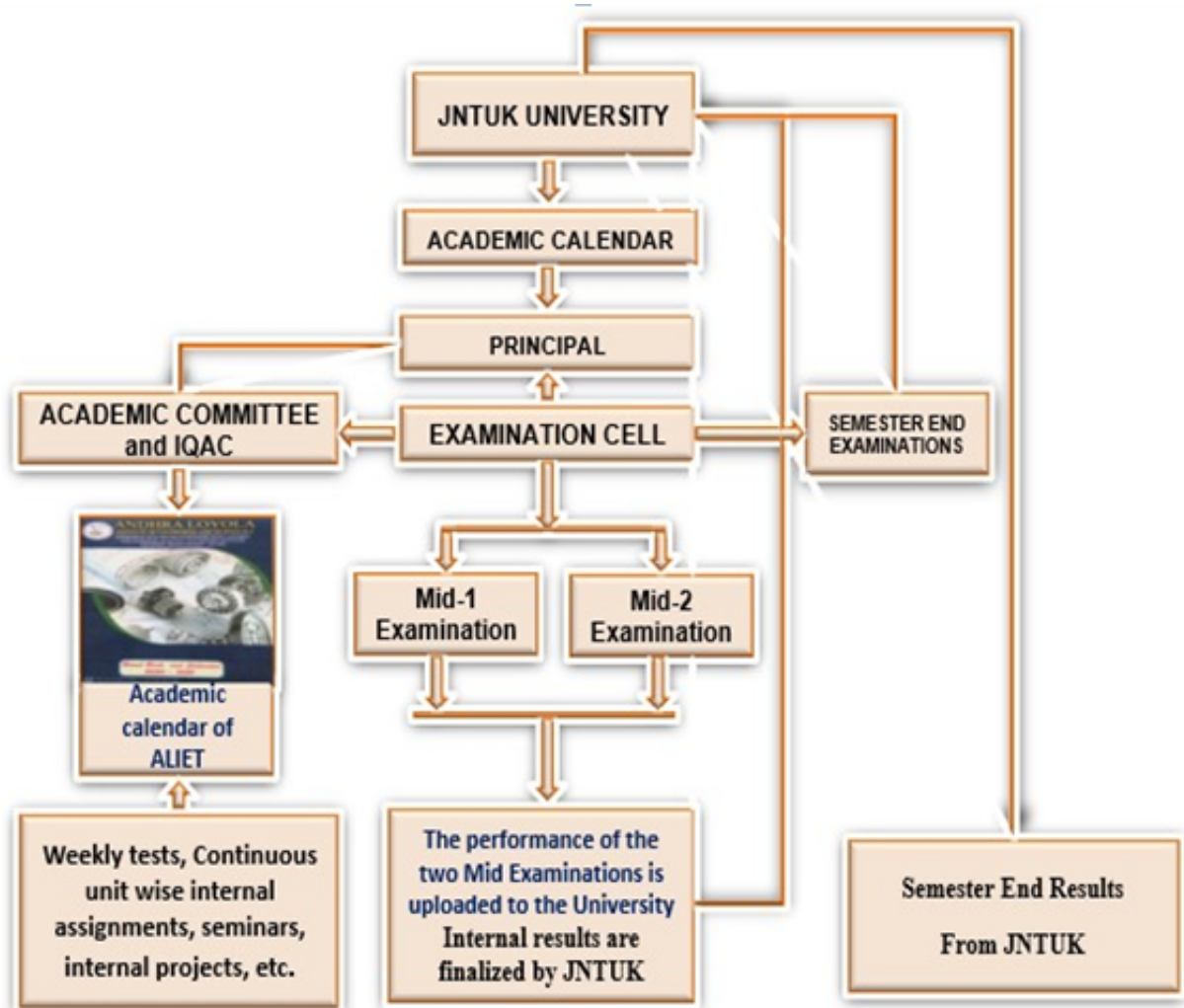
for classwork, 2 weeks are given for conducting the two mid-term examinations, one week for conducting a laboratory external examination and two weeks for conducting the semester-end examination. **After 8 weeks of instruction, a mid-term test is conducted.** For each subject, the mid-term test consists of two examinations i.e., descriptive examination conducted by the college followed by an online test which is conducted by the University. At the end of each internal examination, the college has to upload the test reports, assignment marks and the attendance reports to the University through the University examination portal.

In this regard, the college is compelled to follow strictly the University academic calendar. **The Academic Committee, the Internal Quality Assurance Cell (IQAC) and the Exam Cell regularly monitor whether adherence to the teaching plan and conduct of CIE is strictly followed as per the academic calendar.**

In addition to this, the **Academic Committee along with the IQAC** also prepares **college academic calendar** for improving the CIE of the students. The college academic calendar consists of **weekly tests, continuous unit wise internal assignments, seminars, internal projects**, etc.

For **PG students, two mid-terms are conducted and each mid-term consists of 8 weeks of class work.** One week is allotted for each mid-term examination. Apart from the regular examination for each subject, **the students are compelled to submit a mini project report and a presentation in the classroom, respectively.** At the end of each semester, **the end examination is conducted by the University.**

The college also includes the academic details of PG students in the college academic calendar.



File Description	Document
Link for Additional information	View Document

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
Response: 100	
1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 7	
File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years											
Response: 74											
1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.											
<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>14</td> <td>18</td> <td>13</td> <td>14</td> <td>15</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	14	18	13	14	15
2020-21	2019-20	2018-19	2017-18	2016-17							
14	18	13	14	15							
File Description	Document										
List of 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: 32.09

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
677	972	563	822	634

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The mission of the Jesuit Education at ALIET is to form ‘Men and Women for others’ and mould them as global citizens with competence, conscience, compassion and commitment. ALIET has a unique aim to help students attain intellectual, psychological, mental and spiritual growth through personal discipline and value-centered education. **Various value-based programmes** in the form of guest lectures, extension activities, seminars are incorporated into the curriculum for the holistic development of the students. ALIET being an affiliated college, accepts the responsibility to abide by the syllabus prescribed by the University.

Gender Sensitization

To sensitize the students, girls are encouraged to participate in orientation programmes, awareness programmes, guest lectures and literary competitions with a special emphasis on women and their role in the present-day society. To all the freshers, “**value education**” is also imparted and it deals with issues like **gender sensitization**. Text related to gender issues are prescribed by the university into the curriculum. The **Women's Cell of ALIET** organized various programmes on **self-defense that helps girls to face all the obstacles and challenges of life with true courage and determination**.

Professional Ethics

The college inculcates **creativity and innovation in the form of life skills and value education**. The objectives and the outcome of these courses play a major role in preparing them for their career and life. Apart from this, the University also provides a course on “**Professional Ethics and Human Values**” which is also included at the first-year level. It also carries 3 credits. In this course, **Human Values, Engineering Ethics, Engineers’ responsibility for safety and risk, Engineers’ responsibilities**

and rights are taught. JNTUK has incorporated Universal Human Values (UHV) as a part of induction programme into the curriculum. Faculty members are well trained and certified on the UHV by AICTE.

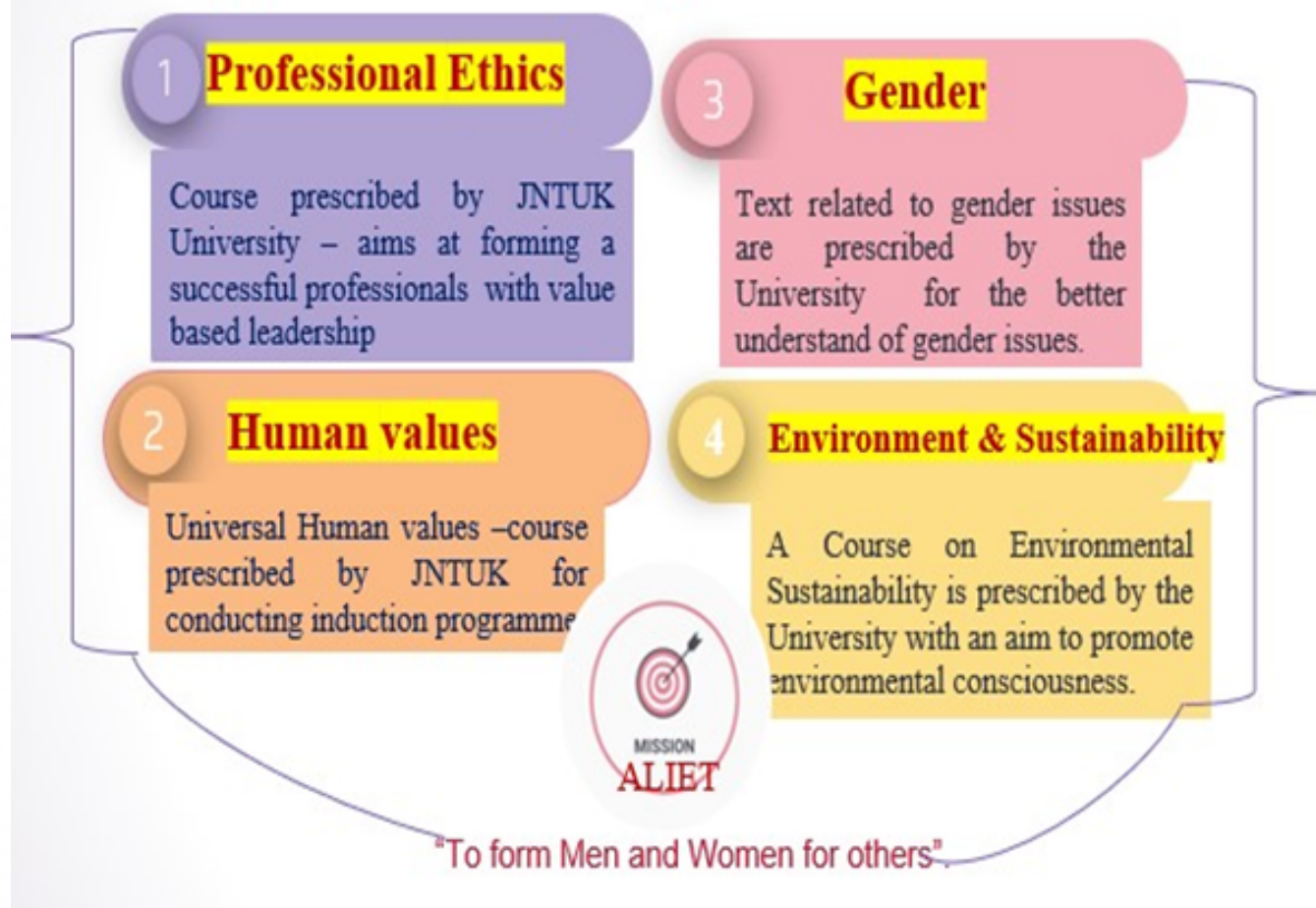
Environmental Science

To sensitize the students on clean and green environment, the Institution organized several programmes on green ethics, such as plantations programmes, rallies, poster competitions, guest lectures, seminars etc. The Institution **celebrates Environmental day** to promote green ideas in the minds of the students. The college uses natural resources like solar energy, sprinklers, backwaters from water plant is used for irrigation and flushing. The college also has green auditing done every year. The University **syllabus of R-13 and R-16 regulations introduced a course on Environmental Studies**. It carried 3 credits. This course dealt with natural resources and their importance, the need for conservation of bio-diversity, awareness on different types of pollution and controlling measures.

Cross-cutting issues on social aspects related to rural and urban environment; environmental legislation is strongly addressed in the syllabus and discussed in the class room. In addition to the **above courses, pollution and environmental damage, such as “Environmental Engineering”, “Automobile Engineering”, “Green Engineering Systems”, “Renewable sources of Energy” etc. are also included.**

Apart from these the Institution organizes various activities at Institutional and Departmental level to explore **cross-cutting issues** through Cultural Fests, National wide competitions, Constitution Day etc.

Integration of crosscutting issues into the Curriculum



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

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

Response: 38.59

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
126	126	162	162	162

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

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

Response: 52.01

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

Response: 1177

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

1.4 Feedback System

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

Response: A. All of the above

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

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

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 88.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
551	504	566	568	577

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
600	600	636	636	636

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: 91.16

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
193	192	204	204	205

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 process adopted by the Institution to identify slow learners and advanced learners is as follows:

After admissions, from the brief profile submitted by the mentees and with the help of **mentors**, the varied abilities and interests of students are identified. The mentors take the responsibility of communicating the same to the **teacher in charge** and to the **HoD**.

Following are the strategies adopted by the Institution to assess the learning level abilities of the students:

- **Performance in plus two (intermediate) examination.**
- **Entrance examination rank** of the student.
- **Conducting Performance Assessment Test that encompasses various levels.**
- **Orientation and induction** programme for all the first-year students.
- **Allocation of Mentors** with a mentor mentee ratio of 1:20
- **Bridge courses** to minimize the conceptual gaps.
- **Weekly tests and quiz** are conducted to assess the knowledge level of the subject.
- **English language classes** are held to strengthen LSRW skills.
- **Teaching plans and pedagogical implications.**

The learning level abilities of the students differ due to numerous factors. The course teacher attempts to review the basics of the subject through various modes of instructions, such as:

- **600 Remedial classes** were arranged during the last five years to give additional help to the students.
- **30 Bridge courses** were conducted for the students coming from rural and vernacular backgrounds.
- **60 Communication skills classes** are conducted in a semester.
- **Study hours** are organized by the concerned teacher to fine tune their subject knowledge.
- **Mentor and counsellor** deal with psychological, academic and personal problems of the learner.

Advanced learners are trained to focus on areas that go beyond their curriculum. The college encourages the advanced learners through the following means:

- **73 Advanced courses on Java, SQL and PLSQL etc.** offered in association with Oracle Academy and Big-data analytics is offered in association with DELL EMC Square etc. for advanced learners.

Many more Certification Programmes are mentioned in Criterion 1 (1.2.2).

- **98 Paper publications:** published by students in **IEEE, Scopus Index and UGC recognized Journals.**

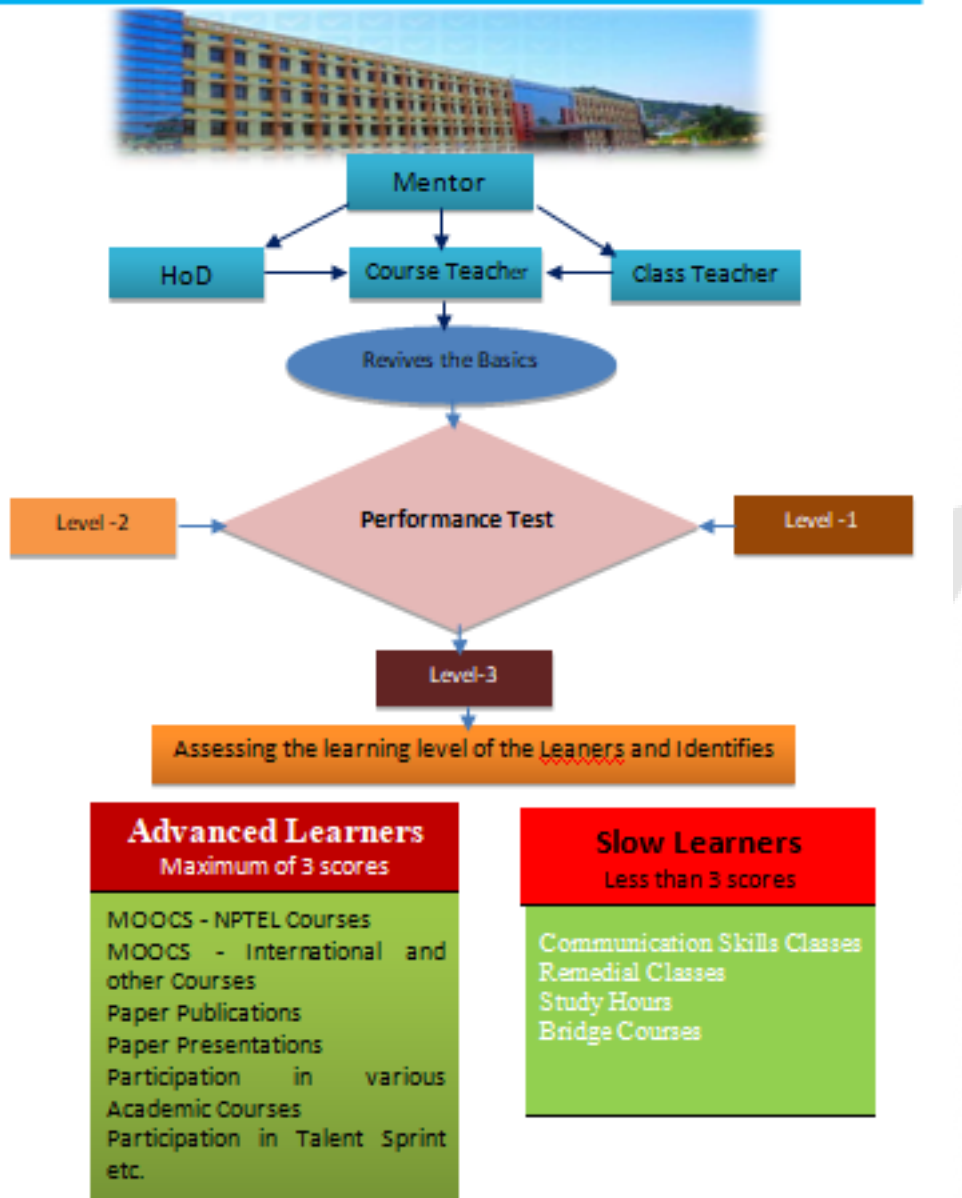
- **Participated in 50 Conferences / Paper presentations:** Students are invited to participate in paper presentation/conferences and in aptitude tests, such as HIREMEE.
- **Peer Group Teaching:** Advanced learners are given opportunity for peer group activity.
- **Project work** is assigned to them in order to promote in them research culture.
- **Curricular, Co-curricular, Extra-curricular** activities are encouraged for the extension of formal learning experience.

The Institution organizes extra activities to foster the overall development of the students, such as:

- **Special training is given in Siemens laboratories on CNC Training, Farm Machinery, Home Appliances, Welding and CAD laboratory, CATIA etc., Dassault 3D- Experience for Design and Simulation welding eco-system and Chief Minister's Centre of Excellence** to enhance employability and Entrepreneurship skills.
- **S.C and S.T** students are trained in "Embedded systems" and in software "Solid Works" and minority students are trained in Pro-E and ANSYS with the help of Minority Corporation.

This is how adequate and equal attention is given to both slow and advanced learners.

Process adopted by the Institution to identify slow and advanced learners



File Description	Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)	
Response: 19:1	
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:

The Institution ensures effective strategies to impart student centric learning methods in order to cater to the diverse learning needs of students from varied backgrounds and possessing learning abilities.

The faculty members of Andhra Loyola Institute of Engineering and Technology are well trained to adopt student-centric approach in their class room teaching, as well as in online platform.

Every faculty has prepared a **Micro– lesson Plan** which was initiated by the IQAC of ALIET in the year 2019-20 and it continues to be the best practice of our college. Our Micro lesson plan preparation has added up a new outlook towards our lesson preparation. **Bloom’s Digital Taxonomy** which is in accordance with **Blooms Revised Taxonomy** has been followed by every staff member to make their classes active and meaningful. The structure of our Micro Lesson plan focuses on **outcome-based education**. The lesson plans are embedded **with course outcomes and program specific outcomes**.

The Micro lesson plans are prepared and submitted to the members of **IQAC for scrutiny**. The faculty members design Micro lesson plans in a specific format which has student centric methodology in order to achieve specific outcomes. Following are the strategies embedded in our Micro lesson plan and are used in our classroom teaching:

Experiential Learning

- Virtual Labs
- Learning by doing
- Internships and industrial exposure
- Field trips
- Audio visual learning in English Language lab
- Exploring innovations through project work
- Exhibiting models to promote creativity and experiential learning
- Field Projects
- Video Making

Participative learning

- Blended Learning
- Participation and presentation through JAM, Directed Seminars, peer learning circles, guided library works, expert lectures and workshop.
- Puzzles, Debate, Pair work, dialogue and role play, etc.
- Learner centric learning.
- Innovative ideas and insights through charts, boards, models, assignments, and technical fests as platforms for growth.
- Extension programs and community survey
- Curricular, Co-curricular, Extra-curricular activities.

