



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ANDHRA LOYOLA INSTITUTE OF ENGINEERING AND
TECHNOLOGY**

OPPOSITE TO GOVT. POLYTECHNIC POST OFFICE I.T.I. COLLEGE ROAD

520008

www.aliet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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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, in and around the Capital Region of Amravati Vijayawada, A.P. 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 deserving youth of the State.

ALIET, located centrally in the historic city of A.P, in a lush sprawling 11.67 acres of land, was approved by AICTE, New Delhi on 04-06-2008 and the College is also an ISO 9001-2008 certified Institution.

The Institution is recognized by the Government of Andhra Pradesh and affiliated to JNTUK, Kakinada. It offers 6 UG programs viz., Computer Science and Engineering (CSE) 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 3 PG programs Viz., 2 M.Tech. Programs- CSE and DECS (Digital Electronics and Communication Systems), with an intake of 18 students each and Master of Business Administration with an 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. ALIET has an efficient, experienced and dedicated 125 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 3000 students have been trained so far. This is a milestone in the history of ALIET.

The APSSDC also established the Chief Minister's excellence Centre and Dassault's 3D Experience laboratory to impart training to the students. The College provides a learning-and- conducive environment 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 through an integral formation which involves academic excellence, spiritual growth, 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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Accorded the title of 'Chief Minister's Excellence Centre' by the Government of Andhra Pradesh since 2017.
- 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 recruited. This has resulted in increase of placements from 22 students (2014-15) to 234 students (2018-19).
- Some of our students are placed in reputed organizations like Infosys, TCS, Wipro, CTS etc.
- Constant encouragement and full-fledged support from the Management to take up faculty development initiatives.
- Mentoring system with a mentor mentee ratio of 1:22
- ICT facilities for several courses have been extended with Google and Canvas classrooms and other smart technology.
- Highly motivated and dedicated faculty.
- Students are provided with an opportunity to participate in curricular and co-curricular activities at State, National and International levels.
- Library automated system is incorporated for distribution of books, and journals and other resources such as e-services are also upgraded. For easy access of information Digital Library is provided. Installation of Integrated Library Management Systems (ILMS) for book tracking and inventory maintenance is also available.
- Consultancy Services have been started by the Civil department since 2016. Every year around Rs.10 lacs is generated by the Department.
- 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 is implemented since 2016.
- Both the faculty and the management offer effective mentoring and continuous guidance to the students and parents.
- Great focus is placed on the holistic development of the students' lives that goes beyond mere classroom teaching and by encouraging them to be involved in social work and community development activities.
- Actively functioning cells 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 Andhra Pradesh State Skill Development Corporation.
- Well-placed and efficient redressal mechanism, Student Support Amenities, Counselling and Guidance Services.
- Eco-friendly campus with excellent infrastructure facilities.

Institutional Weakness

- Alumni Association needs to be strengthened.
- The number of MOUs with various International and National industries for training the students needs to be enhanced.

- Departments need to be involved in active research.
- Since the institute is affiliated to university, there is less scope for changing syllabus in tune with needs of industry.

Institutional Opportunity

- The management provides environment for applying gives priority to the execution of National and International Research projects.
- More opportunities are provided for the students to improve their employability skills.
- Financial assistance is provided to the faculty to participate in National /International conferences to present quality papers with a view to promote academic research.
- Importance is given to extension work, service activities and out-reaches programs.
- Guest lectures and interaction with eminent personalities are conducted, both for the staff and the students.
- Effective management of sustainable resources for eco-friendly academy.
- Focusing on the all-round development of the students through counselling and mentoring.

Institutional Challenge

- ALIET has to scale to the top position among all the 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 projects.
- Mushrooming of engineering colleges in and around Vijayawada has become a challenge to recruit best faculty.
- Due to the state government policy of fee reimbursement to students, it is a challenging task in running various programs of the institution.

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 program. The implementation takes place through systematic planning, with an objective driven lesson plan, action plan for the effective curriculum delivery.

- Curriculum implementation is mainly done through **Semester-wise Lesson Plans**. The progression of curriculum delivery also involves **Orientation programme, FDPs, Refresher courses, Guest Lectures, Seminars, Workshops, 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 which helps in curriculum delivery.

- **51 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.
- **1377 students undertook internship/field projects**, to facilitate hands-on-learning and to develop their leadership skills for multi skilling and real-world experience.
- **72 value added courses were offered** to promote values and sense of ethics among the students.
- **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% elective based credit 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, Nationwide competitions, celebration of Commemorative days with patriotic values etc. are conducted.
- **Feedback** from teachers, alumni, parents, and students are regularly gathered, 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 advanced learners from the brief profile submitted by the mentees.

Teaching -Learning

- The teacher student ratio is **1:19**.
- Full time teachers against sanctioned posts is **100%** with an average experience of **8.34** years.
- In 5 years, **20** advanced courses, **57** Paper publications by the advanced learners, **21** participations in conferences 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 **500** Remedial classes, **20** 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.
- Focus is placed on **ICT and it is utilized 92%** 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 Skill Development Corporation. Nearly **3,000 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.**
- The mentorship system of the Institute is effective with an approximate mentor - mentee ratio of **1:22**.

Evaluation

- The college strives 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 Taxonomy framework** has been incorporated into our question paper setting.
- The expected objectives of the courses offered by the University have clearly defined **POs and COs** and they are assessed through direct and indirect methods.
- **Programme Specific Outcomes (PSOs) are identified by every department** consistent with POs set by NBA.

Research, Innovations and Extension

The Research Forum of ALIET is a hub of knowledge, both for students and faculty members. 15 staff members are Ph. D degree holders and two more have submitted their theses and are awaiting their Viva Voce. Nearly, 30 staff members are pursuing research for Ph.D award.