Problem-solving methodology

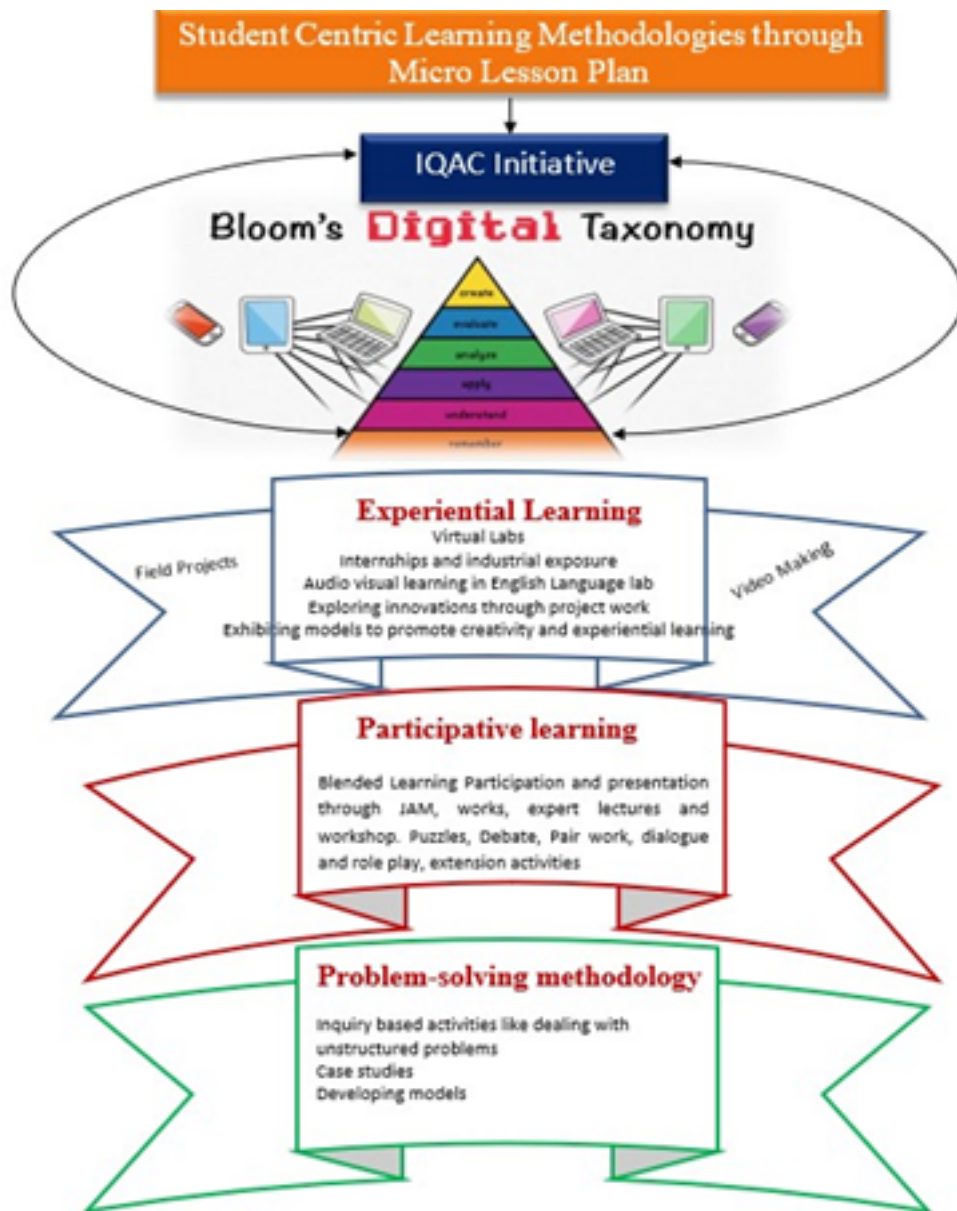
- Inquiry based activities like dealing with unstructured problems
- Case studies
- Developing models
- Co-operative and Collaborative Learning
- Mind mapping
- Data mining
- Logic adoption

Independent learning is encouraged through project work, seminars, assignments and other academic activities, like technical fests. To keep up with the pace of the recent developments, students are also exposed to Workshops/Seminars /Conferences/Symposiums, etc.

Apart from these, the other sources of learning are:

- Bridge Courses
- Value added courses
- Extension programs
- Youth centered activities
- Certificate program
- Add on courses
- Invited talks are incorporated into teaching and learning to provide holistic development through quality education.

In brief, the teaching methodologies adopted by the faculty create a platform for effective teaching and learning.



File Description	Document
Link for additional information	View Document

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

Response:

The Instruction pedagogy adopted at ALIET is **student centric** that provides an exposure for blended learning, learner centric learning, learning by doing and inquiry-based activities, etc.

Among these instruction pedagogies, **Blended Learning** creates an integrative learning approach. It combines e-learning with traditional classroom learning for better understanding and involvement. The ICT enabled tools are effectively used by the faculty members and it is **utilized 100%** as it combines

technology and content to bring out the best pedagogical results.

The faculty of ALIET follow different pedagogical methods, innovation and creative techniques in their teaching and learning. This has made a tremendous impact on institution teaching and learning so as to unlock opportunities in the classroom and beyond, through ICT and LMS tools. This learning is carried out through different ICT tools like:

- **Massive Open Online Courses (MOOCs)**
- **TESOL online videos for enhancing language skills and speaking abilities of students are effectively used in language labs.**
- **Using Learning Management Systems like Microsoft Teams, Google Class rooms, Canvas and Moodle.**
- **NPTEL video lessons are available and can be accessed from any laboratory on campus.**
- **Online classes using Video conferencing tools like Microsoft teams, Google Meet etc.**
- **Instructional Materials and Lab Manuals through the department website.**
- **ICT enabled class rooms, Laboratories and Seminar halls.**
- **Interactive smart boards are available in every department.**
- **Video tutorials recorded by faculty**
- **Extending certification courses through LMS**
- **Using ICT in department governance and for student communication**
- **Continuous faculty Training on ICT tools**
- **Individual faculty blogs**
- **Continuous feedback on ICT tool.**



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

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

Response: 21:1

2.3.3.1 Number of mentors	
Response: 108	
File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 12.63				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
22	21	15	12	13
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:** 6.59**2.4.3.1 Total experience of full-time teachers**

Response: 797.52

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The ultimate goal of **Continuous Inclusive Assessment (CIA)** is to foster quality measures in education for a holistic learning. **IQAC follows the effectiveness of CIA based on transparency** of assessment frequency and variety. To ensure **rigor and transparency**, the various tools used for internal assessment are:

1. Mid-term descriptive tests
2. Mid-term online quiz
3. Assignments
4. Weekly tests.

- **Mid-term descriptive tests:** In a semester, **two mid-term tests are conducted**. Half the syllabus of each course is covered in the first mid-term test and the remaining half in the second mid-term test. The descriptive test is set for three questions for duration of an hour and a half. Students are required to answer all the three questions. After evaluation, the **scripts are shown to the students for their verification and the student's signature is taken on the answer scripts. This gives the students the guarantee that the evaluation is fair.** Then the marks are uploaded to the University within the given date.
- **Mid-term online quiz:** **A mid-term online quiz is conducted by the University.** The question bank is sent on the day of the examination through a university server. **Each student gets 20 questions, randomly chosen and each question carries half a mark.** The duration of the test is **20 minutes. At the end of the test, students come to know of their performance from the scores displayed on the screen. The online quiz is conducted twice in a semester**, covering the first half of the syllabus in the first quiz and the second half of the syllabus in the second quiz.

- **Assignments:** Coming to assignments, **three assignments are given in the first mid-term portion and three more assignments are given in the second mid-term portion.** The first mid-term portion consists of three units. After the completion of each unit, **an assignment in that unit is given.**
- **Weekly tests:** Weekly tests are also taken as one of the assignments.
- In the case of **laboratories**, one experiment is conducted every week. Students are expected to come prepared for the experiment, perform the experiment and show the results to the faculty member. Based on these, internal marks are awarded. Students complete the writing of the record and submit it at the subsequent laboratory class. **Students come to know the marks they received on each day. One internal test is conducted and the marks are shown to the students.** This is how the mechanism of internal assessment works in the case of UG programs.
- In the case of MBA program, there are two internal tests as well as a project-based learning. **Students are expected to do a project on a specialized topic and present their findings to the other students.** Assessment is done based on the written report and the presentation of their findings.

File Description	Document
Link for additional information	View Document

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

Response:

The general examination related grievances are as follows:

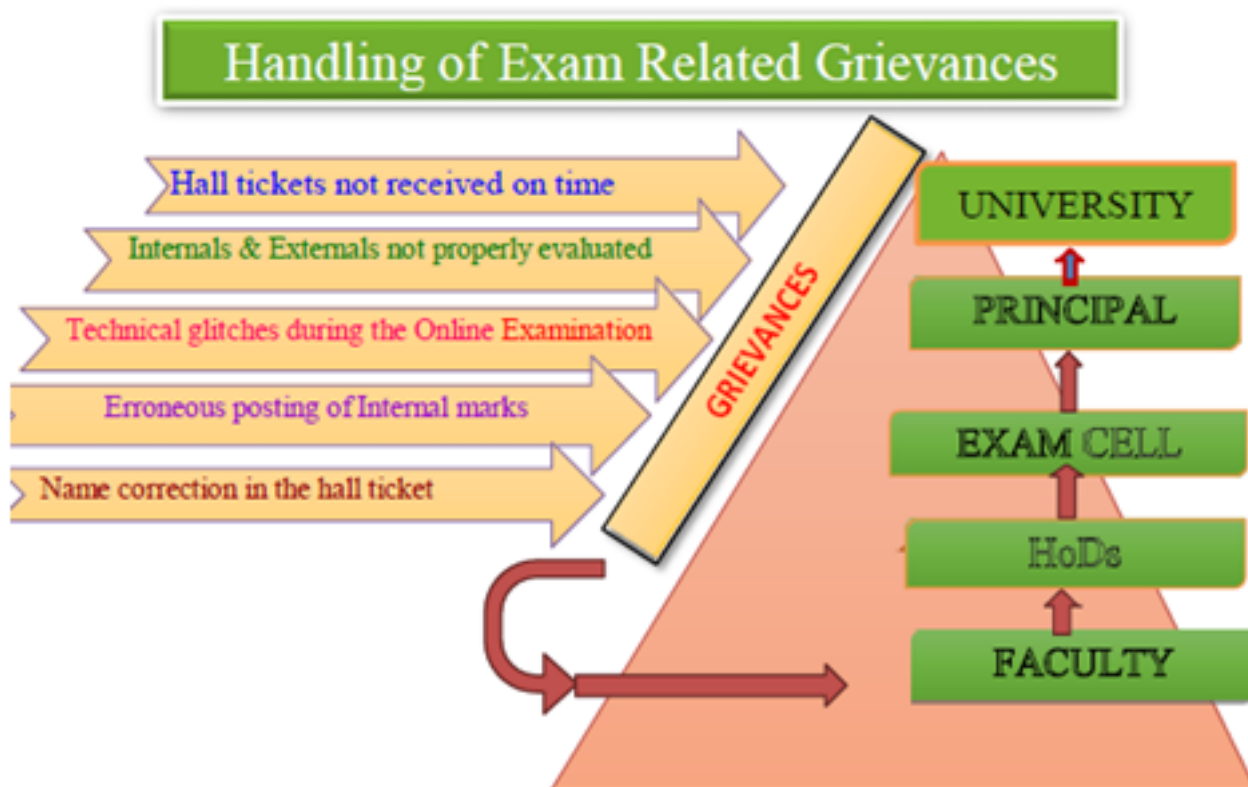
- **Hall tickets not received on time**
- **Wrong registration for examination**
- **Name correction in the hall ticket**
- **Internals not properly evaluated**
- **Externals not properly evaluated**
- **Erroneous posting of internals, etc.**

Among these, some of them can be resolved at the **Institute level** and some require to be resolved at the **University level**. Usually, the issues that can be resolved at the Institute level are resolved immediately. Hall tickets are sent online by the University; printouts are taken at the Institute and are issued to the students. This is done one or two days before the commencement of the examination.

To avoid inconvenience at a later stage because of **‘wrong registration for the examination’**, multiple checks are made, one at the departmental level and the other at the exam cell level. ‘Name correction in

the hall ticket' is to be done at the University level. A grievance regarding **'internals are not properly evaluated'** is rarely received. The reason being that all the internal answer sheets after evaluation are shown to the students. If a complaint reaches regarding **'externals are not properly evaluated'**, the only option left is either to go for **re-counting, re-evaluation or to challenge the re-evaluation**. To avoid erroneous posting of internals, thorough scrutiny is done at the Institute level and the marks are displayed on the notice board for the verification by the students. Only then, the marks are uploaded to the University.

Inspite of this, if any error is noticed, it has to be sorted out at the University level. The examination cell believes that prevention is better than cure. Hence, at the Institute level, to avoid inconvenience at a later stage, sufficient precaution and thorough scrutiny is made before the **'uploading of internal marks.'**



2.6 Student Performance and Learning Outcomes

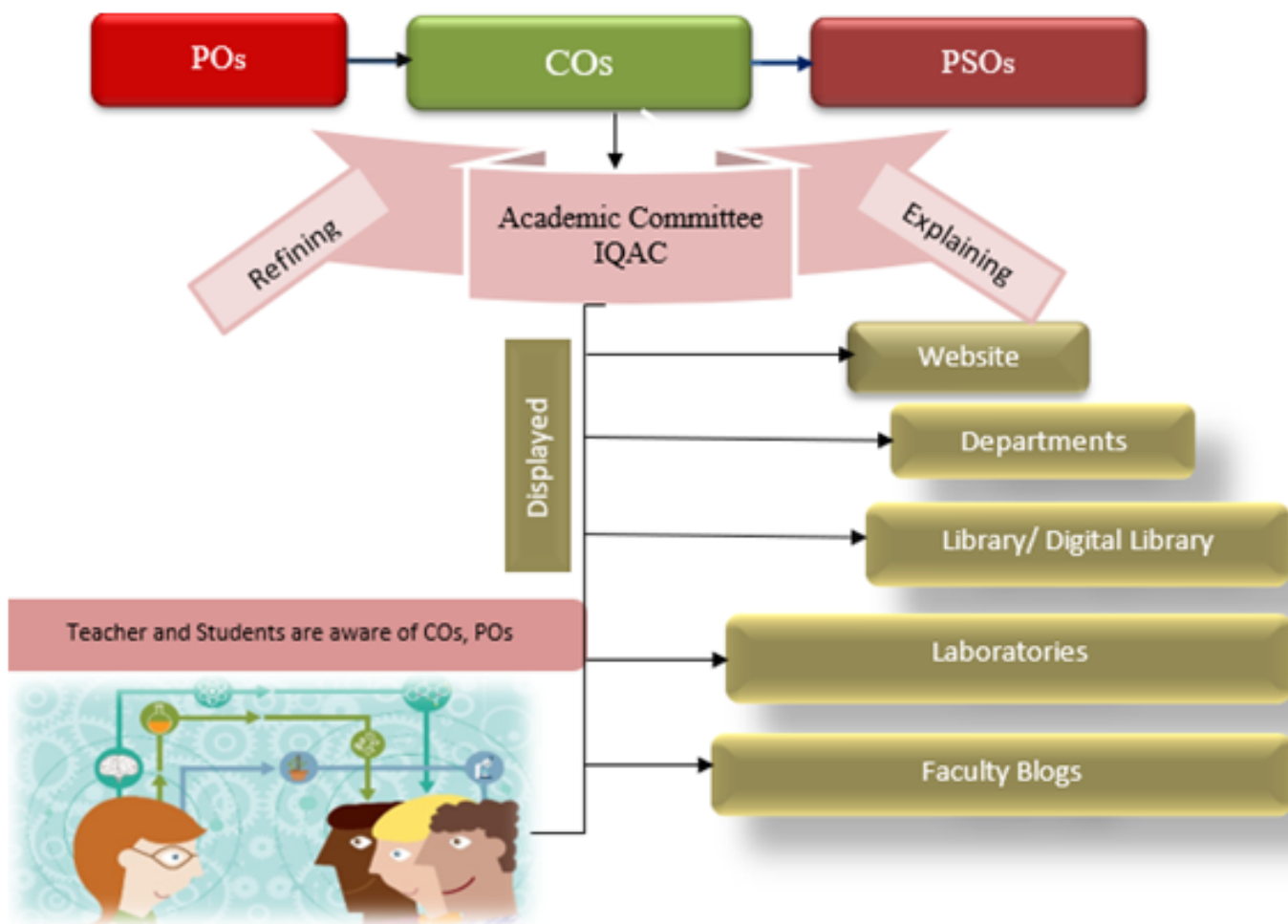
2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Along with the syllabus, the course objectives and outcomes are prepared by the university. For R13 regulations, the **University printed the syllabus in the form of a book and supplied it to each student**. These books gave them a **complete idea of the syllabus and also the desired outcome at the end of each unit**.

In addition to this, during the beginning of the semester, the **faculty member handling a particular course, supplies the syllabus book and also explains** the expected Course Outcomes (COs). This is how the course outcomes are communicated to the student community. The **Academic committee along with IQAC** does refining and explaining the POs, COs and PSOs to the faculty and the faculty members communicate the same to the students.

For R 16 regulations, the availability of **COs is embedded in the syllabi by the University**. The text books prescribed by the University also have COs at the beginning of each unit. The COs are easily made available to all the stakeholders of the programme through the University website as well as the institute website. The **POs are attained through a curriculum which consists of various courses**. The **COs of each course of every programme are connected to the Programme Outcomes (POs)** suggested by the National Board of Accreditation (NBA) which has a set of performance standards. The COs and POs programme wise are kept on the web for public view. Programme Specific Outcomes (**PSOs**) are recognized by every department in consistent with POs set by NBA.



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

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

Response:

The attainment of POs is measured by measuring the COs in the individual courses. The course outcomes are assessed in mid examination, semester end examination, online quiz and assignments. In order to reach the **overall attainment level, each question in the mid/end semester assignment/quiz are prepared according to COs.** The overall attainment level is set as the main target for the completion of any programme. The following means and tools are used for measuring the attainment of course outcomes.

Mid-examination: This form of assessments is carried out during the examination sessions consisting of two semesters. Two mid-term tests are conducted in a semester. Half the syllabus of each course is covered in one mid-term test and the remaining half in the second mid-term test. These exams are conducted with a focus on attaining the course outcome.

Semester end examination: The semester end examination is considered as an important metric to assess the COs attainment. Through a descriptive method, the attainment of the course outcomes and the programme outcome are realized.

Assignment: Students are assigned course related tasks in the form of assignments that are evaluated and marks are allotted, based on their innovation and presentation.

Through Rubrics, mini projects/ major projects, laboratory experiments/ exhibits, seminars/workshops, internship/ field trips are assessed.

Determination of the **attainment of programme outcomes involves three steps.**

Step (i): Identification of Programme outcomes (POs), identification of course outcomes (COs) and mapping of COs with POs

Step (ii): Measurement of attainment of COs

Step (iii): Measurement of attainment of POs

Step (i): NBA has identified 12 POs which are common to the Engineering branches. Course outcomes (COs) are prepared for each course offered. Each course outcome is to be mapped with one or more POs depending on its contribution to the attainment of specified POs. The levels of contribution are specified by 1, 2 and 3. (1-low, 2-medium, 3-high).

Step (ii): The attainment of COs is measured by (a) direct assessment tools (b) indirect assessment tools. Direct assessment tools include (i) mid-term tests (ii) online quiz (iii) assignments (iv) end examination.

Indirect assessment tool includes course exit survey.

Attainment of course outcome for internal and external evaluation (mid-term tests, online quiz, assignments) is done as follows:

% of students getting more than 60% marks for each course outcome	Attainment level
< 70	1
>=70 - < 80	2
>= 80	3

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 83.69

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
487	521	494	480	462

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
577	601	591	566	585

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.8	
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: 40.44

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
7.58	12.27	16.19	4.40	0

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: 0.83

3.1.2.1 Number of teachers recognized as research guides

Response: 1

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	0

3.1.3.2 Number of departments offering academic programmes

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

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

3.2 Innovation Ecosystem

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

Response:

ALIET has established a **Research Forum** to promote ongoing research activities and programs to explore research-driven innovations among staff and students. The Institution promotes research integrity by initiating several steps for the creation and transfer of knowledge through the following ways:

Supportive Services for Embedding Research Culture:

The Institution believes that research culture is pivotal to educational excellence. To ensure this, **The Entrepreneurship Development Cell (EDC)** for Skill Training, Research and Original thinking is established to help staff and students in the development of India's Entrepreneurial eco-system. **A DST Funded Project worth (23,47,400) entitled " Assessment of innovation and activities in micro, small and medium enterprises (MSMES) - An emperical study in Andhra Pradesh was sanctioned to Dr. Venkateswara Rao Podile in the year 2018.** Number of activities were conducted through ED Cell.