Research

- **43.867 lacs** was received from **7** research projects.
- **166 publications were done in UGC** recognized journals and a number of reputed journals, of which some are Scopus Indexed and Science cited.
- **80 programs** related to Intellectual Property Rights and Industry - Academia Innovative Practices were organized during the last 5 years.
- The Institution has **180 linkages** with national and state level agencies to promote inter-disciplinary research, and offers student exchange and internship programs.
- Many **papers** were published on the proceedings of the conferences at national and international levels of which **14** are the authored (**books**) of the faculty.
- The college has **35** functional MOUs to provide Field projects and Internships to the students.
- Recently, the college signed an MOU with the institute of "Indo-European center for 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 RFMENS Switches.
- Mosquito Killing lamps.
- Automatic Human face recognition.

Extension

- **43** extension activities and outreach programs were conducted in collaboration with Industry, Community and Non- Government Organizations with **4820** students' participation.
- **78 awards and recognition** received for extension activities from Government recognized bodies during the last five years
- Every year, approximately **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 programs.

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.**
- **37 ICT** enabled classrooms, **5 seminar halls**, **6** interactive boards, 18 Wi-Fi enabled classrooms and **709 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 Cameras** are installed at various points of the institution.

Learning Resources

- **24/7** uninterrupted Internet and Wi-Fi connectivity with an internet speed of 65 Mbps.
- Library is housed with **23,589 volumes**, covering all disciplines namely, Engineering, Science & Humanities, Management, English language & literature, Soft Skills, Aptitude etc.
- The Library has subscribed to **83 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 Legal Softwares additional Open source application softwares such as Oracle, Java, GCC compiler for CC++, 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 band width to access E-journals, E-books, NPTEL **Video lessons** etc. The patrons of the library are also provided with Audio and Video facilities.
- **32.64%** Expenditure was incurred on maintenance of physical facilities and academic support facilities during last 5 years.
- **The institution has the Cricket Ground, Throw Ball, Kho-kho, Kabaddi court, a Gymnasium 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, **64.06%** of our students benefitted from Government granted scholarships in the form of fee reimbursement.
- The college provides **fee concessions and also 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 **higher** students' progression towards international exams like GRE, TOEFL, public and private sector exams.
- **72.37%** students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years.
- **36.5 %** of the students have been placed in various reputed multi-national companies, like **TCS, 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 means.

Governance, Leadership and Management

- The **vision and mission** of the Institution is strongly reflected through **Participative Management, Holistic Approach, Love and Service, Rules and Regulations to improve Productivity and Success.**
- The college has 9 Programmes with 125 teaching staff and 46 non teaching staff and 2330 students.
- Staff are provided with facilities like Medical facility, in-house dispensary and sick-room, Counselling Service, Maternity leave, Sick leave, interest free loan etc.
- **Financial support to the faculty members is given in terms of Seed money** to Ph. D aspirants, financial loan assistance, Education fee assistance for staff's children, Bank and ATM facility on campus, etc.
- Rs 3,72,833 was granted to faculty for assistance like registration fee, dearness allowance, travel allowance for those attending conferences, workshops and faculty development programs.
- 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 in order to enhance knowledge of staff and students.
- Implementation of e-governance is executed in the realm of **Planning and Development,**

Administration, Finance and Accounts, Student Admission and 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 initiated 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 increase.

Institutional Values and Best Practices

Institutional Values

- ALIET has **30.46%** women faculty. Among the students, 41.01% are girl students. There is no gender bias, as all are treated equally in the institute.
- Facilities for differently abled people are available.
- Human values and professional ethics are taught through **Value Education classes** using various strategies, practices and activities. Inter-faith meetings, Institution day, **Women's day**, **National Constitution day** are observed with reverence in order to promote national and Universal values.
- The college makes **cognizant efforts to promote awareness on green initiatives**, waste management benefits, energy conservation, etc.
- **Many days of National importance such as Library day, Engineers' day etc** are celebrated.
- **Rain water harvesting is enabled** as per the instructions and guidelines of the municipal authorities and **4 pits are installed and water harvesting is done by connecting the pipes coming from the terrace to a rain water sump.**
- As part of its green practice, **a 100KV a solar power system is installed to produce clean energy and to reduce carbon emissions** by following the policy of substituting lighting fixtures with **LED lights**.
- In the year 2016-17, an underground drainage system was established costing **Rs.1,86,825** and a drainage connection layering was done in 2017-18 by spending **Rs. 8,01,720** as per the measurement given by the municipal authorities.

Best Practices

Best Practice 1: Training and Skill enhancement for placements

To support the training and placement team each department identifies the training needs of the students and facilitates the training officer, in in-house curriculum design and its implementation. For the smooth conduct of all training and knowledge enhancement programmes the college is equipped with adequate training and infrastructure facilities.

Best Practice 2: Academic and Personality development through Mentoring

Majority of the students of the Institution come from economically weaker and socially **marginalised sections having less academic orientation and motivation**. As they hail from rural background, they need continuous and systematic learning process for their academic progression. The regular classes cannot fill the vacuum and

hence, **Mentoring** was initiated in the college to accompany the students to achieve academic competence.

NAAC

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 I.T.I. COLLEGE ROAD
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	AKELLA SRINIVASA RAO	0866-2498978	9440522138	-	drsrinivasiqac@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	25-04-2019	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 I.T.I. COLLEGE ROAD	Urban	11.67	18722.29

2.2 ACADEMIC INFORMATION

NAAC

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	55
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	60	54
UG	BTech,Mechanical Engineering	48	Intermediate	English	120	99
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	120	118
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	119
UG	BTech,Information Technology	48	Intermediate	English	60	57
PG	Mtech,Electronics And Communication Engineering	24	B Tech	English	18	5
PG	Mtech,Computer Science And Engineering	24	B Tech	English	18	0
PG	MBA,Master Of Business Administration	24	Any UG	English	60	59

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	6				20				99			
Recruited	5	1	0	6	17	3	0	20	64	35	0	99
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				27
Recruited	18	9	0	27
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				19
Recruited	16	3	0	19
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	4	2	0	2	1	0	15
M.Phil.	0	0	0	0	0	0	2	2	0	4
PG	0	0	0	13	1	0	60	32	0	106

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	1291	10	0	0	1301
	Female	898	9	0	0	907
	Others	0	0	0	0	0
PG	Male	62	0	0	0	62
	Female	57	3	0	0	60
	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	71	71	64	87
	Female	56	46	49	32
	Others	0	0	0	0
ST	Male	5	4	8	9
	Female	2	3	0	8
	Others	0	0	0	0
OBC	Male	151	136	149	147
	Female	94	106	93	90
	Others	0	0	0	0
General	Male	105	102	114	109
	Female	82	100	100	96
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		566	568	577	578

3. Extended Profile

3.1 Program

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

Response: 390

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	9	9	9

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2330	2310	2330	2162	2007

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
225	225	225	225	225

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
590	594	589	477	485

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	159	156	153	122

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	159	156	153	122

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 45

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

2018-19	2017-18	2016-17	2015-16	2014-15
482.88	428.96	562.44	561.3	493.505

Number of computers

Response: 709

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) is affiliated to the Jawaharlal Nehru Technological University, Kakinada (JNTUK), imparting technical education in different fields of Engineering. The curriculum design and syllabus prescription are done by the University and the College is responsible for its effective delivery.

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 process. The management body, along with the HoDs of various departments of all programs, plan for the effective delivery of the curriculum.
- Every course teacher of all programmes prepares **Semester-wise Lesson Plans** for curriculum implementation. The teaching diaries are reviewed occasionally by the Principal and Heads of the Department. Periodic review of the departmental meetings also contributes for the effective delivery of the curriculum.
- The progression also involves **Orientation programme** for the teachers to handle the curriculum with proper planning and implementation. Apart from these, the Institution encourages the teachers to go for **FDPs, Refresher courses** organised by the University and also other reputed institutions which sequentially enable them to understand teaching learning practices and their suitable use adding up to effective curriculum delivery.
- Various activities and events like **Guest Lectures, Seminars, Workshops, Conferences, Value add courses, Hands on training** are also planned by the departments. Probable **Job oriented certificate courses, Skill enhancement training programs**, relevant Field visits and Internships that could be implemented are planned.
- The Institutions adopts different **pedagogical methods in curriculum delivery** by extensive usage of ICT for teaching and learning. This learning is carried out through LCD projectors, Wi-Fi, Smart Boards, Communication Skills Lab, Google Classroom, Canvas Classroom, Moodle and various internet enabled systems.
- **Well-equipped laboratories** are available for all the programmes to provide experiential learning which forms a part of **effective curriculum delivery**. 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.
- **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.

- The curriculum is carried out by various **Innovative practices** through Learner centric learning, Cooperative learning, Inquiry based learning tasks. The Institution along with placement cell plays a predominant role in terms of Skill development courses and employability skills.
- Valuable suggestions are also considered from the faculty members attending conferences, symposiums, and other academic programmes for the advancement of the curriculum.

In a nut shell, the **curriculum delivery** in the Institute is a well-designed blending of both University prescribed curriculum and need based progressions in curriculum.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 46

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	14	14	3	4

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 24.48

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	8	8	4	4

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years Response: 21.03	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 82	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 9	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years Response: 24.7				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
563	822	634	372	388

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

1.3 Curriculum Enrichment

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

Response:

The Institution addresses to integrate cross cutting issues relevant to gender empowerment, environment sustainability, human values and professional ethics into the curriculum. **Various value-based programs reflecting the Core Values** 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 programs, awareness programs, 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.**

The Women's Cell of ALIET organized various programs 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 soft skills and life skills to the students.** 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.

Apart from these courses, **a course on “Intellectual Property rights and patents”** is also taught in the subsequent years. Various eminent men from different religions are invited to address the students on the theme ‘Social Harmony’. Psychologists from nearby hospitals and the “Acharya Nagarjuna University” also addressed the students on the importance of Human values.

Environmental Science

To sensitize the students on clean and green environment, the Institution organized several programs on green ethics, such as plantations programs, 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 and backwaters from RO plant is used for watering plants and flushing. The college also has green auditing done every year. **The University syllabus of R13 and R16 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 addressed in the syllabus and discussed in the classroom. In addition to the above courses, pollution and environmental damage, such as “**Environmental Engineering**” “**Green Engineering Systems**”, “**Renewable sources of Energy**” etc. are also included. The Importance of biodiversity conservation is promoted through Eco-club, Energy conservation club etc.

Apart from these the Institution organizes various activities at Institutional and Departmental level to explore **cross-cutting issues** through Cultural Fests, National wide competitions, celebration of Commemorative days with patriotic values.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 52

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 52

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 59.1

1.3.3.1 Number of students undertaking field projects or internships

Response: 1377	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.73

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	24	19	14	4

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 88.52

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
566	568	577	578	526

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
636	636	636	636	636

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 91.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
204	204	205	214	200

File Description	Document
Institutional data in prescribed format	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, after admission and organises special programs 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 the **HoD**.

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

- **Performance in intermediate** examination.
- **Entrance examination rank** of the student.
- **Orientation and induction** program for all the first-year students.
- **Allocation of Mentors** with a mentor mentee ratio of 22:1.
- **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:

- **500 Remedial classes** were arranged during the last five years to give additional help to the students.
- **20 Bridge courses** were conducted for the students coming from rural and vernacular backgrounds.
- **60 Communication skills classes are conducted in a semester**, special attention is given to slow learners through various methods and techniques.
- **Study hours** are organized to fine tune their subject knowledge by the concerned teacher.
- **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:

- **20 Advanced courses:** Certification Programs on **Java, SQL and PLSQL** are offered in association with Oracle Academy and Big-data analytics is offered in association with DELL EMC square etc. for advanced learners.
- **57 Paper publications:** Students published their papers in reputed Journals. Students from ECE and EEE got their papers published in **UGC recognized Journals**.
- **21 Conferences / Paper presentation participated:** 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 research culture in them.
- **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 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.
- **SC and ST** 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.