The gamut of services rendered by the ED Cell are as follows:

- The **cell collaborates** with the working professionals, aspiring and existing entrepreneurs, mentors, angel investors, venture capital firms and corporates through events like interactive sessions and conferences.
- **Encourages partnership:** Various courses on Entrepreneurship Development Program in collaboration with the National Institute for Micro, Small and Medium Enterprises (NIMSME) were held.
- **Women Entrepreneurship Development Program (WEDP)** was also organized.
- **Sedi-bus** Andhra Pradesh awareness programs were held for creating possibilities for upcoming start-ups.

Productive Directions for Creativity and Innovation:

The Institution encourages new innovations and productive direction through research forum for **creating ideas and other initiatives**. Efforts are being made to create an eco-system where faculty members, students and investors come together on a common platform to commercialize the ideas created by the students. The Institution provides seed money to the Centre. Following are the outcomes of the activities:

- **Patents** by the staff.
- **Guiding students** to look into social oriented problems and formulate responses.
- **Presentation of ideas through seminars:** Students are encouraged to think critically on each of the concepts they study and come up with innovative ideas and present them in the form of seminars.
- **Ideas are scrutinized** and necessary suggestions are given by the nominated research committee.
- **Best ideas are encouraged by the Centre** and students find ways to solve them through project work/surveys and it is part of the teaching-learning process.
- **Seed money** is provided for doing research.
- **External professionals and industrialists** are invited to give insights on research focused areas.

Other initiatives for creating the transfer of knowledge.

The Institution inspires faculty and students to take up various initiatives to transfer knowledge.

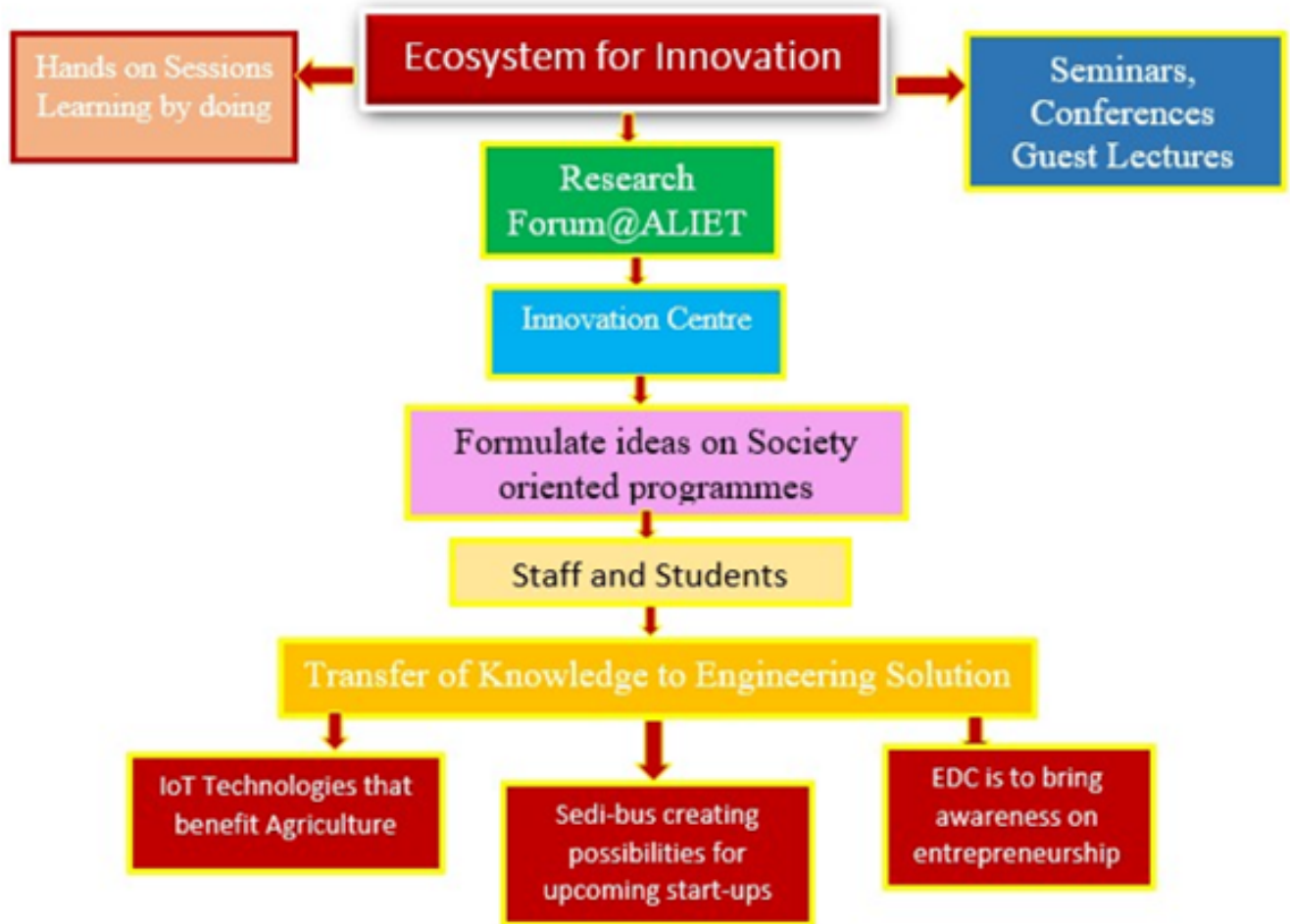
Faculty initiatives:

- **Organizing major and minor** projects at National and International levels.
- **Pursuing their Ph.Ds.**
- **Organizing seminars, conferences, workshops** to impart knowledge and ideas.
- **Publishing books.**
- **Publishing Papers.**

Students' Initiatives:

- **To monitor and improve the quality of pisciculture**
- **Detection and rejection of defective ceramic tiles etc.**
- **Mosquito Killing lamps.**
- **Fabrication and characterization of RFMENS Switches.**
- **Automatic Human face recognition.**

The progress of these projects is monitored and reviewed on a regular basis. Thus, the Institution nurtures the eco-system created for innovations and **nurture** ideas for transferring knowledge.



File Description	Document
Upload any additional information	View Document

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

Response: 10

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
3	4	2	1	0

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years	
Response: 0	
3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years	
3.3.1.2 Number of teachers recognized as guides during the last five years	
Response: 1	
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: 1.35											
3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.											
<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>53</td> <td>25</td> <td>61</td> <td>39</td> <td>6</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	53	25	61	39	6
2020-21	2019-20	2018-19	2017-18	2016-17							
53	25	61	39	6							
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: 0.67

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
25	26	20	10	10

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:**

“The best way to find yourself is to lose yourself in the service of others.”

- Mahatma Gandhiji

ALIET has constituted a dynamic NSS team with 100 volunteers, in the year 2019 with the aim to inculcate values pertaining to ethical norms and social justice in the society. Under the banner of NSS, the faculty and students participate in various events to promote social responsibility and to bring about a radical change in the neighboring communities. The NSS serves as a platform to sensitize students by making them competent, conscientious, compassionate and responsible citizens. **Every year, a number of activities and outreach programmes are conducted by the team.**

Initiatives taken by ALIET during the Lockdown Period:

To address the situation of migrant workers during the lockdown period, the NSS team of ALIET took the initiative to offer **midday meals and provisions** in the southern state of Andhra Pradesh in India. Amidst heart wrenching and agonizing situations, the students along with the management, distributed food and provisions to migrant workers **during the first wave of 2019.**

- Nearly **250 Migrant workers** were fed every day.
- A Symposium on Socio-Economic and Traumatic Challenges impacting Migrant workers was organized on the Zoom platform to increase awareness about their situation.
- The NSS team conducted COVID vaccination drive for the prevention of COVID at ALIET.

During the second wave-2021, a **Task Force Team** was instituted with the aim to support the COVID victims and the suffering humanity. The NSS team of ALIET reached out to the poor and needy, providing

them with **foodgrains, food packets, dry ration, Tarpaulin sheets, medical kits and also isolation center** for the COVID affected victims.

To voice out the pathetic situation of Migrant workers in India, the NSS team of ALIET made a presentation on the International level at a Lumen Conference in Romania on the topic “**Initiatives and Responses to Migrant Workers during the Lockdown period**”.

Local Initiatives by the NSS team of ALIET:

- To sensitize students on social issues **nearly, 69 programmes** were conducted by NSS team of ALIET.
- The NSS team of ALIET adopted a Tsunami affected village named Raipalli near Machilipatnam. The women folk were motivated and given Rs. 2.4 lac subsidy for making them self-reliant.
- Students donated a **Water plant** to **RCM Government Primary school**, Kamaiahtopu, Kanur Village, near Vijayawada on 13.04.2017 and helped the school children to have access to safe and protected drinking water.
- Whenever required, students **donate blood on voluntary basis**. Every year, approximately **78 units of blood** is donated to Government hospitals.
- Every year, the students visit the **old age home run by the Little Sisters of the Poor**, Namburu, Guntur District and distribute fruits, food and provisions and generously contribute to the old age home.

Promotion of environmental ethics and green practices:

- With the constant efforts of NSS team, ALIET has received a **green Championship award**.

Every year, the students actively participate in the **plantation program**, inside and outside the campus.



File Description	Document
Paste link for additional information	View Document

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

Response: 3

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
2	0	0	0	1

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: 64

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	16	17	9	4

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

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

Response: 31.15

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
814	796	1146	651	157

File Description	Document
Report of the event	View 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: 24

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
2	1	5	10	6

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

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

Response: 39

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
10	8	16	2	3

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Infrastructure and Learning Resources at ALIET provide an eco-friendly and serene platform for the intellectual and physical well-being of everyone on campus.

The Institution has two blocks, spread across 11.67 acres, with a built-in area of 18722.29 Sq.m and is equipped with appropriate Physical facilities.

Physical Facilities:

The staff and students benefit extensively from the following Physical facilities:

- ICT equipped classrooms
- Classrooms with Interactive Boards
- Well-resourced Libraries and well-equipped Laboratories
- Seminar halls
- Counselling room
- CCTVs, Internet and Wi-Fi connectivity with an internet speed of 130 Mbps
- Gymnasium
- Elevator, Girls' rest room furnished with sanitary disposer
- Ramp, Wheel Chair and Infirmary with qualified nurse
- RO filters and a good number of washrooms.

Classrooms:

The Institution has 45 classrooms including seminar halls having an area surpassing the standards set by AICTE norms. The average area of each classroom is about 79 sq.m. As per AICTE norms the requirement for classrooms are 34 for UG program and 4 for PG program. But the Institution has 36 UG classrooms, 4 PG classrooms and 5 seminar halls. Departments are provided with 55 LCD projectors. The faculty regularly makes use of them for effective teaching and learning.

Laboratories:

The Institution has the required number of laboratories as per the norms of the University. It has procured software packages, such as Ansys, Creo, GIS, Stad, AutoCAD, MatLab, Xi-linx, Mentor graphics, Rational Rose, Tally etc. The Institution has additionally established applied Robot control lab.

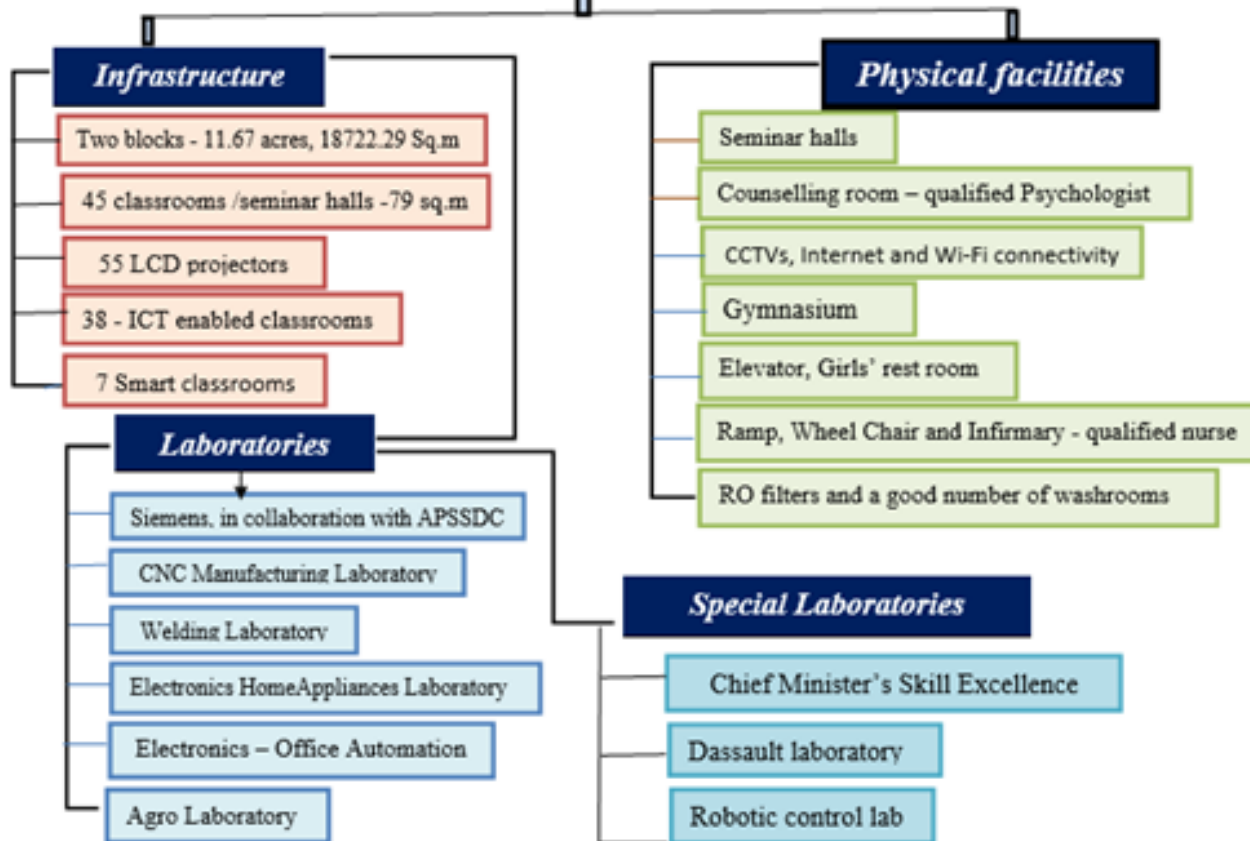
Apart from these laboratories the Institution provides comprehensive and integrated range of support, including space, training to internal and external students to gain hands-on experience in innovation and entrepreneurship through the following labs.

- **Siemens, in collaboration with APSSDC** (Andhra Pradesh State Skill Development Corporation), has established the following laboratories, viz.

1. CBT- Manufacturing
2. CNC Manufacturing Laboratory
3. Welding Laboratory
4. Electronics Home Appliances Laboratory
5. Electronics – Office Automation
6. Agro Laboratory.

- **Chief Minister’s Skill Excellence Centre** was the lab established by the government of Andhra Pradesh. The center is equipped with 37 laptops, having 16 GB RAM. Apart from the regular curriculum the students are given an exposure to various skill development programs related to web development technology namely, Python, AWS, Cloud Architecture and many more.
- **Dassault laboratory** was also established by APSSDC. It has 3-D experience Lab , a new innovative frame work with 37 laptops, 16GB RAM. Students are given an exposure to a number of advanced software technologies like CATIA ,DELMIA,SIMULIA,BIOVIA , etc.
- **NPTEL is available and can be accessed from any laboratory on campus.** SWAYAM PRABHA DTH Channel has been established in order to enable students to have access to quality learning material.

Computer Facilities: In addition to the above labs, the institution provides facilities for the computational needs of the academicians and the student community. The college is equipped with **710** computers with advanced and latest software. Each department has its own computing facility for the staff.



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

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

Response:

The Institution has the required infrastructure to promote **co-curricular and extra-curricular activities**. The college provides ample space for training and grooming of players. The Institution has teams of

players for various games. The Physical Education Director assists the students in developing their capability through recreation, and to revitalize themselves. The management checks on such supportive facilities to meet the students' requirements and expectations.

Sports & Games:

Sports and games are essential parts of education and the Institute has adequate facilities to support outdoor and indoor games. The Department of Physical Education encourages the students to participate regularly in Inter-Collegiate, Inter-University, State and National level tournaments through meticulous planning and rigorous practice.

The cricket ground on the campus was laid in the year 2012-2013. The **Volleyball court for men** was prepared in the year 2008-2009, a **Throw ball court and a Tennikoit court for women** were set up in the year 2012-2013, **Kho-kho and Kabaddi courts** were prepared in the year 2014-2015 and they are used every year by many students. **Table Tennis boards** are available for students and faculty. In addition to these, students make use of the facilities of the **basketball court, lawn tennis court** and the 400 m. track for outdoor athletics. **Gymnasium** is available in the institution to provide physical fitness.

Cultural Activities:

The Institution believes that **academic knowledge and cultural competence** go hand in hand. To ensure this, the institution creates an opportunity through VENTURA – a platform for cultural fest which is organized for a week. Students are provided with a number of opportunities to participate and showcase their talents. The cultural events are conducted in Fr. Devaiah Auditorium. The COLLEGE DAY is also celebrated in a grand manner to exhibit the creative talents of the students.

Every year, the college conducts the **EPISTEMICON A NATIONAL LEVEL TECHNICAL SYMPOSIUM** for encouraging student talent at the state level. In this paper presentation, poster presentation, project Expo, Technical Quiz, spot events are presented. For winners, the Institution offers cash prize.

Kaladarshini:

It is an innovative idea of the management to have a unique centre, 'Kaladarshini', solely dedicated to arts and fine arts on the campus, committed to the formation, promotion and preservation of fine arts and culture in Andhra Pradesh. It nurtures the talents of students by imparting to them training in a variety of fine and folk arts, along with drawing and painting courses. This helps the students to make use of the facilities and pursue their passion in learning classical dance, music and instrumentation.

Yoga:

Every year, during the first month of the academic year, special Yoga classes are organized for the students with the support of external professionals. This helps them to learn adequate techniques to overcome stress and enables them to be emotionally balanced. The Institution participated in **Yoga for Unity and Well-being** at an international level. Every year, the Institution organizes **Sports day, College Day and Cultural week to nurture the innate talents of the students.**

Facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities at ALIET



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: 95.45

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 42

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: 18.63

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
14.80	62.81	129.79	88.37	131.07

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

4.2 Library as a Learning Resource

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

Response:

The Library at ALIET is the **information centre** that provides a lot of teaching and learning resources and related information to the students and faculty members. It is very spacious and has a resourceful learning centre with plenty of open educational resources (OER). The seating arrangement provides a comfortable learning environment in the library.

Library in google site: (<https://www.sites.google.com/view/alietlibrary>)

Department of Library in College website:(<http://www.aliet.ac.in/library.htm>)

The library is housed with **24,500 volumes of books**, covering all disciplines (Engineering, Science & Humanities, Management, English language & literature, Soft Skills and Aptitude etc.).The library accommodates **academic books, SC book bank books** (4,275 volumes), **reference books,**

Periodicals, project records, previous year question papers, and so on.

The library has subscribed to **75 national & international journals and magazines**. It has subscribed to **e-journals** i.e., **IEEE Digital library** and **Science direct**. (<http://aliet.ac.in/student/lib%20final%20with%20pictures.pdf>)

The library has **DELNET (Developing library network) membership** that allows users to borrow books from libraries of other Institutions all over India who are members of DELNET.

The library has also **NDL (National digital library) membership** and provides access to various E resources.

The **Digital library** is furnished with **20 systems with 10Mbps** band width to **access E-journals & E-books**. It provides facility to watch **NPTEL Video lessons**. The **patrons of the library** are also provided with **audio and video facilities**. The users can access many open access databases along with subscribed databases. **The digital library** provides a comfortable environment to the patrons who are **doing research**. Students can work on their projects using E-resources and expand their knowledge.

A **display board** has also been provided in the library where students can view **interesting articles and news-clippings**.