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

2.2.2 Student - Full time teacher ratio

Response: 18.64

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls**Response:** 0**2.2.3.1 Number of differently abled students on rolls**

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this 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 following are the more important ones:

Experiential learning is achieved by performing **experiments in laboratories** that enhance the understanding of theoretical concepts. On the other hand, it can also be achieved through activities like internship, field trips etc.

- **Learning by doing** in Siemens labs, Dassault 3D-Experience and Chief Minister's Centre of Excellence help students to transform their theoretical knowledge into practical endeavours.
- **Virtual laboratories** provide real time learning experience. Students have the liberty to vary the parameters and experience different results. [Link1](#)
- **Internships and industrial exposure** provide students with an opportunity to share industry experiences in order to encounter and explore novel things in an authentic situation.
- **Field trips** broaden their understanding and provide them with knowledge about practical working environment.

Participative learning and teaching methodology help students to actively participate in the process of learning. Following are some of the important helps we offer them.

- **Blended Learning** creates an integrative learning approach. It is a combination of e-learning with traditional classroom learning for better understanding and involvement. Use of LCD, smart board, Audio visual aids, NPTEL, Video Lecture, ICT tools, Webinars, Google classrooms, Moodle's, Canvas classrooms etc.
- **Participation and presentation** through JAM, Directed Seminars, peer learning circles, guided library works, expert lectures and workshop.
- **English Language Lab** creates a forum for learners to participate in various activities like debate,

Pair work, dialogue, role play etc.

- **Learner centric learning** paves the way for group work and project works. Students choose different project works based on their interests.
- Students showcase their **innovative ideas and insights** through charts, boards, models, assignments, technical fests as platforms for growth.
- **Extension programs and community survey** enable students to participate. The collection of raw materials, relevant data and design and developing a methodology for its implementation is a great source for learning.
- Students participate in various **curricular, Co-curricular, Extra-curricular activities**. They get involved actively in organizing conferences and events.

Problem-solving methodology

- Inquiry based activities like dealing with unstructured problems
- Case studies
- Developing models
- Co-operative and Collaborative Learning

Independent learning is encouraged through project work, seminars, assignments and other academic activities like technical fests etc. To keep up pace with 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
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 92

2.3.2.1 Number of teachers using ICT	
Response: 115	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 21.57	
2.3.3.1 Number of mentors	
Response: 108	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning
<p>Response:</p> <p>The advancement of society is based on innovation. Teaching methodologies practiced in classrooms help students to think laterally and innovatively. To create sustained interest among the learners, both inside and outside of the classroom, various innovative and creative tools are used for enhancing their skills and knowledge. The faculty members from various departments along with the students explored new innovative ideas in a form of projects which were incorporated into teaching and learning.</p> <p>Creative technique such as elicitation, stimulate the learning capability of students and it provides them with a platform to get a partial response or individual words from the learners themselves about the topic. This is done mainly by eliciting or brainstorming, the outcome of which is placed on a poster or on the board.</p> <p>allow students to explore their knowledge of realistic situations by interacting with their colleagues and enhancing their confidence level.</p> <p>Trios are great alternatives to group work, as it focuses on speaking activity since each of the students can watch and listen while the others speak.</p> <p>is an important interactive activity. It encourages rapport and collaborative learning and contributes towards building up an effective team work. It also adds variety to the lesson.</p>

Peer work is often the best way for large classes of heterogeneous groups. It is done by bunching 4-5 students together and making them sit close to one another. Some of the tasking activities for the group work involve group dialogues, drawing or labelling pictures, writing a story, making lists and mind maps.

enhances critical thinking and public speaking skills. It focuses on drawing out thoughts and ideas on various topics and arriving at the desired outcome that is pre-planned by the teacher.

are well organized as part of experiential learning which improves observation and inquiry-based learning to have a real-world experience.

are all great sources of information for the learner. Based on the graded level ability of the learner, worksheets are distributed.

Audio Visual aids are used effectively based on particular needs. Audio aids improve their listening skills and visuals widen their imagination and perception.

Power Point Templates preparations on complex topics by faculty and students open new avenues for creativity and help them to gain additional and latest knowledge from **OER**. Students choose topics of their choice and present them to the class. This in fact increases the cognitive learning capabilities of learners.

Moodle, Google Classroom, Canvas classroom Learning Management System (LMS) is a platform of course management system and it is a free, flexible and open source software package designed to help educators to create effective online learning environment which can be personalized.

NPTEL program is a Government initiation from IITs and offers numerous courses in all the disciplines of Engineering and Sciences that is of great help to faculty and students.

Apart from these, **TESOL** online videos for enhancing language skills and speaking abilities of students are effectively used in language labs.

File Description	Document
Any additional information	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 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 7.41

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	12	13	9	4

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.34

2.4.3.1 Total experience of full-time teachers

Response: 1042.91

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0.7

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 9.24

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	17	14	11	7

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The Institution is affiliated to JNUK - Kakinada and under its jurisdiction follows the process and the norms of the parent University in Teaching - Learning and Evaluation.

In the academic year (2015-16), the Institute, along with IQAC espoused a **Continuous Inclusive Assessment (CIA)** method to provide adequate scope for learners to acquire the necessary skills during the course of their study.

The Internal Evaluation, CIA is based on performance under various measures namely, **Attendance regularity, Formative assessment, performance in class tests, Class interactions and creativity,**

Internal Exams and Attainment levels.

- The college conducts **two mid-term tests** as part of the Internal Evaluation. Each mid-term test consists of a descriptive examination of one and a half hour and an online quiz of 20 minutes.
- **Laboratory Evaluation for UG** is conducted for 50 marks of which 25 are for external evaluation and 25 marks for internal evaluation. For the purpose of CIE, 25 marks are divided as follows: 10 marks are given for a day-to-day evaluation, 5 marks are for records and 10 marks are for internal laboratory test. In case of drawing subjects, 30 marks are for internal evaluation and 70 marks for external evaluation. Out of 30 marks, 20 marks are for the day-to-day work and 10 marks for internal test.
- **Laboratory Evaluation for PG programs.** Internal marks are for 40% and end examination is for 60%. Mid-term tests for PG program are conducted descriptively only. In the case of M.Tech program, the average of the two mid-term tests is taken for 40%. In the case of MBA program, 20% is awarded through descriptive test and weekly tests and the remaining 20% of marks is awarded based on course seminar and project work.
- **In case of R13 regulations**, a best of two mid-term tests was taken as internal marks for each course. Since many students were attempting only one mid-term test and neglecting the other mid-term, a reform was brought into internal evaluation in the subsequent R16 regulation.
- **In case of the current R16 regulations**, 80% weightage is given for the best of the two mid-term tests and 20% weightage is given for the other, thereby making the students to write both the mid-term tests.
- In the year 2015, **weekly test** was introduced by our college for each course in a program so as to make the students learn regularly and continuously.
- The application of **Bloom's Taxonomy framework** has been incorporated into our **question paper setting** according to various levels, in order to design appropriate questions belonging to various cognitive levels. The Questions set in the question paper also assess **course outcomes**. Link
- Abilities and proficiencies of learners are assessed through **Rubrics**. Various **patterns** of students' Evaluation are adopted through mini projects, major projects, laboratory experimentations, seminars, workshops and internship course, record, quiz, JAM, presentation, group discussion, debate etc.

However, we are primarily an affiliated college and so we depend upon the rules of the parent University for evaluations.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

The ultimate goal of **Continuous Inclusive Assessment (CIA)** is to foster quality measures in education for a holistic learning. The effectiveness of CIA is based on transparency of assessment frequency and

variety. To ensure **rigor and transparency** various tools are 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 opportunity to be assured 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. **Assignments are evaluated and shown to the students for their verification.**
- In case of **laboratories**, One experiment is conducted every week. The 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 **M.Tech programs**, there are only two mid-term descriptive tests as part of the internal evaluation. 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
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and

efficient

Response:

The general examination related grievances are as follows: (i) Hall tickets not received on time (ii) Wrong registration for examination (iii) Name correction in the hall ticket (iii) Internals are not properly evaluated (iv) Externals are not properly evaluated (v) Erroneous posting of internals, etc. Among these, some of them can be resolved at the college level and some require to be resolved at the University level. Usually, the issues that can be resolved at the college level are resolved immediately. Hall tickets are sent online by the University, Printouts are taken at the college 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, '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 college level and the marks are displayed on the notice board for the verification of the students. Only then, the marks are uploaded to the University. In spite 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 college level, to avoid inconvenience at a later stage, sufficient precaution and thorough scrutiny is made before the 'uploading of internal marks.'

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar 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 and M. Tech 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 wherein 16 weeks are allotted for class work, 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. In addition to this, **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.

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 semester examination is conducted by the University. The college also includes the academic details of PG students in the academic calendar.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs 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.

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 program 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 program are connected to **the Program Outcomes (POs) suggested by the National Board of Accreditation (NBA) which has a set of performance standards**. The COs and POs program 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
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific 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 program. 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 program 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 program outcomes involves three steps.

Step (i): Identification of Program 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 all 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 evaluation (mid-term tests, online quiz, assignments) is done as follows:

% of students getting more than 60% marks for each course outcome	Attainment level
< 60	1
>60	2
>70	3
>80	4
>90	5

If attainment level for a particular CO in mid-term test is 2, quiz is 3 and assignments is 4, then CO attainment from internals is $(2+3+4)/3 = 3.0$. In case of laboratories and drawing, attainment of COs is determined from day-to day evaluation and internal test. The attainment level for end-examination is determined as follows:

% of students getting more than 45% marks (or C grade) for each course	Attainment level
< 60	1
>60	2
>70	3
>80	4
>90	5

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

2.6.3 Average pass percentage of Students

Response: 74.75

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 441

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 590

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.77

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 39.87

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
31.97	7.9	0	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0.8

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.14

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

Response: 7

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 244

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other 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. The objective of the EDC is to bring awareness on entrepreneurship, motivate students to take calculated risks and come up with some innovative ideas to begin start-ups. The gamut of services rendered by the EDC Cell are as follows:

- with 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. Link1

Productive Directions for Innovation and Incubation:

The Institution encourages new innovations and productive direction through research forum for **incubating 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 incubated by the students. The Institution provides seed money to the Centre. Following are the outcomes of the activities:

- **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 incubated 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:

Students are working at :

- 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. Link2

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

File Description	Document
Any additional information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 80

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	25	19	8	8

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: Yes	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 1	
3.3.3.1 How many Ph.Ds awarded within last five years	
Response: 1	
3.3.3.2 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
Any additional information	View Document

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

Response: 1.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
107	46	6	1	6

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

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

Response: 1.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
41	25	69	42	9

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The Institution believes in holistic education. So, in addition to Technical education, it sensitizes its students about social issues and their responsibility in bringing transformation in society. A number of activities are undertaken over the years for this purpose. A few of them are mentioned here:

Transmission of knowledge for neighborhood and large sphere of society:

- During **demonetization**, the availability of cash for day-to-day activities was meager. The Government encouraged cash-less transactions. At that time, our students participated in **digital literacy program**, in collaboration with Andhra Pradesh State Skill Development Corporation (APSSDC) and adopted a **village named Tadepalli**, Krishna District, Andhra Pradesh. In this village, a program was organized to create awareness on **cash-less transactions** and educated them to the usage of **mobile phones** and **rupay card** for **financial transactions**.
- At the request of Government officials, many students went as **volunteers on election duty** during the General Elections in 2014 and 2019, and supported the conducting of fair and transparent electioneering process. They extended technical support to record the entire process for live telecast.

Service to the deprived and underprivileged:

- Students donated a **Water plant** to **RCM Government Primary school**, Kamaiah Topu, 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, students of this college visit the **old age home, i.e. the Little Sisters of the Poor**, Namburu, Guntur District and distribute fruits, food and provisions.
- Every year students generously contribute to the old age home.