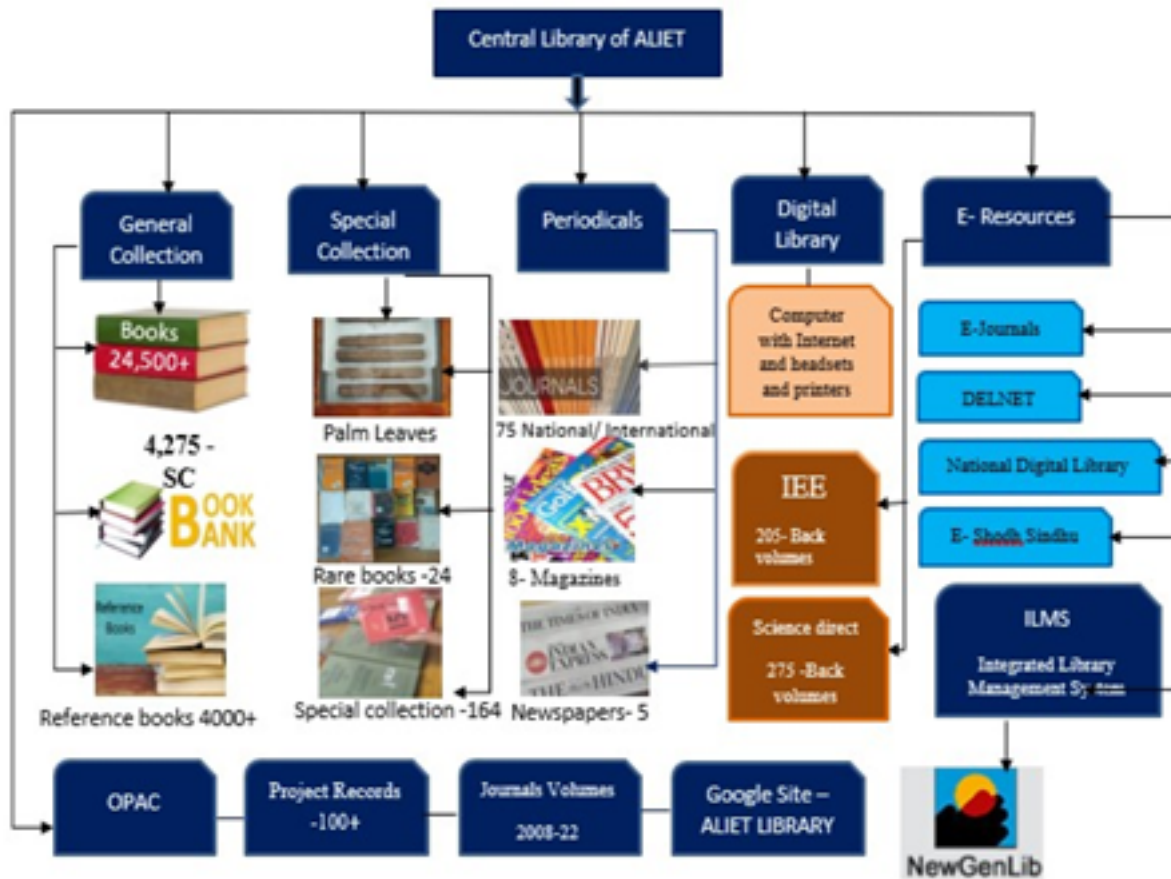
The library conducts **user orientation programs** every year to enable users to effectively utilize the facilities and resources made available by the library. The library conducted an elocution competition for students on the occasion of National Library week celebrations 2019, and on the occasion of the 150th Birth Anniversary celebration of Mahatma Gandhi, on 23rd November, 2019.

The library organized a **One Day Book Fair** on 13th August 2019, on the occasion of the **National Librarians' Day** celebrations i.e., the 127th Birth Anniversary of Padma Shree Dr.S.R.Ranganathan, the father of Library Science.

On the occasion of the **National Librarians' Day** on 12th August, 2020 and also 2021, we paid our tribute to Dr.S.R.Ranganathan, the father of library science. **National Library week celebrations were held** on 18th November, 2020 and 16th November to 20th November 2021.

The Library is equipped with **NewGenLib software package** which is an **Integrated Library management system (ILMS) updated to 3.2 version** that supports all in-house operations of the library. All the library activities are computerized, including **bar-coded ID cards** and separate **Web Online Public Access Catalogue (Web OPAC)** terminal for searching books in the library. Following are the details of the information: (<http://61.0.231.68:8080/newgenlibtxt/>)

- **Name of the ILMS software: NEWGENLIB**
- **Nature of automation (Fully/Partial): Fully**
- **Version: 3.2**



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: 18.08

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
14.43	17.16	19.24	16.77	22.79

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

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

Response: 7.09

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

Response: 169

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution updates its IT facilities regularly to meet the global standards to provide quality services to stakeholders.

Local Area Network (LAN) Facility: The college has Local Area Network (LAN) facility which is connected throughout the campus. This provision was upgraded with OFC in 2017.

Internet Facility:

The college maintains high-speed semi leased line Internet connectivity with 130 Mbps bandwidth through the Act Fiber Net Corporation and BSNL. In addition, some of the classrooms are upgraded to wireless, in the year 2020-21.

IT Infrastructure:

The college is equipped with **710** computers in the campus, connecting students and the academia. Every department is provided with a Laptop and two Desktop Systems are given to the Faculty members.

- Classrooms are equipped with ICT tools to make the teaching – learning content accessible to the learners. Interactive Boards (7) in the Class rooms are installed to make Teaching-Learning more effective.
- Seminar halls are updated with PAS, LCD projector and LCD screens. Smart technology is upgraded for capturing and recording important information.
- IoT Lab is established to enable various experimentations and innovative services for Industry and academic uses.
- The Institution's E-mails are created for authorized communication.
- NPTEL Server links are created for the easy access of professional resources.
- Library bar code scanner is upgraded for the quick entry of books.
- TV Notice book is introduced to preserve the footage against any misconduct

Wi-Fi:

Computer laboratories are equipped with networked PCs and LCDs PCs, to display web content/ audiovisuals to the learners. Some of the classes on the campus are Wi-Fi enabled with highspeed internet connections to allow the students and staff to access the web content.

Public Address System (PAS) is installed in the classrooms, laboratories and seminar halls to provide facility for emergency notifications.

Visual LED Display Screen is mounted on the portico of the campus to exhibit daily updates.

Surveillance Cameras are installed for the security monitoring systems.

Students' Attendance Management system is installed to check the regulatory of the students' attendance and also communicate the same to the parents.

ICT for security: Campus Network is linked through firewall. The Institution updates all the computers as

per requirement with the help of fortiGATE300d firewall as a protective means from hackers and cyber threats.

Every Department is provided with Genuine Softwares such as OFFICE 365 MICROSOFT LICENCE CAMPUS AGREEMENT, RATIONAL ROSE and ORACLE for CSE & IT Departments, GIS & STADPRO for Civil, ANYSIS, CREO, AUTOCAD for Mechanical, XILINX, MATLAB& MENTOR GRAPHICS for ECE, MATLAB for EEE,TALLY for MBA, K-VAN for Science and Humanities (English Laboratory).

Departments are using Open-source application softwares such as Oracle, Java, GCC compiler for C,C++,Apache Tomcat, Eclipse IDE, Selenium, Lamp, Diatool (Diagram Editor),Umbrello (UML), Apache Hadoop 2.7.0,Eclipse IDE with Android plugins.

Apart from the mentioned replacement of computer peripherals such as earphones, mouse & keyboard, refilling of powder in printer cartridges, replacing printer drums etc. is executed every academic year, as per the requirement.

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

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

Response: 3:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and

academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 8.42

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
27.36	28.12	41.06	47.13	46.49

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

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

Response:

The college forms policies for maintaining and utilizing Physical, Academic and support facilities for the staff and students. The established systems and the procedures for the maintenance of the facilities are done in the following way:

- Departments and Committees make a request.
- Planning takes place
- Budget is proposed
- Appropriate measure is taken
- Request is attended to and resolved.

The maintenance of academic and support facilities in the Institution are carried out in the realm of Civil Maintenance, Machinery/Laboratory Maintenances, Power Supply Maintenances, Central Library and Sports.

Civil Maintenance

The effective functioning of the Institution lies in the maintenance of civil works in order to get uninterrupted services, which includes:

- Maintenance of cleanliness, hygiene and sanitization in the campus
- Repair work
- Road Maintenance

- Water supply and water tank maintenance

The Institution takes utmost care of the various civil works which channelizes the effective functioning of the same.

Plan of Action

- A request is put forth by HoD and the Director attends to the request.
- The problem is looked into by a supervisor in-charge of civil works.
- As per the requirement, the problem is attended to and resolved.
- If the finance exceeds the budget, the management body has to approve it.
- Quotations from various vendors are sought.

Machinery/ Laboratory Maintenances

The Institution follows a standard procedure for the maintenance of equipment, such as machines, namely:

- The follow-up procedure of service of the machinery/ equipment during the service period is done before the warranty period, either in-house or in the supplier's place. It all depends on the nature of the defect.
- In some cases, after the warranty period, if the machinery requires service, then the staff in charge reports the matter to the System Admin and he takes care of getting it done in the best way possible.
- In extreme cases, if the repair is not possible, then suppliers from outside the organizations are contacted to do the needful.
- After the repair work, the System Admin takes responsibility to get the bill signed by the staff in charge and the secretary, and then, submits the bills to the accounts department.
- Coming to the laboratories, the equipment is maintained with utmost care. Wherever possible, preventive maintenance is implemented. The schedule for preventive maintenance is followed based on the recommendation of the supplier of the equipment.
- Before the commencement of each semester, the concerned technician checks the working condition of each equipment, and gives report to the concerned staff in-charge and to the Head of Department, who in turn ensures that the equipment is restored to working condition.
- If the equipment fails during the semester, it is ensured that it will be brought back to working condition with a minimal lapse of time. Computer laboratory technicians take care of the computer maintenance in each computer laboratory.

Power Supply Maintenances

The department of Electrical and Electronics Engineering takes care of **the power supply Maintenance**, by:

- Checking the solar panels and noting down the readings.
- Once in two weeks the solar panels are cleaned and once in six months the inverters are checked to find if they are in working condition.
- Regular checking of power generation is carried out.
- Checking the lubricant oil and the specific gravity of distilled water of the installed batteries.
- Keeping the generator clean and functioning. Maintaining the load balance of each generator.

- Taking part in energy and water audit.

Central Library

Library is the treasure house of knowledge. Creation of a proper environment is essential in making the students feel comfortable and in making reading enjoyable.

- Books in the library are neatly arranged on the racks. On each rack, the series of call numbers are displayed. This helps the patrons to pick up the specified book easily.
- To ensure that every book is accessible to the students, some of the books are marked as reference only, and they are not issued to the students.
- The books are not only procured but also kept in good condition.
- Disinfectants are sprayed monthly to protect books from termites and book worms.
- To prevent books from physical damage, volumes are bound and kept safe.

Sports

Physical education plays an important role in the holistic development of young students. Facilities for outdoor and indoor games are available in the Institution. To ensure smooth functioning of the team, the Sports Committee conducts regular meetings for discussing the budget proposal for the National and Inter-collegiate tournaments.

- The order is made once the budget is presented by the physical director and approved by the management.
- The staff in-charge purchases the items.
- Equipment related to the sports are replaced and updated on a regular basis.
- Mowing the grass, leveling the ground by roller, marking the lines etc., are done fortnightly, so that the playground is always ready for use.
- Magic soak pits are constructed on the campus to conserve water.

Computer repair/ Network / Projectors and Wi-Fi facility.

- Repair/ Service request is placed through the System Admin.
- Appropriate personnel are contacted for repairing and servicing equipment.
- Status of the service is followed up accordingly.

Overall maintenance and cleanliness

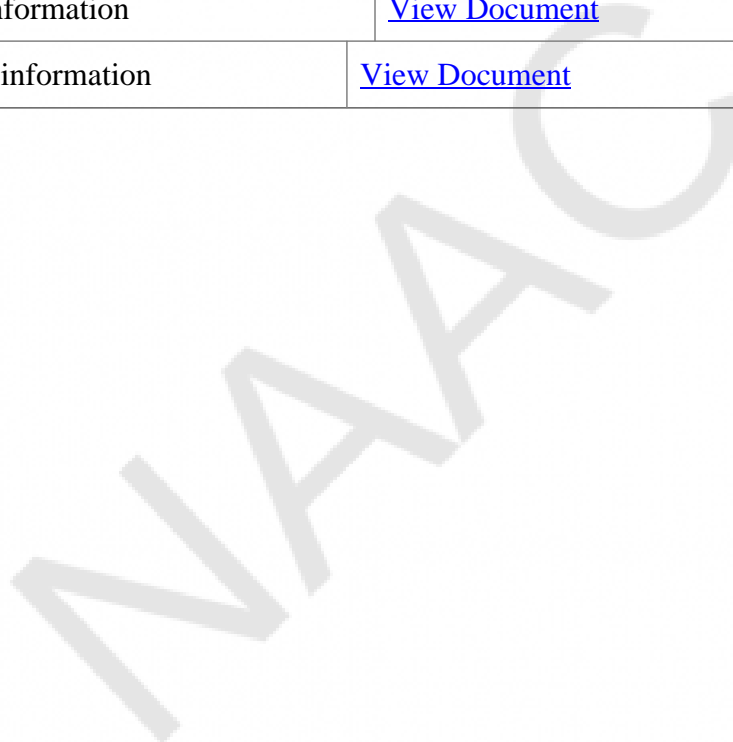
- The physical facilities of the Institution such as buildings, lawns, classrooms etc., are kept clean and tidy.
- The entire floor of the building is swept every day and mopping is done weekly. Classroom furniture is repaired on a regular basis.
- Whitewashing of building and classrooms is done once in three years. The lawns and gardens are well maintained.
- Sprinklers are used to water the plants and grass every day.
- Pest control of India personnel take care of white ants.

In ALIET, we are following closely all the directions issued by the Central and State governments. Our

campus spaces are being subject to regular and extensive sanitizing. Until the pandemic dies down completely, our students, parents, and the larger eco-system feel safe and secure, the Institution will stay cautious and vigilant. It has provided face shield, hand gloves, hand sanitizer set, necessary emergency medication health monitoring devices, and isolation wards to facilitate the teaching faculty and students.

These are the established systems and procedures for maintaining and utilizing physical, academic and support facilities in terms of laboratory, library, sports, etc.

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: 63.45

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
1376	1430	1495	1492	1482

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 0.52

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
26	32	0	0	0

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: B. 3 of the above

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

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

Response: 48.51

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
1348	990	1281	929	1011

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: B. 3 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: 34.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
190	240	234	204	153

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: 19.58

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

Response: 113

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	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: 80

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
17	22	29	14	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	22	29	14	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
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: 24

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
0	0	5	8	11

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:

The students actively participate in various committees of the Institution namely, **IQAC, IETE students' Chapter, Green Guards (Eco Club), Class Review Committee, Cultural Committee and Departmental News Letter Committee.** They get involved in **planning, organizing and execution of events.** The Faculty members encourage students to get actively involved in these activities, **they are given an opportunity to fine tune their communication skills, essential skills, team work skills, problem solving skills and leadership qualities etc.**

IQAC:

The IQAC of the college takes initiatives in creating learner centric environment, organizing inter and intra institutional workshops and seminars in internalizing the quality and culture of the Institution. The cell documents the events and communicates the same to the internal departments. **The student coordinators of IQAC gain firsthand experience about the quality improvement activities of the college which**

provide promising learning environment. They take part in the execution of intra- institutional workshops and seminars.

IETE students' Chapter:

The institution of Electronics and Telecommunication Engineers students' chapter is a professional body which provides a common platform for the student members to share their ideas and knowledge on various topics like curriculum, employment, progression to higher education, emerging trends in technical education etc. **Student members of this committee showcase team work and the spirit of self-reliance in rendering their services to the committee's objectives.**

Green Guards (Eco-club):

The Eco-club of the college conducts various programs and activities to spread environmental consciousness and works towards nurturing a responsible attitude among student community towards the environment. It enables the students to respond meaningfully to environmental issues. **The student representatives of the eco-club take part in green audit, plantation and cleanliness drives, both within and outside of the college.**

Class Review Committee:

The heads of various departments in the college select the students who have leadership qualities as class representatives. These **class representatives play the role of facilitators between the students and teachers.** Class review meetings consisting of the Director, Principal and class representatives of each class are held twice in a semester. **The class representatives voice out their problems related to syllabus completion and teaching and learning process.**

Cultural Committee:

ALIET organizes *Ventura*-a Cultural Fest every year **to inculcate sense of cultural integrity into the students.** The committee selects **student coordinators to plan and execute** the cultural fest in the college. **The student coordinators of the committee go beyond their comfort zones to execute the fest systematically.**

Departmental News Letter Committee:

Students are encouraged to participate in the Departmental News Letter Committee through which they can improve their professional communication skills, editorial skills and rational thinking. **These students report, document and publicize various events organized in the department.**

Apart from these there are also students' clubs namely:

- **Literary Club**
- **Energy Conservation Club**
- **Photography Club**
- **Euphonious Voices club**
- **Magis Club:** "MAGIS"- aspiring for greater things". This club is recognized by AICTE under the SPICES - Scheme for promoting interests, creativity and ethics among students. These clubs

enhance their leadership qualities.



File Description	Document
Paste link for additional information	View Document

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

Response: 5

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
6	5	4	5	5

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

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institution has a registered Alumni Association. The alumni of the institute are still young and in the process of proving themselves. They are still growing and have not yet reached the pinnacle of their prowess. **However, some of them are contributing to the institution in the form of financial assistance.** Some of them, when they visit the institute, share their experiences and what helped them to reach their present stage in life. They also motivate the students to work hard and encourage them to learn from recent developments and use them systematically in their specializations.

They also offer suggestions for modification and updating of syllabus to meet the industry requirements, the means and methods to be adopted for improving communication skills and for enhancing leadership qualities. On the other hand, some of the alumni, those who are well-placed in various companies and hold top positions, do come to visit ALIET. Some of them have expressed their love for the institution and their willingness to render their help and support to the best of their ability. The main desire of the alumni is to reunite with their friends and faculty members and to cherish and relive their memorable experiences.

The dynamic alumni are ever ready to extend their full support to reach out in love and service for the betterment of the institution. **They take initiatives to visit their respective departments and show their genuine desire to share with the upcoming generation, their creative ideas, inspirations, and insights according to the signs of the times.**



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

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

Response: E. <1 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of the Institute:

To impart technical education in the realm of higher education with integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership.

Mission of the Institute:

To form 'Men and Women' for others and mould them as global citizens with competence, conscience and compassionate commitment. Special concern is shown towards socially marginalized students.

The Institute is run by fathers who are part of the Society of Jesus. Under the umbrella of this Society, there are many educational institutions located all over the world. But each institution is run independently and our Institute is run with the motto of forming 'Men and Women for others'.

The institution is committed to achieve its mission in all its endeavours. It has a well-defined strategic plan and policies to implement its vision and mission. The stated core values and objectives of the institution accommodates the New Paradigm – 'Education for Human Excellence'. The key words competence, conscience, compassionate and commitment manifest the strategy of the Institution to form 'Men and Women for others' with a holistic personality.

The Institute believes that its vision and mission will be achieved only when the staff members, both teaching and non-teaching, are committed and whole heartedly involve themselves in the process of transforming students to be better citizens.

The institution has dynamic and qualified faculty members to provide effective leadership and management at various levels in the institutions. The involvement of leadership is achieved through the orientation programs which are conducted every year for the faculty, frequent meetings, and the faculty members are continuously trained to get the best out of them.

Apart from these, the Institution Leadership is also achieved through the well-defined system and organization structure and procedures consistent with AICTE norms and JNTUK – Kakinada rules and regulations, and above all with the Vision and Mission of the Institution.

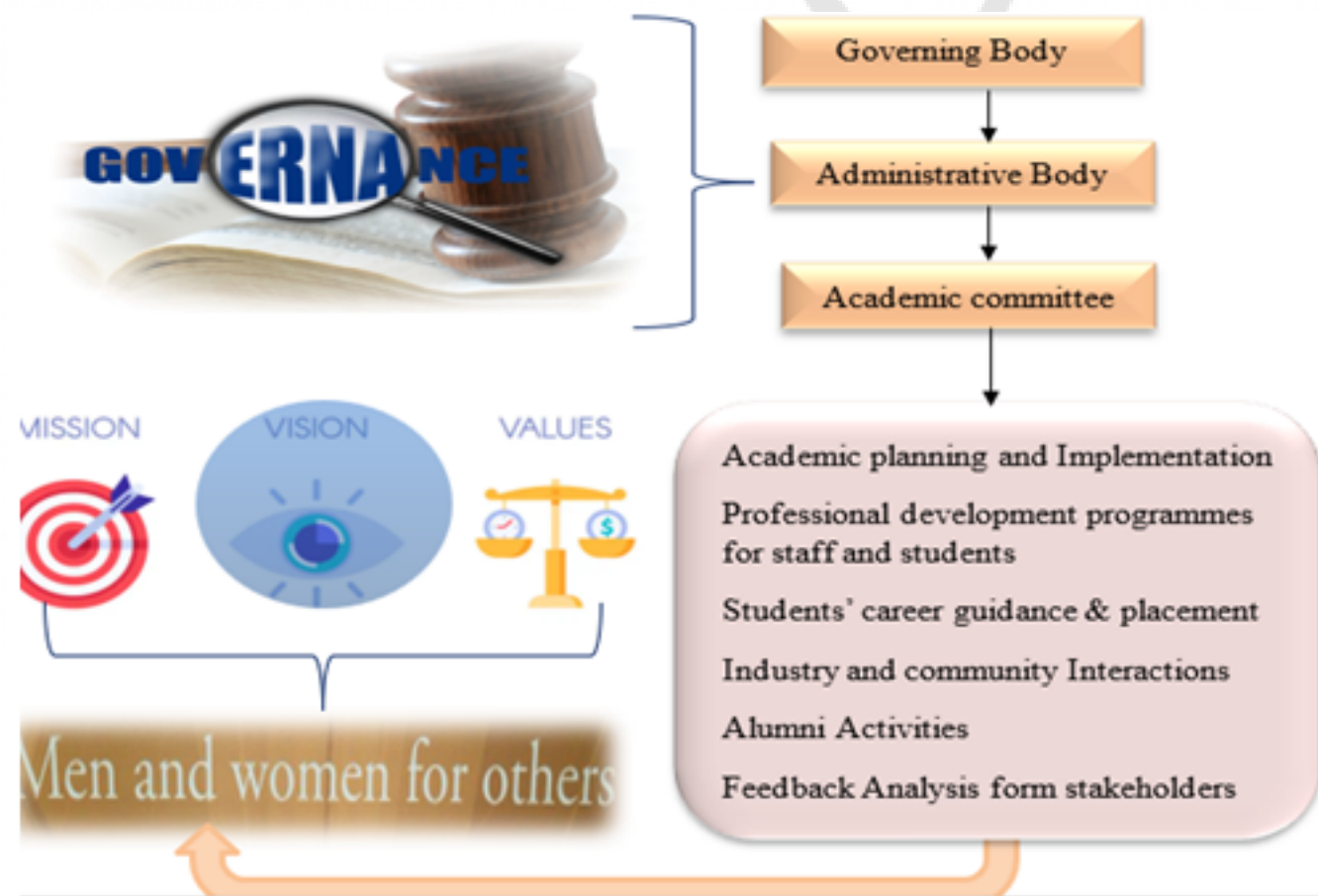
The institution believes in the participation of the teachers in the decision-making process so that goals can be achieved smoothly. To ensure this, various committees such as Governing Body, Academic Committee, etc. are constituted for the effective functioning of the Institution.

The perspective plans of the institution drawn from the vision and mission of the college are as

follows:

- Providing a learning-and-applying climate in order to offer a holistic education to the students.
- Fostering a spirit of innovation and entrepreneurship.
- Practicing social justice by admitting and providing technical education to the under privileged and the more deserving youth of the State.
- Accompanying the slow learners through remedial coaching, study hours and bridge courses.
- Encouraging research by hosting National and International Conferences, Workshops/Seminars and regular Faculty Development Programs.
- Effective mentoring and continuous guidance to the students and parents to ensure care and concern.
- Instilling the values and life skills to cope with challenges and demands of everyday life.

In the future, the institute aims at becoming autonomous so that its resources can be oriented in the best possible manner to achieve its vision and mission.



File Description	Document
Paste link for additional information	View Document

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

Response:

The institution believes in decentralization of authority and participation of all stake holders in decision making process. The Institution has decentralized and practices transparent mechanisms in the areas of administration, academics and financial sectors. Various responsibilities are delegated to all the staff members, starting from the top level flowing down to the lower level.

The constitution of various bodies like the Governing Body, Administrative body, Academic committee, etc. carries out duties and responsibilities in a systematic manner for the smooth functioning of the administration. These bodies play an important role in the policy making of governance, finance, teaching-learning, research, etc.

The Director is the financial and administrative head. He is assisted by two assistant directors, who are responsible for the co-curricular and extra-curricular activities. The Principal is the academic head. He is assisted by HoDs and various committees for the smooth and organized governance of the Institute.

The Stakeholders and the institution participate in various decision making committees. There is a manual brought out by the management to give direction to the staff to discharge their duties with conscious responsibility. The Principal, HoDs, Faculty, Students, Governing body nominees including the university and government nominee, industry experts, educationists are members of different committees and these committees are functional.

At the beginning of each academic year, an itinerary for the entire year is prepared by the HoDs. While preparing the plan, the HoDs ensures the participation of all faculty members as evident in the following case study.

Case Study: Epistemicon - A Technical Fest 2K19

Epistemicon- A Technical Fest **2K19** was organized by the Department of Mechanical Engineering on 21st September 2019. The event was planned under the practicing participative management:

To provide a forum for the students to share and exhibit their technical ideas to the wider community and all the heads of the department, faculty members and students took initiatives to conduct the Epistemicon -A technical Fest **2K19**. The proposal to organize this was intimated to the Principal.

Academic committee meeting is convoked by the Principal to plan and implement the Epistemicon- A Technical Fest 2K19.

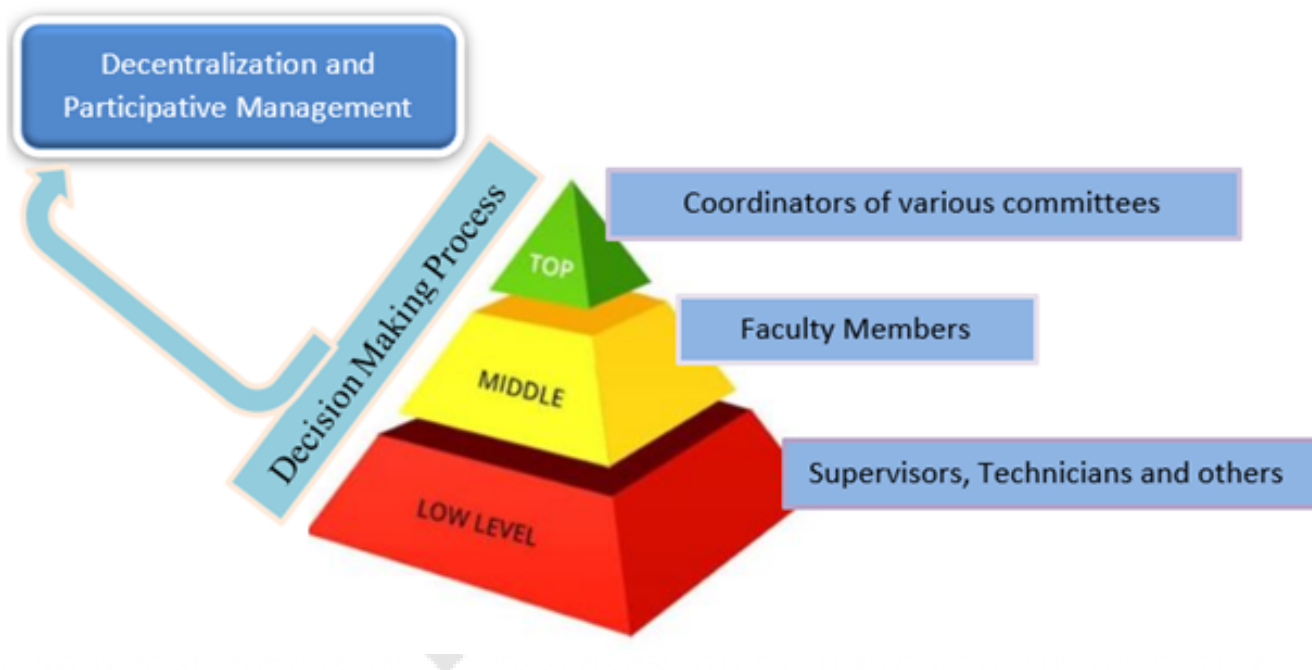
The aims and objectives, together with the proposal and budget allocation was submitted to the Management for its approval.

Once approved, it is decided to involve a faculty representative and student representatives from all the departments. The head in-charges of the departments are also asked to be a part of the team. Once the team comprising of faculty and students is constituted, various activities are planned by the faculty and students' representatives. Various committees are constituted for the smooth functioning of the event, namely:

- Brochure preparation / Distribution committee

- Banner and bouquet committee
- Registration and Kit committee
- Resource person Invitation and Travel committee
- Stage Decoration / Anchoring committee
- Hospitality and Refreshment committee
- Prize distribution committee.
- Print Media and Photography committee
- Budget committee

The above event was successfully organized. Many colleges and students from various institutions participated in the event. Hence, all the faculty members and students were involved in organizing the event.



File Description	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:

The institutional Strategic plan is processed in accordance with the vision and mission of the college which is carried out according to the motto of forming ‘Men and Women for others’. The plan has several clearly formulated objectives, namely:

1. Achieving academic excellence through syllabus planning and delivery.

2. Exploring knowledge through innovative projects, research based on societal and industrial needs.
3. Establishing research cell at the department level.
4. Improving all round development of the student to reach up to global standards.
5. Providing opportunities for students' development through guidance and counselling.
6. Encouraging staff to achieve outstanding performance, both in academic and inter-disciplinary activities.
7. Building up relationship with the alumni, industry and society.
8. Enhancing employability among students through placements and skill training.
9. Pledging to promote social, economic and sustainable environment.
10. Assuring quality in organizational leadership and governance.

The college has a perspective plan for its development for five years. It has many stakeholders like students, parents, faculty, the alumni and the general public. The perspective plan looks into the increasing needs of the all the above-mentioned stakeholders.

The perspective plan has an important significance in the so-called Capital of the newly-formed State of Andhra Pradesh. The plan aims to give a new direction in meeting the growing aspiration of the people in our area for higher education, so as to reach the standards of the other States in India. The perspective plan underscores the importance of skill training, original thinking, and research. It includes course-work development, participatory teaching learning process and expanding skill development strategies and e-resources.

The institution has IQAC to review the progress of Strategic plan and its implementation and also the policies of the institution. The IQAC takes correlative action in attaining its long-term goal.

Increase of research facilities and creating a strong motivation for doing research by more members of facilities is still a new concept in the perspective plan of the college. This means that the faculty has to apply for funding to various organizations for research projects to improve research in the campus and to incubate ideas.



2019-2025

Long term goals:

- To make ALIET a centre for excellence in Krishna District.
- To have 80% of the faculty members who have doctorates.
- To introduce new programs
- To enhance a scope for excellence with the latest technology.
- To collaborate with our sister Institutions Internationally.

Short term goals:

- To strengthen teaching learning process with advanced digital technology.
- To provide campus facilities and support schemes.
- To conduct more certification courses.
- Foster creativity and innovation through various committees.
- To improve research and consultancy projects.

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 Governing Body is the constitutional decision-making body and the members of the Board of Management are conferred with adequate representation. The Governing Body meets to have discussions and deliberations of the activities and approves the policies such as **e-governance, financial support, energy audit, environment audit, green audit, quality audit, disabled friendly, student welfare, recruitment, promotional policies, scholarship and freeships etc.**

The Governing body approves minutes of the various committees which report to the Governing Body. In this manner, the minutes of the new initiatives, budget proposal and the minutes of the Academic committee are all presented for endorsement. The Governing Body also discusses the various concerns of the **students pertaining to academic performance, result analysis and specific directions for enhancement.**

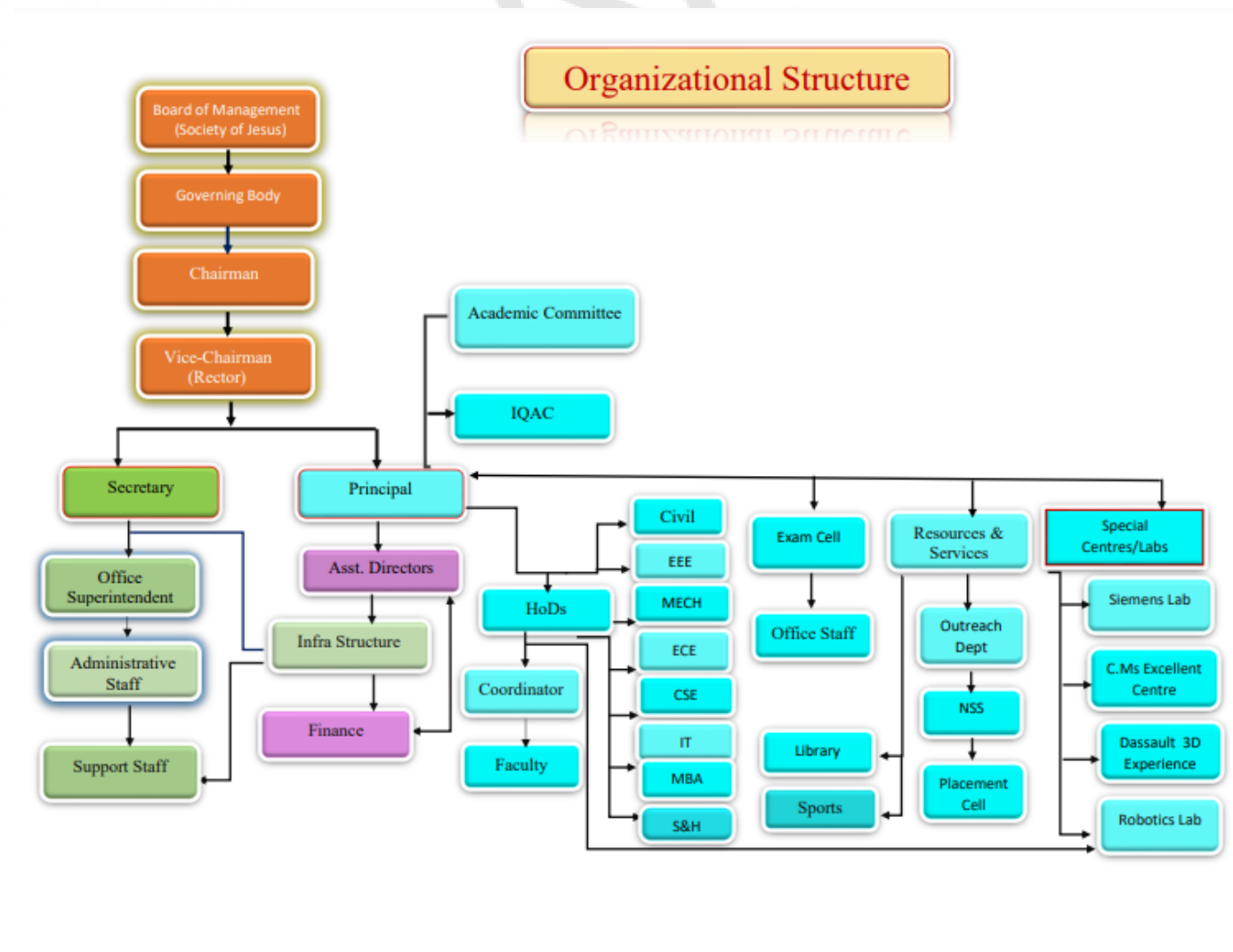
Based on the direction of the Governing Body, the Principal in consultation with the vice-chairman and the secretary of the college, runs the day-to-day affairs and implements the directions given by the Governing Body. As evident from the Organogram, the IQAC, and college council HoDs, offer suggestions to the Principal. In the administration, decentralization is a part and parcel of the Institution, as most of the works are taken up by various officials, with freedom and co-responsibility.

In the college, there are two assistant directors, IQAC coordinators, HoDs and departmental coordinators, who take upon themselves various administrative responsibilities, enjoined upon them by the Principal. HoDs play a vital role in the micro-level management of the institution. On the other hand, the faculty deals with the students and they help in implementing the policies of the college at various levels.

The superintendent and the college office report to the correspondent / secretary regarding administrative matters. The HoDs and the co-coordinators of various committees report to the Principal regarding academic matters. Thus, a smooth functioning is essential in a two-way communication which makes the administration easy and effective.

Service Rules, Procedures, Recruitment and Promotinal Policies :

There are well defined rules, regulations and policies in the Institution in accordance with AICTE, State Government and the Parent University. This document is available in the college website. This service rule manual is provided in the view document link.



File Description	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: B. 3 of the above

File Description	Document
Screen shots of user interfaces	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:

The institute has set up several welfare measures for the physical and psychological well-being of the teaching and non-teaching staff. Various medical-related camps were conducted for all the staff members. A number of health and hygiene related talks were organized to ensure preventive medical care. Apart from these, the management provides financial loan assistance and education fee assistance for staff children. Besides these, all the employees are covered under the gratuity scheme. Special assistance like registration fee, dearness allowance and travel allowance are sanctioned for those attending conferences, workshops and faculty development programs. Non-teaching staff members are covered under ESI and EPF. Interest free loans are given to deserving non-teaching staff members.

Medical

- In-house dispensary and sick- room
- Counselling service
- Maternity leave
- Sick leave

Finance

- Seed money is given to Ph.D scholars
- All the employees are covered under gratuity scheme
- Financial loan assistance is given to the staff
- Education fee assistance is given to staff's children
- Bank and ATM facility is available on the campus
- Non-teaching staff members are covered under ESI and EPF
- Assistance like registration fee, dearness allowance, travel allowance for those attending conferences, workshops and faculty development programs is given.
- Research support is given (M.Phil or Ph.D) through library facilities, equipment, infrastructure and other needed support.
- Infrastructure
- Canteen facility
- First aid and Dispensary with nursing assistantship
- Hostel facility
- Sports room
- Infirmary for staff and students

Thus, the Institution has effective welfare measures for teaching and non-teaching staff on the campus.



File Description	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: 23.8

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
29	33	17	42	44

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: 8.8

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
8	7	10	11	8

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	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: 56.6

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
80	89	48	78	89

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

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

Response:

The Institute has a Standards-Based Conceptual framework used for Faculty Performance Appraisal System which incorporates both accountability and professional development of the staff. The Principal takes the overall responsibility for the staff performance management. The functional features of the Performance Appraisal System are as follows:

- The Performance Appraisal System for the staff is obtained manually/online
- An annual self-appraisal report is submitted by every faculty to the HoDs of the respective departments.

Different forms of Evaluations are:

1. *Students Evaluation of Staff:* The feedback from the students at the end of each semester is collected. The students review the teacher on various parameters like subject knowledge, planning and preparation, content presentation, communication skills, classroom management, use of technology, counselling, time management, interaction with students, the level of encouragement and motivation, mentoring, dedication and hard work.
2. *HoDs Evaluation of Staff:* The management gets to know about the strength and weakness of the faculty through the HoDs.
3. *Self-appraisal of Staff:* Self-appraisal forms are available manually/online. Faculty members fill it out and send it to the office at the end of each semester. The faculty answer various questions pertaining to teaching learning methodology, use of technology in teaching and SWOT analysis.
4. *Management Evaluation of Staff:* The final analysis of Performance Appraisal System is done by the management at the end of the academic year. Faculty with positive feedback are appreciated and those with poor feedback are counselled to make special efforts to improve their way of teaching for better learning. Faculty that does not show any improvement are replaced by better faculty.

Performance Appraisal for the non-teaching staff

The appraisal of non-teaching staff is done by the office in-charge with the help of the management. The day-to-day activities are observed and instructions are given for improvement. In case of negligence, the worker is advised to make possible changes by the management. The feedback given by the office-in-

charge is analyzed by the management and decisions are taken accordingly.

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution ensures financial planning, financial requirements and consistency goals through well set objectives. Strategic growth of the organization is sustained through effective planning. The Institution plans to mobilize the funds according to the inputs and the need proposed by various departments. This proposal by the departments is approved by the Loyola college society and controlled internally and externally through regular auditing.

In the institute, both internal and external audits are conducted regularly. Internal audit is conducted by the members of the society.

- Every year, one or two members are deputed by the society for internal audit.
- The internal auditors verify to their satisfaction whether each transaction is properly accounted for and recorded in appropriate books and proper procedure is adopted for purchases etc. Apart from internal audit, **external audit is carried out every year regularly by chartered accountants.**
- The Governing body monitors income and expenditure pattern and appropriate recommendations are suggested. Well-structured financial section is in place and every financial transaction is recorded through software tally.
- No-Cash Transaction is strictly followed in the institution for all transactions.
- Audited financial statements are approved by the governing body and it approves the auditor for the financial year.

Besides these, the Andhra Pradesh Admission and Fee Regulatory committee (APAFRC) by the State Government thoroughly goes through the audited statement with the help of competent auditors and the fees is fixed based on the expenses incurred by the institutions after a personal interview with the management and the Principal.

File Description	Document
Paste link for additional information	View Document

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

Response: 0.25

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	0.25	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:****Mobilization of Funds:**

The annual fee collected from the students is the major source of income for the institution. This fee and guidelines are fixed by the Andhra Pradesh Admission and fee regulatory Committee (APAFRC). The fee is converted into a fix deposit and withdrawn occasionally as per the requirement of the institution. Later, the fixed deposit money is used for the expenditure of the institute. In addition to this, the interest earned on the fixed deposit is also used for the expenses of the institute.