Promotion of environmental ethics and green practices:

- A village called 'Pulipaka', near Vijayawada was adopted and **clean and green program** was organized there on 15.10.2014.Link
- 30 students and two faculty members spent two weeks in a **tribal village** in Krishna Devi Peta, East Godavari District. They interacted with the people and spread awareness on the topic '**hygiene and cleanliness**' and the preventive steps to be taken to protect them from malaria, typhoid, diarrhea etc. They also organized "**Bala Mela**", wherein 6000 to 7000 tribal children participated in different literary activities like painting, essay writing etc. During their stay there, they got an opportunity to learn their culture, traditions, customs etc. Sharing their experiences after their return, on the ordeals faced by the Tribal's motivated other students to work for society.
- In line with the **Swachbharat** campaign of the Government, a campus clean and green program was organized in the college campus on 7th February 2015.

- Awareness on need for **greenery and the ill-effects of pollution** was made through demonstration, using placards and street plays.
- Every year, students actively participate in the **plantation program** inside and outside the campus.

The above are some of the sample activities that took place for the last five years.

File Description	Document
Link for Additional Information	View Document

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	0

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 34

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	9	5	1	1

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 31.48

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1169	651	659	443	608

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 140

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
53	37	28	13	9

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 33

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 (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
20	2	4	5	2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate 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 College has **two blocks, spread across 11.67 acres, with a built-in area of 18722.29 Sq.m** and is equipped with the **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**
- **Well-equipped Laboratories**
- **Seminar halls**
- **Counselling room**
- **CCTVs, Internet and Wi-Fi connectivity with an internet speed of 65 Mbps**
- **Elevator, Girls' rest room furnished with Sanitary disposer**
- **Ramp and Wheel Chair Infirmary**
- **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 is **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 make use of them for effective teaching and learning. Link

Laboratories:

The Institution has 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, etc.**

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 centre is equipped with **37 laptops, having 16 GB RAM**. Apart from the regular curriculum the students are given an exposure to various skill development programmes 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 shapes, a new innovative frame work with 37 laptops, 16GB RAM**. Students are given an exposure to number of advanced software technology like **CATIA**. They are also taught to simulate the components using **SIMULA** software solutions.
- **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 caters to provide computational needs of the academicians and the student community. The college is equipped with **709 computers with advanced and latest software**. Each department has its own computing facility for the staff.

All these facilities form the backbone to our infrastructure.

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

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

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 college has teams of players for various games. **The Physical Education Director assists the students in maintaining their**

capability through recreation to revitalize themselves. The management checks such supportive facilities to meet student requirements and expectations.

Sports & Games:

Sports and games are essential part of education and the Institute has adequate facilities to support **outdoor and indoor games**. The Department of Physical Education encourages the students regularly to participate in **Inter-Collegiate, Inter-University, State and National level tournaments** through meticulous planning and rigorous practice. The department takes adequate interest and imparts training to enhance the skills of the students to participate in games and sports.

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 by many students every year. 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 College believes that academic knowledge and cultural competence go hand in hand. To ensure this, the college creates an opportunity through **VENTURA** – a platform for cultural fest which is organized for a week or so. Students are provided 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. One of the faculty members, Mrs. Kalpana who is a **Professional choreographer** is a student of Kaladarshini. She trains the students in cultural activities.

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** with the support of external professionals for the **students**. This helps them to learn adequate techniques to overcome stress and enables them to be emotionally balanced. Every year, the Institution organizes **Sports day, College day and Cultural week** to nurture the innate talents of the students.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 91.11

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 41

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 29.18

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
129.79	88.37	131.07	149.43	239.23

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
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). Seating arrangement provides a comfortable learning environment in the library. (<http://aliet.ac.in/library.htm>)

The Library is housed with **23,589 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** (3,537 volumes), **reference books, Periodicals, project records, previous year question papers** and so on.

The Library has subscribed to **83 national & international journals and magazines**. It has subscribed to **e-journals** i.e., **IEEE Digital library** and **Science direct**. A collection of 50 **E-books** of Videeya is also available. (<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 utilize the facilities and resources made available by the library effectively. The college library is taking a leading role to arrange **guest lectures** by inviting professionals of Library Science to enhance and educate users towards the utilization of E-resources and open accessing.

The library celebrates national days like **Librarians Day**, the birth day of Padmashree **Dr.S.R. Ranganathan**, the father of Library Science of India on August 12th.**Abook exhibition** is organised every year in the library. **National Library Week** was organised during 14-20th November 2018.

The Library is equipped with **NewGenLib software package** which is an **Integrated Library management system (ILMS)** 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: 3.1.4**

In addition to the systematic activities, the Department of Library Science also organizes **Literary competitions and other external events**. Students are motivated to use library resources. The **book publications of the faculty** members are displayed and the **best library user award** is given to the **students**.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Library enhancement plays an important role in widening subject knowledge. The Library ensures buying of curriculum books, reference books, print journals, e-journals, e-resources and other library materials with the help of publishers' catalogues, vendors' lists, book reviews on newspapers, book exhibitions, faculty recommendations, students' requests and suppliers' quotation. The Library department always encourages and approves library activities and resources by allocation of funds on time.

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 19.53

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
19.245	16.779	22.797	19.025	19.803

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.9

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 194

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution updates IT facilities regularly to meet the global standards in providing 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 **65 Mbps** bandwidth through the Act Fibre Net Corporation and BSNL. In addition, some of the classrooms are upgraded to wireless in the year 2019.

IT Infrastructure:

The college is equipped with **709** computers in the campus connecting students and the academia. Every department is provided with a Laptop & two Desktop Systems for the Faculty members.

- **Classrooms** are equipped with ICT tools to make the teaching – learning content accessible to the learners. Interactive Boards (6) 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.
- **Institutions 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 PC's and LCD's PC's to display web content/ audio-visuals to the learners. Some of the classes on the campus are Wi-Fi enabled with high speed of internet connections (18) 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 a facility for emergency notifications.

Visual LED Display Screen is mounted in 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 college 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, 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, Dia tool(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
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 3.29

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 7.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
41.06	47.13	46.49	28.79	16.53

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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.

The College aims at optimal utilization of facilities to maintain quality of education.

- **Departments and committees' request**
 - **Planning takes place**
 - **Budget is proposed**
 - **Appropriate measure is taken**
- **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 once a week. 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 laboratories, 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 equipment. Before the commencement of each semester, the concerned technician checks the working condition of each equipment, and gives report to 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.
 - **Library is the treasure house of knowledge**. Creation of a proper environment is essential to make the students feel comfortable and make 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, these books are not issued to the students. The books are not only procured but also kept in good condition. **Disinfectants are sprayed** once in every month to protect books from **termites and book worms**. To prevent books from physical damage, volumes are bound and kept safe.
 - **Physical education** plays an important role in the **holistic development of young students**. Their **skills like leadership qualities, working in teams** etc., which may not be acquired in the classroom can be **tuned and honed by participation in sports and games**.
 - **Facilities for outdoor and indoor games are available** in the institution. **Mowing the grass, levelling the ground by roller, marking the lines etc., is done once in fortnight**, so that the playground is always ready for use. **Magic soak pits are constructed on the campus to conserve water**.

All 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
Any 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 the last five years

Response: 64.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
1495	1492	1482	1397	1272

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	18	13	6	47

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 72.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
2087	2142	2137	1026	810

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 4.3

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
137	21	112	173	38

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****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:** 36.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
234	204	153	156	22

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 3.22

5.2.2.1 Number of outgoing students progressing to higher education

Response: 19

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 57.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	15	0	4	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	16	0	4	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	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	1	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

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.** Faculty members are restricted to play the role of facilitators. By encouraging students to get actively involved in these activities, **they are given an opportunity to fine tune their communication skills, essential skills, team work, problem solving skills and leadership qualities etc.** Vibrant student council exist in the college.

IQAC:

The IQAC of the college takes initiatives in creating learner centric environment, organize 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 other clubs like **Literary club, Energy conservation Club, Photography club, Women's Club, Cultural Club, Decoration Club, IT Club, Euphonious Voices Club** that

motivate students to enhance their leadership qualities.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 5.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	6	6	6

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

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 career. **However, some of them are contributing to the Institution in the form of financial means.** Some of them, when they visit the Institute, share their experiences and what made them to reach their present stage. 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 give 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 our alumni, those who are placed in various companies and 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 intention of the alumni is to reunite with their friends and faculty members and to cherish their memorable experiences.

The dynamic alumni are ever ready to extent 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 their creative ideas, inspirations, and insights according to the signs of the times for the upcoming generation.**

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 4 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 9

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	1	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Andhra Loyola Institute of Engineering and Technology continues its passion for service and excellence in the footsteps of its very visionary founder St. Ignatius of Loyola. He was a great leader of men with an incredible vision and indomitable spirit. This same legacy continues to inspire the Institution to form “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 integral formation which involves academic excellence, spiritual growth, social commitment and value-based leadership.

Mission

The mission of Jesuit education at ALIET is 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 and economically marginalized students.

Nature of Governance

The Governing Body is the highest statutory decision-making body. It is chaired by the Chairman (Fr. Provincial) and co-chaired by the Vice-Chairman (the Rector of the college), with the Principal acting as the secretary. Representations from the management, external experts, the parent University and the Government are also included in it. The Governing body meets to take decision regarding the policies of the college and to give directions to the College.

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.
- Moulding them as global citizens possessing competence, conscience and compassion by providing them with quality education.
- Encouraging research by hosting National and International Conferences, Workshops/Seminars and regular Faculty Development Programs.
- Effective mentoring and continuous guidance given to the students and parents to ensure personal care and follow up.

- Instilling values and life skills to cope with challenges and demands of everyday life.

Partaking of the faculty in the decision-making committees

The Institute believes that its vision and mission will be achieved only when the staff members involve themselves actively in the process of decision-making. To ensure this, as instructed by authorities, various committees are constituted by the Principal to carry-out the smooth function of the Institutional activities through their representation. These committees plan and execute various responsibilities in several realms to foster collaborative administration. To name a few: IQAC, Examination Committee, Discipline Committee, Anti-ragging Committee, Students' Welfare Committee, Women's Cell, Placement and Training Cell, Entrepreneurship Development Cell, etc. Besides these, the faculty members are nominated to various positions as Administrative officer, Examination in-charge, Assistant Directors etc.

The **vision and mission** of the Institution is strongly reflected through **Participative Management, Holistic Approach, Love and Service, Rules and Regulations to improve Productivity and Success.**

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

6.1.2 The institution practices decentralization and participative management

Response:

As the famous saying goes "A Journey of thousand miles starts from a single step", the journey of Andhra Loyola Institute of Engineering and Technology started with a single step in the year 2008 with four B. Tech courses. Today, the College has **2330** students in **6 UG** programs namely, CSE, ECE, MECH, EEE, CE and IT. The College also offers **3 PG** programs, viz. **2 M. Tech** programs CSE and DECS and MBA, **125** faculty members are placed in **7** Departments.

Apart from the regular curriculum-based programs, the experiences and knowledge gained through SIEMENS Laboratories by students from both inside and outside, it provides a suitable and hands-on training to the students. Nearly **3000** students have been given training in the SIEMENS Laboratories so far. The final objective of the College is to become an **Autonomous** Institution so that it will have greater freedom and flexibility in achieving its goals.

The aim of the Institution is to become a hub of knowledge and excellence by adding resources and expertise sharing across disciplines to enhance employability and Entrepreneurship skills. To begin with, the College deputed two of the faculty members for taking training in Faculty Development Programme in **Germany** on "Applied Robotics Controlled Lab Faculty Development Program" from 16th to 24th May, 2019. The College has also signed a **Memorandum of Understanding** with "European Centre for Mechatronics, Aachen - Germany" to keep up research ties and activities in the days to come. Likewise, the College constantly delegates comprehensive powers to the coordinators to direct the academic activities of the CollegeLink

The following are the details of the **Goals, Progression & Implementation and Achievements** of the Institution which were explored in the process of decentralization and participative management.