Strategies for Optimal Utilization of Financial resources:

Every year, during the budget preparation, Heads of departments are required to prepare their requirements for the ensuing academic year in terms of additional equipment for laboratories, computers, software, training, teaching-learning process, library requirements, extension activities, etc. Based on the past records, expenditure for stationery, gardening etc. is estimated. Revenue that can be collected is estimated and expenditure under different heads is estimated and the budget is prepared. The budget is closely monitored in order to avoid the wastage of funds and the available resources are optimally utilized.

Mobilization of funds is also done through other Sources of revenue,namely:

- **Consultancy:** The faculty of the department of Civil Engineering generates revenue through material testing, supplied by external agencies.
- **Rentals:** Computer labs generate revenue by conducting various competitive examinations.
- **Lease of playground:** Revenue is generated by permitting external organizations to conduct sports and games.
- **Research and sponsored projects:** Government supported training programs are regularly organized by EDC.
- **Special training of minority students:** Funds are mobilized through AP Minorities Corporation

for conducting such programmes.

The institution succeeded in getting several **Siemens laboratories** under the Andhra Pradesh State Skill Development Corporation amidst stiff competition. **ALIET** also has **Chief Minister's Centre for Excellence** worth **Rs. 50 Lakhs**. **Dassault Laboratories** for Design and Simulation welding eco-system worth **Rs. 50 Lakhs**.

Besides using these Laboratories for our students, outside students coming from other institutions are trained in these laboratories. So far, **7,000 students** have been trained in these laboratories.

File Description	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:

Internal Quality Assurance Cell (IQAC) is responsible for keeping up the quality at all levels on campus, especially in teaching and learning process at an Institutional level.

The initiatives contributed significantly for institutionalizing the quality assurance strategies and processes are as follows:

- **Usage of ICT tools in Teaching and Learning:**
- **Strengthening Entrepreneurship Development Cell (EDC):**

1. Orientation programme for the staff annually.
2. Induction programme for first-year students.
3. Periodically evaluating the progress of each department for enhancing both teaching and learning especially through academic plan.
4. Constantly remaining informed about LMS and ICT tools for enhancing teaching and learning.
5. Conducting National Conferences, Seminars and Workshops to promote a culture of research through paper presentation and publications.
6. Organizing Faculty development programmes in each department.
7. Strengthening the efficacy of the Entrepreneurship Development Cell (EDC).

Two of the practices that are institutionalized as a result of the IQAC initiative are demonstrated below:

Usage of ICT tools in Teaching and Learning:

The main objective of developing LMS was to enhance the teaching and learning process. In 2019, IQAC

took an initiative to strengthen the mode of teaching and learning.

Following are the new developments made by the IQAC:

Initially, all the faculty members of ALIET used **Google Classroom** and **MOODLE** as LMS for Teaching and Learning. Later, the IQAC took many initiatives and conducted different training programmes for all faculty members.

In the later stages, the IQAC initiated a number of ICT tools to make Teaching and Learning more effective. As a result, today all the faculty members of ALIET use a blend of ICT in their teaching and learning like **Microsoft teams, Canvas**, along with **Google classroom and MOODLE**.

The faculty members of ALIET are well trained to use the different ICT tools in their teaching and learning. Almost 29 faculty members are certified as digital teachers. The IQAC of ALIET conducted different in-house ICT usage training programs for all the faculty members on a regular basis.

IQAC took initiatives to strengthen the functioning Entrepreneurship Development Cell (ED-Cell) at the second level:

The Entrepreneurship Development Cell (ED - Cell) of ALIET was started in the year 2016. The objective of the cell is to promote the spirit of Entrepreneurship in the young mind of the students and make them equipped to face the challenge they would encounter in their Entrepreneurial Journey. EDC-Cell bridges the gap between the ideas to market product.

In the year **2019**, **IQAC took an Initiative to strengthen EDC – Cell**. The Evidence of Success and work done so far are:

1. **A minor research project of Rs 60,000** was sanctioned by Entrepreneurship Development Institute of India (EDII) Ahmedabad under DST-NIMAT.
2. Conducted **Entrepreneurship Awareness camps for B. Tech and M.B.A** students
3. Constituted **Institutional Rural Entrepreneurship development cell (IREDC) in the year 2019**.
4. After the establishment of IREDC **two workshops** were conducted.
5. Some of young Entrepreneurs have plunged in various **start-up in the realm of travel business, online stores, gym etc.**

IQAC constantly strives to interact with the renowned Entrepreneurs, government official, chartered accountants, lawyers to guide and motivate students.

File Description	Document
Paste link for additional information	View Document

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

improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The following are the incremental improvements made in quality for the last five years.

- **CSE, IT, ECE, EEE and MECH** departments are accredited by **NBA in 2021**.
- Institution is placed as '**Brand Promising**' under **AICTE Training And Learning (ATAL) in the year 2021**.
- Institution has received the **Green Championship Award** in the year **2021**.
- **Various Clubs have been started in the institution and AICTE has sponsored Magis Club under the scheme SPICES-Scheme for promoting interests, creativity and ethics among students in 2021**.
- ALIET is one among the 4 affiliated colleges in Andhra Pradesh which got selected for **Leadership in Teaching Excellence (LITE)** Program and one faculty member trained and certified in this programme.
- The Andhra Pradesh State Skill Development Corporation (APSSDC) has established a skill development center in collaboration with Siemens to train the students. Nearly 7,000 students have been trained so far. This is a milestone in the history of ALIET.
- **Various value-added courses have been introduced** to meet the growing demands of corporate companies and to inculcate human values among students.
- **ICT facilities for every course have been upgraded with Microsoft Teams (Licenced) which is blended Video Conferencing tool with LMS. Smart Boards are also made available for every branch.**
- **Students are provided with an opportunity to participate in curricular and co-curricular activities at National and International levels.**
- Faculty and students exchange programs are in progress.
- Faculty and students are certified in many **MOOCs courses offered by Swayam-NPTEL and other international courses like coursera, edx courses etc.**
- **The role of IQAC has been strengthened for taking initiatives in organizing Conferences, Seminars, Guest lectures and FDPs etc.**
- The institute started certification programs in collaboration with **DELL EMC, Oracle, Microsoft** etc.
- **Staff members are recruited exclusively for imparting training to the students in communication and soft skills, coding skills, aptitude and reasoning. Hours for such classes are allotted in the regular time table.**
- **Placement and career counselling cells** are given priority and hence a placement officer is specially recruited. This has resulted in an additional increase of placements from **153** in 2016-17 in a span of 5 Years to **1653**. Some of our students are placed in top and reputed companies like Infosys, TCS, Wipro etc.
- **Library digitalization and automated system is incorporated** for distribution of books, journals and other resources such as e-services are also upgraded. Installation of **ILMS** for book tracking and inventory maintenance is also available.
- Research publication has increased from **45** to **273** by 2020-21.
- Faculty members are given seed money to carry out research in their respective areas of interest.
- As per AICTE model curriculum, mandatory courses are offered since 2016.
- Grade point average (SGPA, CGPA) is implemented instead of percentage of marks.

- Choice Based Credit System and Electives are implemented since 2016.
- Relative weightage for practical exams and number of laboratory hours in each semester are increased.

Practice Institutionalized as a result of IQAC:

Teaching and Learning Process:

- **Micro lesson plans** are prepared by all the teachers at the beginning of the academic year and are made available on their **blogs**.
- Faculty members continue to use the **latest technology** and also **MOOCs** for an effective teaching and learning.
- The blogs created by the faculty members have the **relevant materials, video tutorials, Virtual classroom links** and also **NPTEL videos**.
- All the **Micro lesson plans** and the **course files** are regularly monitored by HoDs and the department IQAC members.
- CO - PO attainment levels are carried out at the end of each semester.
- Students' feedback is collected at the end of each semester and also the performance appraisal is carried out.

Enhancing Students skills for a Better Career.

Exit feedback from students and stakeholders is collected and analysed to improve placements and employability skills. Number of training programmes are conducted on career counselling, guidance for competitive exams for enhancing their computing skills. The in-house trainers of the placement cell aim to bring Multinational companies like TCS, Wipro, Infosys and IBM etc., to the on-campus drives. The students are encouraged to make use of available facilities like Sports, NSS, Clubs, Computing and Internet facilities.

Thus, the Campus is always kept vibrant with numerous training programs and activities.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All 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:

In the Institute, among all the employees, **30.46% are women**. Among the students, **41.01% are girl students**. In the Institute, **there is no gender bias as all are treated equally**. The very fact that more **girl students prefer to join the Institute is an indication that they feel safe and secure** there. Several measures are taken to ensure that women and girls are well protected. Parents/ Guardians are properly informed, especially on orientation day, about the safety and security of their children/ wards.

a) Safety and Security

- All the employees from the top level flowing to the lower level are instructed to sign an affidavit to **abide by the policies pertaining to** girl students, women faculty and co-workers.
- **165 CC cameras are installed** in the Institute at various strategic points, such as corridors, laboratories, parking areas, canteen, main gate, etc. for complete surveillance. **The CCTV footage is saved** as it will help to observe and trace details of any misconduct.
- **Security personnel are appointed** at strategic locations **24x7**.
- **A separate hostel is provided for girls**.
- **Three resident wardens** are appointed to take care of the girls in the hostel.
- **Women's cell is constituted** to motivate and support girl students.
- **The women faculty co-ordinates** with the Girl's Hostel Warden on specific issues.
- **Parents are informed before girls go home** if they leave during working hours.

b) Counselling

- **Mentoring system** exists in the Institute. Mentor and mentee ratio is approximately 1:20. **Mentor is like a guide, helping and advising the mentee** in all aspects of career planning and non-academic related problems.
- **A qualified Psychologist**, with a Ph.D., is appointed for personal counselling and guidance. The college has an **exclusive room for guidance and counselling**.
- **The women's cell organizes counselling sessions** involving also external experts.
- **Gender equity programs are also organized by the women's cell of ALIET**.

c) Common Room

- **Three separate common rooms** are available for girl students where they can exchange ideas and discuss general problems and issues.
- **A permanent qualified nurse is appointed** to take care of sick girls during working hours.
- **Sanitary napkin dispenser machines** are in place in the girls' common room and in girls' rest room.
- **Other initiatives:** Apart from these, girls' representation is assured in the various activities of the institution, such as:

Class Representative

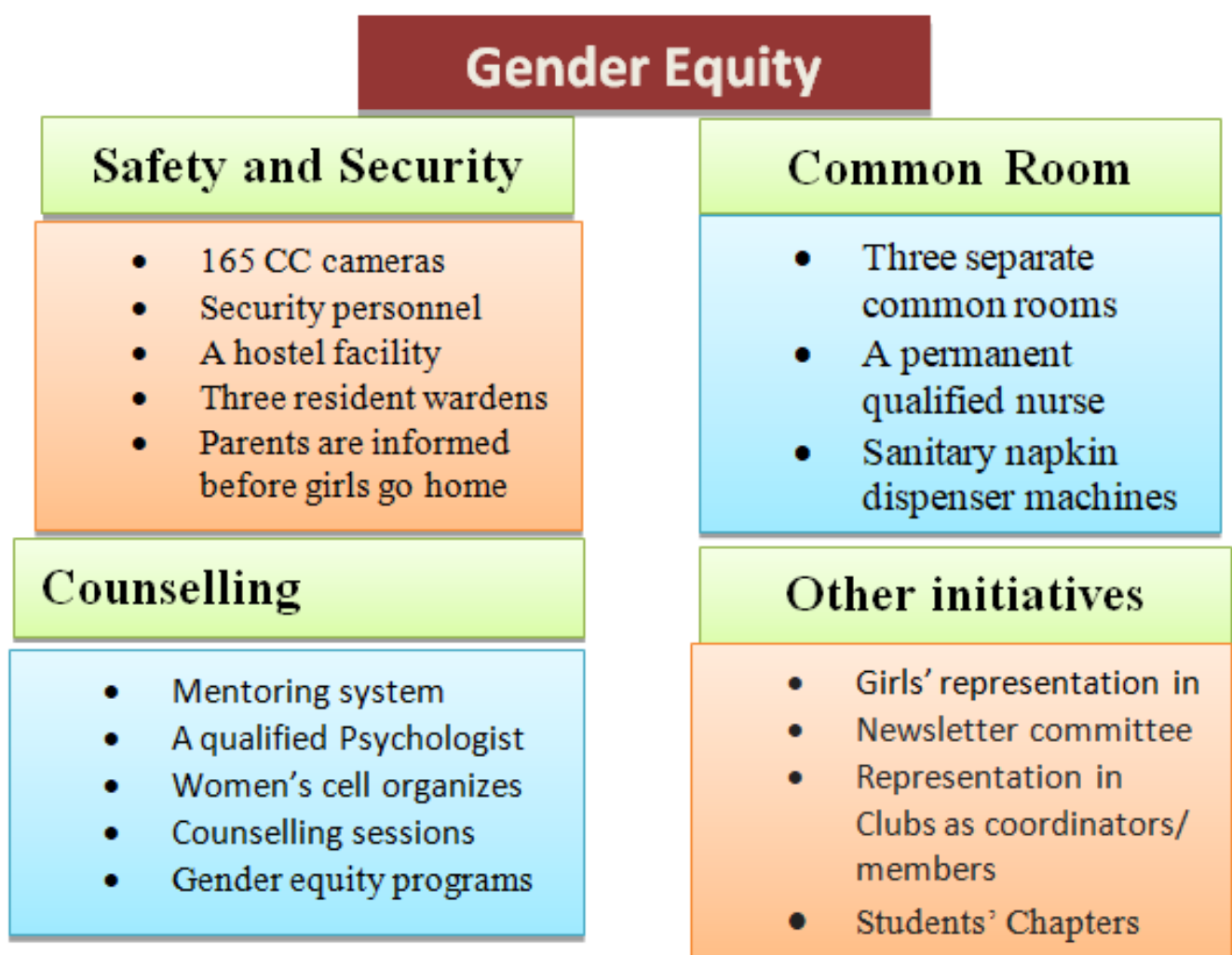
Newsletter committee

Representation in Clubs as coordinators/ members

Students' Chapters

Even though we don't have a **day care centre for young children**, we do provide space for the children of our teaching and non-teaching staff members who are in need.

Various classes on communication skills, technology and skill development are conducted in the institution by the women faculty members for rural children.



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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

Solid waste management:

- Each classroom is provided with a bin, where students can dump all the dry waste.
- In each corridor, a large bin is provided where students can throw the wet waste, such as food waste, etc.
- Every day, the waste collected from these bins is dumped into the bin that is placed by the municipal authorities (Rs.43,500/- is paid to municipal authorities for arranging iron dust bin) just outside the gate of the institution. Once it gets filled, it is taken out by the Corporation and is dumped at the Municipal Corporation dump yard. No burning of dry waste happens in the college premises, thus keeping the environment clean.

- Sanitary incinerators are installed on the campus.

Liquid waste management system:

- An underground drainage system is established, that cost Rs.1,86,825 /- in the year 2016-17 and drainage connection layering was done by spending Rs. 8,01,720 /- in 2017-18, adhering to the measurement given by the municipal authorities. The entire liquid waste is drained through that system as per municipality rules.

Waste Recycling System:

- The institution has an agreement with the Gandhian Foundation for converting waste into wealth.

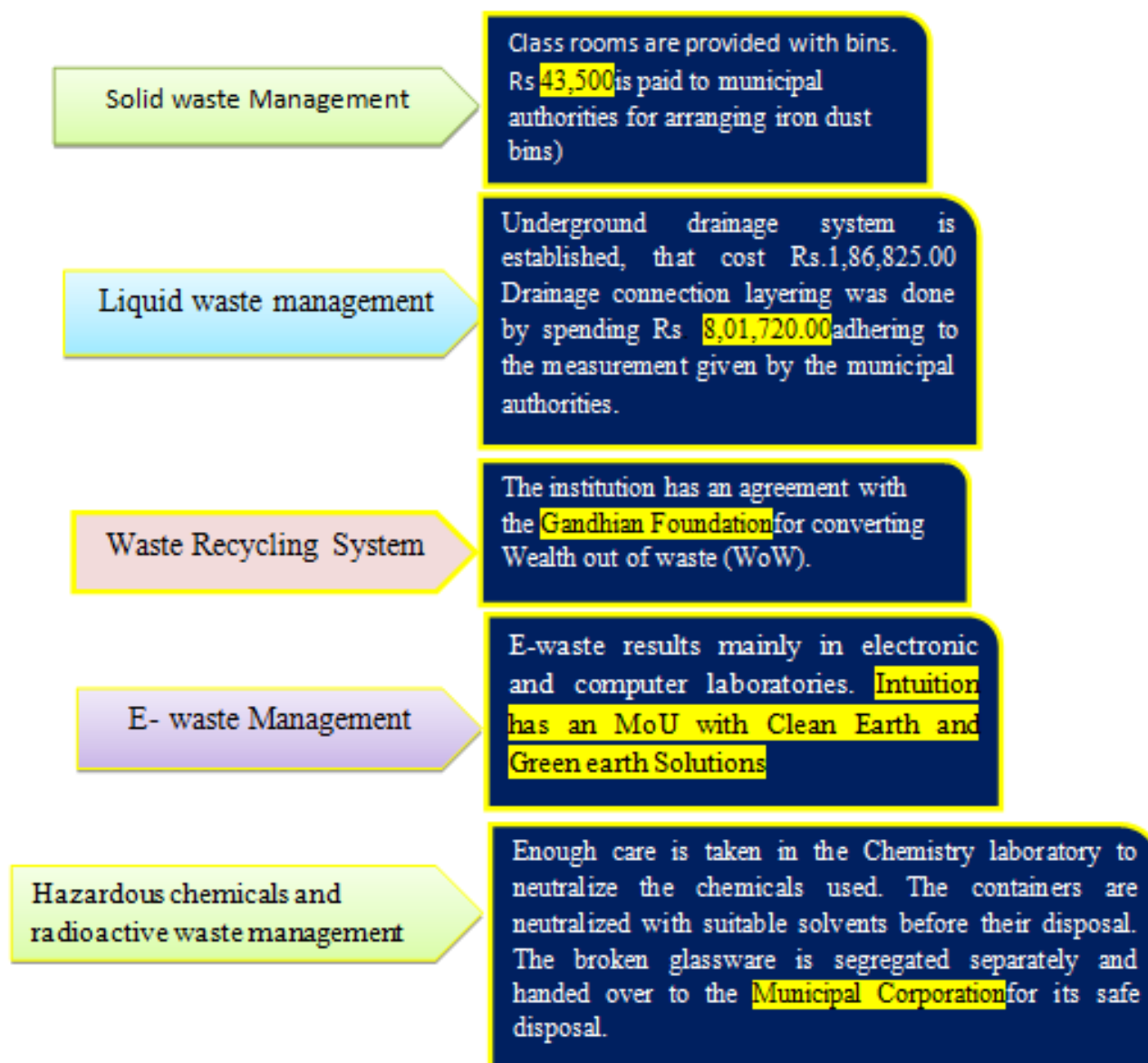
E-waste management:

- E-waste results mainly in electronic and computer laboratories. The institution has an MoU with Clean Earth Green Earth Solutions for disposing off the E-waste.

Hazardous chemicals and radioactive waste management:

Enough care is taken in the Chemistry laboratory to neutralize the chemicals used for the experiments with suitable solvents before letting them into drainage. After the completion of chemical substances in the Chemistry Laboratory, the containers are neutralized with suitable solvents before their disposal, so that they do not cause any harm to the environment. The broken glassware is segregated separately and handed over to the Municipal Corporation for its safe disposal.

Waste Management steps



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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document
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
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
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:

By fostering an atmosphere that encourages a sense of belonging, the institution creates an inclusive environment in which human differences are understood and cherished. Each person is regarded and cherished for his or her uniqueness, which is recognized and cultivated, and their skills are consistently utilized in an inclusive workplace. People are respected irrespective of their differences, in an inclusive environment, so that everyone can fully participate and prosper.

In merit-based admissions, the institute maintains maximum transparency. It believes in the equality of all

cultures and traditions, as seen by the fact that students from many castes, religions, and regions study at ALIET without discrimination. Students are treated equally irrespective of their socio-economic, geographical, linguistic, or community backgrounds.

Students take part in awareness campaigns and rallies against plastic waste, promoting cleanliness, Swachh Bharath, and other issues. Reputed representatives of the police department and legal cell authorities are asked to speak about citizens' obligations and the consequences of ragging, during orientation and freshers' days.

Professors give lectures with acceptance and understanding of students' diverse views, attitudes, and learning methods, and they make a concerted effort to comprehend students' racial and cultural backgrounds. Additional communication and soft skills sessions are held over and above the curriculum to help the students to succeed. Students from a variety of backgrounds are able to converse successfully. Social protection is the goal of the Grievance Redressal Cell, and Women's cell, promoting tolerance and concord, minimizing vulnerability, increasing human capital, empowering women and girls, and cultural, regional inclusion.

Industrial visits expose students to real-world difficulties while also requiring students from all backgrounds to adjust to one another in order to foster tolerance and peace in the workplace. Eminent individuals are asked to speak at national festivals and other campus events to stress the importance of education. Tolerance and concord are essential for cultural, regional, linguistic, community, social, political harmony and other distinctions.

Through numerous groups, the Cultural and Literary Committee teaches students and makes them aware of their social obligations and the consequences of their acts by organizing plays, skits, competitions, and by inviting competent speakers. Traditions from many regions are honoured in cultural activities.

Ventura-a cultural fest, organizes plays, skits, competitions, and invites guest speakers, educating students and ensuring that they are aware of their social obligations and the consequences of their conduct. The institute organizes cultural events such as Sankranti Sambralu and Ventura a Cultural fest, all of which promote communal harmony. Students are encouraged to participate in a variety of co-curricular and extra-curricular activities in order to get to know one another and discuss their thoughts and differences in a constructive manner.

The institute offers financial assistance to low-income and merit-based students, as well as aptitude and general knowledge lessons to prepare them for competitive tests. The college approached the minority corporations to organize a certification course for the minority students. With the help of social welfare department, book bank for the SC/ST students is kept in the Library

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:

India is a big country with numerous languages, sub-cultures, faiths, and ethnic groups, all of which are controlled and guided by the Constitution, regardless of caste, religion, race, or gender.

Andhra Loyola Institute of Engineering and Technology educates students and employees about the institution's constitutional requirements on citizens' values, rights, duties, responsibilities, and by enabling them to act responsibly.

The institute's mission is "To form men and women for others". Talents are necessary to make a decent livelihood and to contribute to the country's socio-economic development and welfare of the society. These values are instilled through the collegiate community's value system.

During national festivals, the Institute hoists the flag and welcomes famous people to motivate students and employees by enlightening them about the attributes of independence warriors and emphasizing the citizens' duties and responsibilities.

Different programmes on culture, customs, values, responsibilities help the students to broaden their vision on life. The institute invites persons from reputed institutions to help the students complete their tasks and achieve their goals.

The intellectual, mental, emotional, physical, and spiritual growth of citizens is a rich heritage of our composite culture, and it is a remedy for all social evils. The institute offers yoga, dance, and music classes as part of this initiative.

The college creates policies that are based on its basic beliefs. Students and employees are given a code of conduct to follow, and everyone should follow these standards of behaviour. Professional ethics and human values are required courses in the college curriculum. As a minor step toward instilling constitutional obligations among the students, the college curriculum includes mandatory courses such as Professional ethics and human values, the Constitution of India, and a three-week Orientation Program.

Eminent personalities are invited to do Guest Talks, and they enlighten the students on ethics, values, obligations, responsibilities and environmental preservation. The institute hosted an awareness session on 'Magic youth' and students were asked to participate.

Citizens' rights, duties, and responsibilities are some of the subjects that are covered in Elocution, Debates, and communication lab activities.

Our institution's NSS activities have a strong affinity for charitable endeavours, such as donating time or resources to government, charities, and organizations at the local, state, and national levels, to assist victims of natural disasters.

Students get involved in an awareness programme and take part in rallies on the prohibition of plastics, promotion of cleanliness, Swachh Bharath, and other topics.

Sensitization of students and employees of the Institution to the constitutional obligations

Through curriculum which includes courses such as the Constitution of India, Professional ethics and human values, the Essence of Indian Traditional Knowledge

Institution celebrates all National Festivals to inculcate constitutional responsibilities and duties to the students and staff.

Through Programmes on culture, customs, values, responsibilities help the students to broaden their vision on life.

Through various activities such as Preamble reading on Constitution day, Elocution, Debates, and communication lab activities where in Citizens' rights, duties, and responsibilities are taught.

Through Guest Talks on ethics, values, obligations, responsibilities and environmental preservation etc.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	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:

India is a country with multi languages, multi- religions and multi-cultures. It celebrates national festivals with great fervour by upholding the spirit and sense of unity among diverse races, cultures, languages, traditions, religions etc.

Following are the national festivals and birth/death anniversaries of Indian personalities celebrated in our institution:

1. Teachers' Day is celebrated on September 5th on the occasion of the birth anniversary of Bharat Ratna Dr. Sarvepalli Radhakrishnan. Every year on this occasion, students celebrate and show their gratitude towards their faculty.
2. Engineers' day is celebrated on September 15th on the occasion of the birth anniversary of Bharat Ratna Sir. Mokshagundam Visvesvaraya, an Indian Chief Engineer, Scholar, Statesman, Politician and the 19th Governor of Mysore.
3. One week of "Vigilance Awareness Week" is observed in memory of the birth anniversary of Bharat Ratna Sri Sardar Vallabhai Patel (on 31st October), the Iron Man of India.
4. 15th October is celebrated in memory of the Missile Man and 11th President of India, Padma Bhushan, Padma Vibhushan and Bharat Ratna Dr. A.P.J Abdul Kalam's Birth Day. The Institution in particular, inaugurated a Research Cell recognizing his contribution to the Nation and to the student community.
5. Every year, "Constitutional Day", on 26th of November is celebrated. On that day, the students read the preamble of the Constitution and participate in a debate and other competitions.
6. Republic day is celebrated on January 26th on the occasion of the birth anniversary of Bharat Ratna Dr. B.R. Ambedkar. A guest is invited for hoisting the flag and to give a message to the student community.
7. Independence Day is celebrated on August 15th. A guest is invited to hoist the flag and give a message to the students on the occasion.
8. In honor of Padma Shri Dr. Shiyali Ramamrita Ranganathan, the Father of Library Science, a book exhibition and events are organized.
9. International Women's Day is celebrated every year, on 8th March. A guest is invited for motivating the young women of ALIET.

Apart from these the Institution also celebrates the following events namely:

- | | |
|-------------------------------------|-----------------------------------|
| • International Human Rights Day | 10th December, |
| • World Aids Day | 01st December |
| • Children's Day | 14th November |
| • World Diabetic Day | 04th November |
| • World Sight Day | 14th October |
| • Dr. K. Koteswara Rao Memorial Day | 07th October |
| • Gandhi Jayanthi | 02nd October |
| • National Service Scheme Day | 24th September |
| • World Peace Day | 21st September |
| • World Ozone Day | 6th September |
| • National Nutrition Week | 01st September to 07th September, |
| • International Youth Day | 12th August |
| • International Day of Yoga | 22nd June |
| • World Environment Day | 05th June |
| • World Health and Safety Day | 28th April |
| • World Tuberculosis Day | 23rd March, |
| • World Wetland Day | 02nd February, |
| • World White Cane Day | 15th October |
| • Telugu Basha Dinotsavam | 28th August |

Thus, the Institution constantly takes efforts to celebrate National, International and commemorative days, events and festivals for the staff and students.

National Day celebrated @ALIET

- ✚ Children's Day
- ✚ Constitutional Day
- ✚ Dr. A.P.J Abdul Kalam's Birth Day
- ✚ Dr. A.P.J Abdul Kalam's Death Anniversary
- ✚ Dr. K. Koteswara Rao Memorial Day
- ✚ Engineers' day
- ✚ Gandhi Jayanthi
- ✚ Independence Day
- ✚ Librarians' day
- ✚ National Service Scheme Day
- ✚ National Nutrition Week
- ✚ National Library week
- ✚ Republic day
- ✚ Teachers' Day
- ✚ Telugu Basha Dinotsavam
- ✚ Vigilance Awareness Week

International days celebrated @ALIET

- ✚ International Women's Day
- ✚ International Human Rights Day
- ✚ World Aids Day
- ✚ World Diabetic Day
- ✚ World Sight Day
- ✚ World Peace Day
- ✚ World Ozone Day
- ✚ International Youth Day
- ✚ International Day of Yoga
- ✚ World Environment Day
- ✚ World Health and Safety Day
- ✚ World Tuberculosis Day
- ✚ World Wetland Day
- ✚ International Day Against Drug Abuse and Illicit Trafficking

File Description	Document
Link for Geotagged photographs of some of the events	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:

Best Practice: 1

Title of the Practice: Micro Lesson Plan through Bloom's Digital Taxonomy for an Effective Online and Offline Teaching and Learning

Objectives of the Practice: Maintaining equity, diversity, inclusion and quality in education system not only requires efforts but also a systematic planning. Bloom's Digital Taxonomy embedded in Micro lesson planning helps in making use of digital and social spaces for effective teaching and learning.

The amalgamation of common digital tasks like moderating, blogging, podcasting, can create a learner-centric ambience on a digital platform. The well-designed tasks namely, **pre-task activities, in-class activities and post-class activities** add enthusiasm and zeal to teaching and learning.

An effective teacher is one who can instill into students, stronger self-belief and greater love for learning. This can be possible only through planning and teaching. Thus, students of various diversities can greatly benefit and learn better through this well-designed Micro-lesson plan. A little more of creativity and encouraging attitude from the teacher can work miracles in the lives of the students and help them to actualize fully their inner potentials.

The Context:

The current Pandemic has enlightened the humanity to rethink and approach life with innovative techniques and tools in various spheres of life. Coming to the educational scenario, Pandemic Covid-19 has created more complexities for maintaining equity, diversity, inclusion and quality in educational system. To broaden the access for continuous and equitable learning, new innovations and methods in teaching and learning are to be incorporated. These methods and techniques, in a way, can serve as tools for student centric, engaging in instructions, inside and outside of the class room.

With this backdrop, the Andhra Loyola Institute of Engineering and Technology, Vijayawada took an initiative to design an effective teaching method based on Bloom's Digital Taxonomy which will promote inclusion for all the students of varied abilities. The blended learning technique was incorporated into the micro-lesson plan focusing on three important aspects of learning, namely: Pre-class, In-class and Post-class. Keeping in mind the Bloom's Hierarchy of learning, various tasks were attributed and embedded

into the micro-lesson plan.

The Practice:

The Institution ensures effective strategies to impart student centric learning methods in order to cater to the diverse learning needs of students from varied backgrounds and possessing various learning abilities.

The faculty members of Andhra Loyola Institute of Engineering and Technology are well trained to adopt student-centric approach in their class room teaching as well as online platform. The management deputed **15 faculty members** to be trained on **ProAct Digital teachers training programme at Loyola Institute of Business Administration, Chennai.** and **14 teachers** were deputed to take training on **Digital Certificate** course from **ICT Academy.** **Professor M.J. Xavier** from **Loyola Institute of Business Administration, Chennai** was invited as a resource person to ALIET to give hands on training on preparation of Micro lesson plan.

Every faculty has prepared a Micro-lesson Plan which was initiated by the IQAC of ALIET in the year 2019-20 and it continues to be the best practice of our college. Our Micro-lesson plan preparation has added up a new outlook towards our lesson preparation. **Bloom's Digital Taxonomy** which is in accordance with **Bloom's Revised Taxonomy** has been followed up by all the staff member to make their classes active and meaningful. The structure of our Micro-lesson plan focuses on outcome-based education. The lesson plans are embedded with course outcomes and program specific outcomes.

The Micro-lesson plans are prepared and submitted to the members of IQAC for scrutiny. The faculty members design the Micro-lesson plan in a specific format which has student centric methodology in order to achieve specific outcomes.

The Micro-lesson plan was experimented on the virtual learning platform namely, Microsoft Teams. The digital platform with defined aims and objectives created an integrative learning approach through their online active participation, by maintaining Equity, Diversity, and Inclusion for all the learners. It paved the way for a number of e-learning tools like online assignments, quiz, video lecture, gamification, group assignments, student notebook, etc. Students of all cultures and learning abilities have an opportunity to participate in the activities as well as listen to the recorded lecture of the teacher and get clarifications for the same. They also got engaged in task related activities like group work, project works etc. Students selected different project works based on their interests. The collection of raw materials, relevant data and design available through various online sources contributed to better learning. On the other hand, the teachers' blogs on our institution website provided learners with a rich source of information on various topics and its actual relevance. The learners consider these blogs as a discussion forum to cross-check their knowledge.

Students participate enthusiastically in various Curricular, Co-curricular, and Extra-curricular activities organized online. They also got involved actively in organizing conferences and events. This lesson plan has brought out desired results in our institution and has become the best practice for our institution. On the other hand, the traditional classroom lacked many of these aspects. Even though the physical classrooms had students' involvement in directed Seminars, peer learning circles, guided library works, expert lectures and workshop, on the other hand, it still lacked digital efficacy. This was indeed substituted by a well-defined Micro-lesson plan with Bloom's Digital Taxonomy which is feasible for online and offline teaching.

Evidences of Success:

1. More engagement of students in learning
2. Adequate use of e-resources
3. Desirable learning outcomes
4. Satisfactory Results

Problems encountered and resources required:

1. Developing multiple pedagogical methods to suit student learning
2. Instill continuous motivation in students to actively involved in pre-task, while-task and post task activities

Best Practice 2:

Title of the Practice: Technical Skill Development Institute (TSDI)- APSSDC Siemens Centre to promote skill development among students.

Objectives of the practice:

To promote skill development and excellence in students, Andhra Loyola Institute of Engineering and Technology, Vijayawada has initiated collaboration with many leading educational / industrial organizations to provide quality service and real time exposure to its stakeholders. Siemens Technical Skill Development Institute was instituted on the campus in 2016, as a joint venture of Andhra Pradesh State Skill Development Corporation (APSSDC) and SIEMENS. As of December 2021, this centre has trained 6741 persons on various technical aspects which makes them employable. The beneficiaries include students from host college, engineering colleges of various districts, ITI, Polytechnic Institute, under graduate students of nearby colleges, schools, home makers and school dropout children.

The Context:

Youth are the pillars of the Nation. 'Stronger the youth, greater the Nation.' Educating the youth leads to the development of the Nation. The current situation is like a double-edged sword. Though the future of the younger generation is unpredictable, they play a huge role not only in the financial development of the nation but also in bringing about social reforms.

Due to several reasons, a large portion of the students are unable to possess the required skills for their employment. Most of them lack awareness not only on the importance of education but also on the existing opportunities that promote the development of their skills and point out to them different career pathways.

The need to empower the youth for a better tomorrow is the need of the hour. This in fact, can contribute towards the financial improvement, as well as a better standard of living. Awareness is one of the key factors for this empowerment, with guidance towards developing a wholesome outlook on life and providing them with proper education.

The pressing urgency in skill training and development, combined with mainstream education, is being felt increasingly as the veritable silver bullet to spur the creation of more and better jobs.

- (Santosh Mehrotra - Jan 13, 2020).

The Practice:

In the given context of the skill-based education, the Government of Andhra Pradesh selected a few institutes to bestow skill excellence centers on the campus. Andhra Loyola Institute of Engineering and Technology was recognized as the potential Institute to carry out this skill development program. Under the banner of APSSDC, the Government of Andhra Pradesh has established 6 skill excellence centers at Andhra Loyola Institute of Engineering and Technology, namely:

CNC Machines Lab: Students learn 808D Programming and 828D Machining process using Sinumeric Controller on CNC Lathe and CNC Vertical Milling Machine. This training imparts student's knowledge in Machine operation and machine settings and programming. By learning with this machine, students can create different critical operations related to Mechanical and Automobile components.

Electronics Home Appliances Lab: Students learn the process of detecting and rectifying the problems in Basic Components and Mother Board. This help students to gain practical knowledge and implement their learning in the household item such as Micro Oven, Washing Machines, Mixer Grinder, Cell Phones and other appliance repair and maintenance. It creates a scope of Entrepreneurship for the students.

Electronics Office Appliances Lab: Students learn the process of detecting and rectifying the problems in Basic Components and Mother Board. This help students to gain practical knowledge and implement their learning in the office appliance such as Desktops, Laptops, CC TV installation, Printers, Scanners, UPS and other office equipments trouble shooting. It creates a scope of Entrepreneurship for the students.

Welding Lab: Students learn initially Augmented Reality (AR) on Soldamatic Machine to apply four Welding processes for reducing the consumable (Work Pieces, Electrodes and ware parts) cost and electricity cost. Students then will have hands on experience on Manual Metal Arc Welding (MMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), Spot Welding and Oxygen and Acetylene Gas Cutting and Welding (OAGW) on different positions. This creates a job opportunity as inspectors and can also become as entrepreneurs.

Computer Based Training Lab: Students are trained in Solid Edge Fundamentals and Sheet Metal, 808D Programming and CAM Express software. Social Welfare School children were trained on Computer and IT fundamentals. Mechanical students can become design Engineers after learning this course.

Agro Machinery and Farm Equipment Lab: Students are trained in Multi Crop Crusher, Diesel Generator, Drip Irrigation, Sub-merge pumps, Seed cum Fertilizer Drill, Disc Harrow and Rigid Cultivator and Tractor Trouble Shooting and use them in practical life.

Evidences of Success:**Table No: 7.2.2.1 Diversity of students trained at the Institute**

S. No	Diversity of Students	No. of. Students trained	Percentage of Diversity
1	Engineering	1697	25.17 %
2	Polytechnic	3313	49.15 %
3	Unemployed Youth/ Dropouts	47	0.70 %
4	Social Welfare School Children	321	4.76 %
5	Degree	207	3.07 %
6	ITI	1089	16.15 %
7	Vocational Course	67	0.99 %
8	Total	6741	100.00

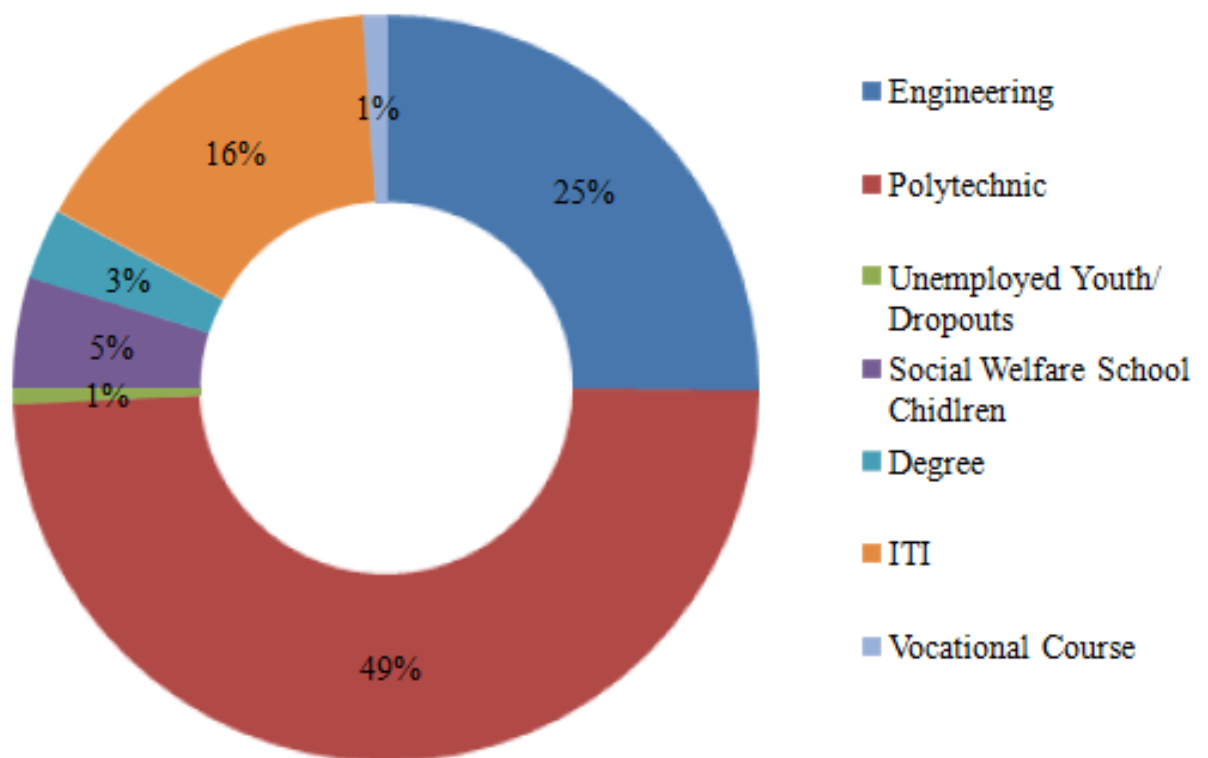
**Fig:7.2.2.1 Diversity of Students trained**

Table No: 7.2.2.2 Training imparted to inside students

S. No	Year	No. of students admitted	No. of students who completed the course	% of Completion
1	2016-17	123	115	93.50
2	2017-18	284	277	97.54
3	2018-19	285	184	64.56
4	2019-20	362	354	97.79
5	2020-21	426	419	98.36

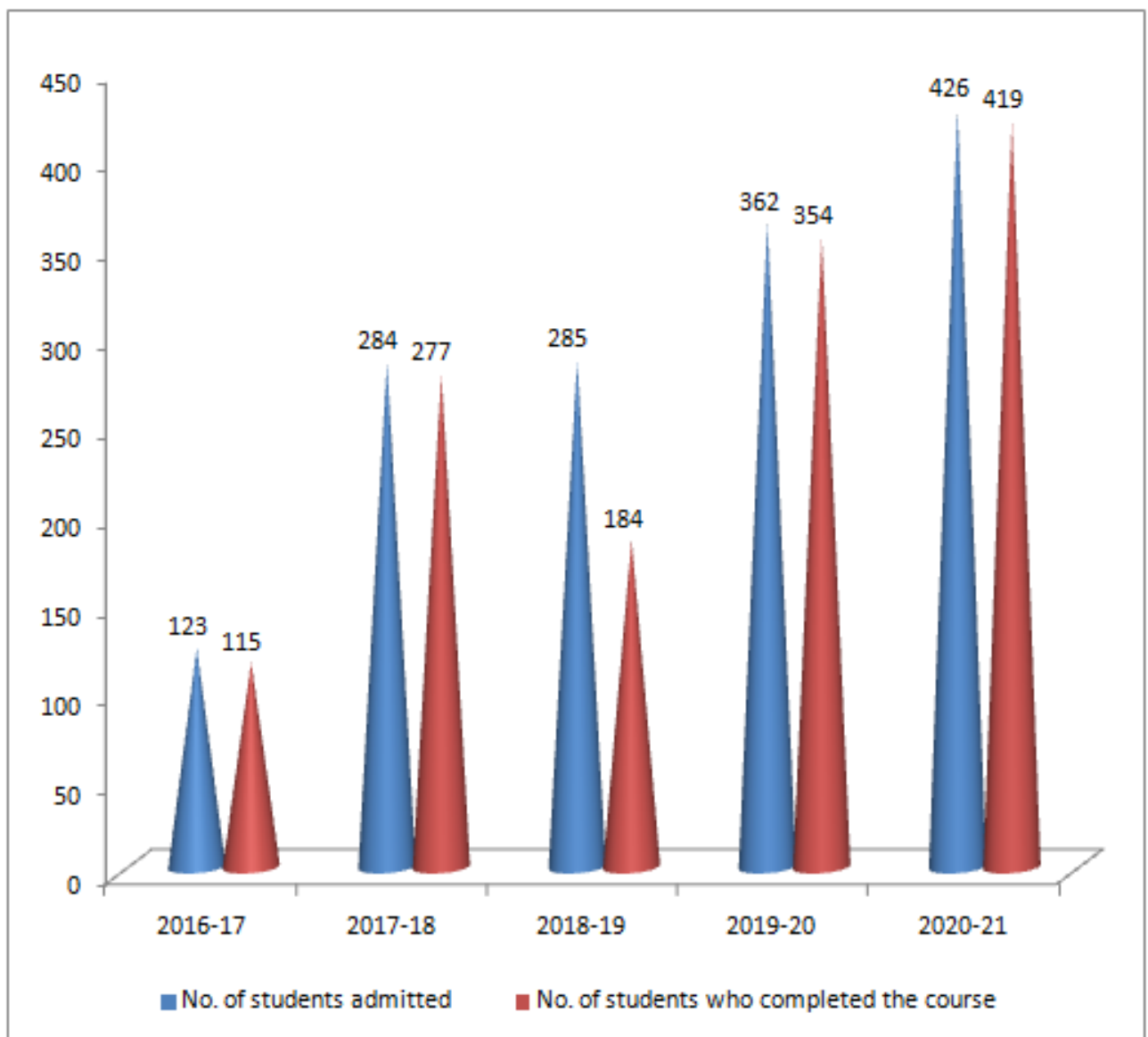
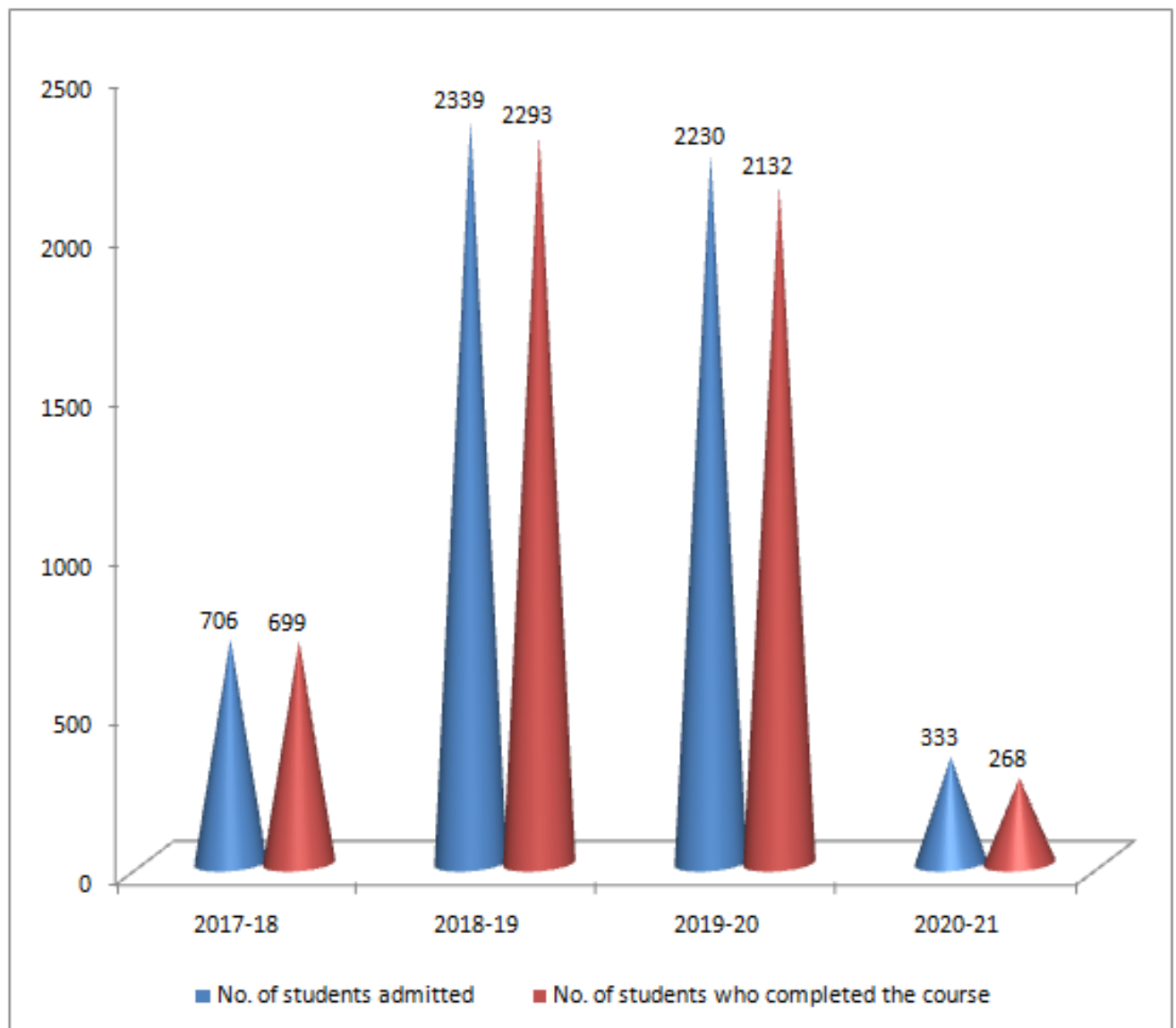
**Fig: 7.2.2.2 Training imparted to inside students**

Table No: 7.2.2.3 Training imparted to outside students

S. No	Year	No. of students admitted	No. of students who completed the course	% of Completion
1	2017-18	706	699	99.01
2	2018-19	2339	2293	98.03
3	2019-20	2230	2132	95.61
4	2020-21	333	268	80.48

**Fig: 7.2.2.3 Training imparted to outside students****Problems encountered and resources required**

1.To motivate higher officials and Principals of various institutions on the importance of skill

development

2. To depute the faculty members of our institution for taking up the responsibility in training and sharpening the skills of the students
3. To provide space and infrastructure facilities for the smooth functioning of the program
4. To encourage the students to devote extra time and energy for skill development programs
5. To identify career placements and to train the students in the required area of interest

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:

Institutional Distinctiveness --- Extension Service for Rural Transformation

Transformation

The vision, priority and thrust of Andhra Loyola Institute of Engineering and Technology (ALIET) are as follows:

- Providing value-based education
- Forming men and women for others
- Holistic growth of students
- Give priority to students from socially marginalized sections

Andhra Loyola Engineering College Extension Service for Rural Transformation (ALECESRT) has these distinctive Strategies:

- Locality Development (Bottom-up)
- Social Planning (Top Down)
- Social Action (Inside- Out)
- Social enrichment (Outside-In)

The First strategy namely, the **Locality Development Strategy** is **bottom-up** since it is a participatory model transformation or change, and it is through self-help. Our students offer appreciation, encouragement, support, expert advice to the local persons in the village. Students visit the village, interact with the people and work side-by-side with the local residents to create conditions that enable them to make change and empower them.

The second strategy is **Social Planning Strategy, top-down strategy for Community Development**. This involves the technical aspects of solving problems. Our students guide and control the development process by employing technical skills, for example, data collection and analysis and make a report and present it to the concerned authorities.

The third strategy is **Social Action**, and it is an **inside-out strategy** as it focuses on organizing those segments of the community whose rights, needs and privileges are often neglected.

The fourth strategy is Social Enrichment (Outside-In), students meet people in the village to encounter various issues and challenges they face in their day-to-day life and encourage them with their enriching experiences and knowledge.

Implementation :

Students stay in the **live-in camps** organized by (ALECERT), and thus, they are exposed to the stark realities of rural communities. At the end of their stay, a **sense of belonging** to the local community is inculcated in them. As students work side by side with the people of the locality, it creates the much-needed change and empowerment in people. Students on their part, become aware of the social realities, become sensitive to community problems and atrocities on the weaker sections and marginalized sections of the society. The exposure to social planning for community development makes the students become aware of the technical aspects of solving problems.

The **Social Action** strategy focuses on those groups of the community who are being overlooked and helps them to stand up for their rights, and to demand that their needs be addressed. This way, the students are able to develop the habit of standing up for their rights, get involved in the working of local administration, stand up for social justice and the importance of community empowerment.

Through all these, our students develop leadership qualities, values of understanding, co-operation, collaboration and a sense of responsibility to build a just society. They gradually learn to appreciate and cherish the value of “sharing and giving”.

Self-help Groups:

After the Tsunami, our society which runs the institution undertook rehabilitation works in villages along the Manginapudi sea coast of Krishna District, where the college is situated. During one of the works, a survey was conducted and the worst affected five villages along the coast were identified. These villages are mostly inhabited by Dalits. Our college took up Raipalli. The women folk were motivated and formed into Self-Help Groups (SHGs) for their self-economic empowerment and upliftment. Initially, the SHGs were given loans with 50% subsidy. Subsequently, all the SGHs pooled their savings in a Bank Account and created a Revolving Fund for sanction of loans among the SHGs. The SHGs programme has been running successfully. The members of SHGs have become self-reliant, earning their own income by engaging in works like Animal Husbandry, Tailoring, Gold covering work, etc.

The Mission of the college is to form “men and women for others” and mould the students into citizens with conscience and compassionate commitment. Thus, we can confidently say that the programme of **Extension service for Rural Transformation** of Andhra Loyola Institute of Engineering and Technology is **distinctive** in its Mission, priority and thrust as the students are formed to be at the service of others viz., the needy and the marginalized, while the people imbibe the value of self-dignity, ability to stand for their

rights and community empowerment.

Thus, our college is able to transform our boys and girls into men and women with social consciousness, compassionate commitment, and a passion for "paropahara" which we earnestly believe is the ultimate purpose of education. Our students not only become useful to themselves but also useful to humanity at large as they contribute their might and become catalysts of change and bring about a perceptible, qualitative change in whatever they choose to do.

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

5. CONCLUSION

Additional Information :

The Andhra Province Society runs several institutions in Andhra and Telangana States like **Andhra Loyola College, Vijayawada**, with a student ratio of 6,100 and 245 staff. **Loyola Academy – Hyderabad**, with a student ratio of 5,548 and 158 staff, **Loyola College Pulivendula**, with a student ratio of 1,930 and 115 staff and **Loyola Polytechnique, Pulivendula** with Student ratio of 1,719 students and 73 staff. There are several international universities namely : St.Louis University, Santa Clara University, Boston College, George town university in the United States are run by the Jesuits.

Andhra Loyola Institute of Engineering and Technology is a sister institute of these reputed institutions, which was established with the motto of providing technical education to the underprivileged.

Kala Darshini:

Kala Darshini is a unique Institute of fine arts and culture in the sprawling campus of ALIET. The Institute is committed to the formation, promotion, and preservation of fine arts and culture in Andhra Pradesh. Students and Staff of ALIET are provided with rich avenues to explore budding artistic abilities to showcase their talents through Anchoring, Professional recording and Training programmes. Many Jesuit visionaries of Andhra Province have worked hard to realise the dream of Kala Darshini.

Concluding Remarks :

The core value of our Institution, **Service and Excellence** is reflected in our vision, mission, goals, objectives and above all strategic planning. Consequently, the core value unfolds the intrinsic dimension of its relevance in every criterion.

The college imparts technical education in the realm of higher education with integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership. ALIET has unique features that help students attain intellectual, psychological, mental and spiritual growth through personal discipline and value-centered education.

In pursuit of excellence, the faculty builds bridges of knowledge leading the young minds through innovation and limitless opportunities to an inclusive, sustainable and just society. The unending quest for excellence is the benchmark for achieving high academic progress and global standards by moulding them.

Numerous certificate courses are offered in accordance with the latest trends in the science and technological world. In addition to these, initiatives are taken to create MOOCs support learning pedagogies such as SWAYAM – NPTEL, TESOL and other OER resources. Virtual labs are set to stimulate real experiences in a real laboratory which is electronically programmed.

The faculty is well trained and qualified (22 Ph.D holders, 2 recently awarded along with 8 more who submitted and 46 pursuing their Ph.D) to take up great initiatives to organize internships, fieldtrips and extension programs as part of the learning experience. The academic activities such as FDP's, project works, pave the way for attaining global standards. Teacher-student interaction has made a tremendous impact on our

teaching and learning so as to unlock opportunities in the classroom and beyond, through ICT and LMS tools.

The paradigm shift from traditional learning to outcome-based education is vividly reflected in our attainment levels. Furthermore, our teaching-learning environment has an embedded strategic perspective of *Ignatian pedagogical paradigm* which includes five elements such as context, experience, reflection, action and evaluation. All these factors contribute to the holistic development of the learners and their integral growth and formation.

To conclude, Andhra Loyola Institute of Engineering and Technology has been carving out a distinct niche in providing holistic education by forming **Men and Women for others**.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table 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>726</td> <td>972</td> <td>563</td> <td>822</td> <td>634</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>677</td> <td>972</td> <td>563</td> <td>822</td> <td>634</td> </tr> </tbody> </table> <p>Remark : Input edited as per the metric 1.2.2</p>	2020-21	2019-20	2018-19	2017-18	2016-17	726	972	563	822	634	2020-21	2019-20	2018-19	2017-18	2016-17	677	972	563	822	634
2020-21	2019-20	2018-19	2017-18	2016-17																	
726	972	563	822	634																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
677	972	563	822	634																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table 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>234</td> <td>232</td> <td>229</td> <td>238</td> <td>258</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>126</td> <td>126</td> <td>162</td> <td>162</td> <td>162</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	234	232	229	238	258	2020-21	2019-20	2018-19	2017-18	2016-17	126	126	162	162	162
2020-21	2019-20	2018-19	2017-18	2016-17																	
234	232	229	238	258																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
126	126	162	162	162																	

Remark : The courses which includes experiential learning through project work/field work/internship is only considered under this metric.

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 : 1391

Answer after DVV Verification: 1177

Remark : 1) Final year & 3rd year students are considered and edited accordingly. 2) Referred metric 2.6.3

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

2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	21	15	12	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	21	15	12	13

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
2.4	0.73	31.97	11.5	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.58	12.27	16.19	4.40	0

Remark : Input edited as per the E-copies amount allocated with respect to year of allocation of fund.

3.1.3	<p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>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:</p> <table border="1" data-bbox="306 472 1046 607"> <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>2</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <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>2</td> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>3.1.3.2. Number of departments offering academic programmes Answer before DVV Verification:</p> <table border="1" data-bbox="306 898 1046 1032"> <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>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1111 1046 1245"> <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>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Input edited with reference to metric 3.1.1</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	1	1	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	1	0	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	7	7	7	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	7	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																																					
2	2	2	1	1																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
2	2	2	1	0																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
7	7	7	7	7																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
7	7	7	7	7																																					
3.2.2	<p>Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years</p> <p>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:</p> <table border="1" data-bbox="306 1603 1046 1738"> <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>50</td> <td>67</td> <td>20</td> <td>25</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1816 1046 1951"> <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>3</td> <td>4</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the clarification document provided by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	50	67	20	25	19	2020-21	2019-20	2018-19	2017-18	2016-17	3	4	2	1	0																				
2020-21	2019-20	2018-19	2017-18	2016-17																																					
50	67	20	25	19																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
3	4	2	1	0																																					

3.3.1	<p>Number of Ph.Ds registered per eligible teacher during the last five years</p> <p>3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years Answer before DVV Verification : 1 Answer after DVV Verification: 0</p> <p>3.3.1.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 1 Answer after DVV Verification: 1</p> <p>Remark : DVV partner asked for the documents but HEI has not uploaded hence input is edited.</p>																				
3.3.2	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years. 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>78</td> <td>37</td> <td>107</td> <td>45</td> <td>6</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>53</td> <td>25</td> <td>61</td> <td>39</td> <td>6</td> </tr> </tbody> </table> <p>Remark : Input edited by verifying the link provided in data template during clarification process.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	78	37	107	45	6	2020-21	2019-20	2018-19	2017-18	2016-17	53	25	61	39	6
2020-21	2019-20	2018-19	2017-18	2016-17																	
78	37	107	45	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
53	25	61	39	6																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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:</p> <table border="1" data-bbox="306 1536 1046 1671"> <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>27</td> <td>59</td> <td>39</td> <td>24</td> <td>69</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1749 1046 1883"> <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>26</td> <td>20</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	27	59	39	24	69	2020-21	2019-20	2018-19	2017-18	2016-17	25	26	20	10	10
2020-21	2019-20	2018-19	2017-18	2016-17																	
27	59	39	24	69																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
25	26	20	10	10																	
3.4.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p>																				

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
11	2	0	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	1

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	16	17	9	4

Remark : Excluded programs conducted in HEI's premises and conducted for their own students.

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
920	1134	1176	651	659

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
814	796	1146	651	157

Remark : Input edited as per the metric 3.4.3

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
304	316	64	46	33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	5	10	6

Remark : HEI has attached MoUs under this metric, which are considered in 3.5.2 metric.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	21	2	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	16	2	3

Remark : Input edited as per the E-copies of MoUs.

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
14.43	17.16	19.24	16.77	22.79

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14.43	17.16	19.24	16.77	22.79

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

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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
26	32	28	18	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	32	0	0	0

Remark : Input edited as per the audited statement provided by the HEI.

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: B. 3 of the above

Remark : Option 1,3 & 4 are considered as per the report and geotagged photos.

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

2216	2224	2087	2142	2137
------	------	------	------	------

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1348	990	1281	929	1011

Remark : One student attending one or more program in a year is counted as one only.

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: B. 3 of the above

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

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
2	7	5	10	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	5	8	11

Remark : Excluded awards won at Inter-College competitions and edited accordingly.

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
28	21	10	11	10

Answer After DVV Verification :

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

Remark : All activities conducted under an event is counted as one event.

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 : Alumni association membership is not considered under this metric.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the clarification documents.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	50	21	52	56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29	33	17	42	44

Remark : One teacher received more than one time financial support in a year is counted as one only.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
91	89	54	91	99

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
80	89	48	78	89

Remark : One teacher attending one or more professional development Program in a year is counted as one only.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>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>7</td> <td>8</td> <td>9</td> <td>9</td> <td>9</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>7</td> <td>7</td> <td>9</td> <td>9</td> <td>9</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7	8	9	9	9	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	9	9	9
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	8	9	9	9																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	9	9	9																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table 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>210</td> <td>210</td> <td>225</td> <td>225</td> <td>225</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	210	210	225	225	225	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
210	210	225	225	225																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

210	210	225	225	225
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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
487	521	494	480	462

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
577	600	591	566	585

3.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 45

Answer after DVV Verification : 44