Goals

- Academic Excellence
- Innovation and Entrepreneurship
- International exposure
- Global competence
- Life skills and Value based Education

Progression Implementation

- Vesting coordinators with the power to make decisions
- Designing Skill Based Courses
- Organizing FDPs and workshops
- Experiential and Creative learning
- Hand- on training through Internships, Field trips and project works etc.
- Web designing
- Internal Evaluation and paper setting reforms
- Library references and e-learning resources
- Cultural and Technical events

Achievements so far...

- 3000 students, from both inside and outside got trained through SIMENS.
- 72 Value added courses were conducted
- 769 Students got placed in last five years

Success so far due to the decentralization and participative management

- Faculty development programmes were organized
- 100% staff attended seminars and workshops
- 234 students placed through campus recruitment in 18-19 alone
- 1377 students underwent internship and field visits and field projects in 18-19 alone
- 35 MoUs Signed
- Faculty sent to Germany for training in Mechatronics and Robotics

The above-mentioned progress and success are possible only because of the proximity and the symbiotic co-operation between the Management and the faculty through decentralization and participative management.

However, the decentralization is executed and the responsibilities are shared at four levels namely:

1.Placement officer

2.Committee coordinator

3.Department coordinator	
4.Student coordinator	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Insourcing E-management resources by our faculty

As enlisted in the strategic plan, the College has undertaken certain steps to develop and update e-resources and software tools services in order to make it tangible for staff and students. The management subsequently infuses technology-integrated sources upon technology-based learning to enhance and support the educational environment.

As a first step, the Institution formed an association with ICT Academy by inviting professionals to provide practical exposure to the faculty into the corporate world. The faculty received training in the areas like Data Science, Big Data Analytics, Cyber Security, Oracle, SQL, Cloud Computing, Auto Desk etc. Some of our staff received certification from Oracle, Auto Desk, Dell Emc2. Apart from this initiative, certified courses were organized at regular intervals for the students.

Since then, the software development team, headed by a Web-Master has begun to work systematically to fill the gaps in relation to the Institution's e-management initiatives. Every faculty is given training by the team to use online resources for teaching and learning. Following are the software tools developed by the team:

- Department Portal
- Online written test for faculty recruitment
- Attendance management system
- Online fees portal
- Modules for accessing e-resources through Canvas and Google Classrooms
- Online time-table display for ready reference
- Online instructions about the project work.
- To provide further stimulus to software development initiative, an Incubation Centre is getting established.

File Description	Document
Any additional information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

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 minutes of the bodies which report to the Governing Body. In this manner, minutes of the new initiatives, budget proposal and the minutes of the Academic committee are presented for endorsement. The Governing Body also discusses 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 of the Governing Body. As is evident from the Organogram, the IQAC, college council, HoDs offer suggestions to the principal. In the administration, decentralization is part and parcel of the Institution as most of the work are taken up by various officials with freedom and responsibility.

In the college there are two assistant directors, IQAC coordinators, HoDs and departmental coordinators, who takes upon them 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 college office reports to the correspondent/ secretary regarding administrative matters and to the Principal regarding academic matters. Different committee services are dealt with by the academic head viz, the Principal. Thus, a smooth functioning is essential in a two-way communication which make the administration easy and effective.

Grievance Redressal Mechanism:

Grievance redressal committee is constituted as per **AICTE guidelines**. Individual grievances are considered by the committee. The coordinator of Grievance Redressal Cell takes a written complaint and tries to solve the grievance with the help of the staff concerned. In case of a big offence, a special committee is constituted to go deeply into the matter and arrive at an apt redressal.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Our college has effectively functioning committees which are monitored by the Principal. The following committees carry out various responsibilities to enhance quality in education:

- IQAC
- Examination Committee
- Discipline Committee
- Anti-ragging Committee
- Students' Welfare Committee
- Women's Cell
- Events & Cultural Committee
- Media and Public Relations Committee
- Extension Program Committee
- Central Documentation Committee
- Placement and Training Cell
- Grievances Redressal Cell
- Sports & Games Committee
- Hand Book Committee
- Entrepreneurship Development Cell

We present the committee constituted for **Extension Program as an example:**

The **Extension Program Committee** was formulated with a vision to instill in the faculty and students the zeal for nation building through welfare activities with the motto of Love and Service.

The **plan was for different departments** to organize various programs in and around Vijayawada. **The various minutes of the meetings held** in this regard would **elucidate the eventual successful implementation of the plans.**

In the review meeting conducted on **19/10/2017**, the various departments reported about the success of the planned activities like:

- Visit to old age home (Little Sisters of the Poor) on 22/11/2017. Since then every year students give financial support to the old age home.
- Motivating Government school children of various institutions on fundamentals of computer education in and around Vijayawada from 21/ 11/2017 to 30/11/17.
- Visit to social service Centre (Care and Share) 22/11/2017. Students distributed sweets, stationery and provisions to the poor children.

In the next meeting which was held on **20/7/2018**, the review of the activities conducted in 2016-17 were evaluated. The coordinator of the committee, in the presence of the **management, strongly motivated all to adhere to the plan of action.** The following activities were planned:

- Distribution of blankets
- Awareness programme on traffic rules and regulations to be given to Loyola Walkers Association and in apartments close to the college.
- Electrical hazards and safety to be given to the people in apartments close to the college.
- A visit to Usavaripalem near Machilipatnam to uplift the poor community etc.

By the next meeting on **10/12/2018**, the activities were reviewed. In 2019, it was planned that the extension activities were to be presented with the objectives, increase budget, expected outcome, etc. **Resolved to increase the number of activities and allot some amount of budget.** Each department was encouraged to plan various programs.

On 17/5/2019, a meeting was organized to plan the extension activities for the coming semester and to reflect on the activities carried out in the previous semester. The activities planned were:

- Awareness programmes on water conservation, environment and information technology
- A visit to an orphanage or old age home
- Importance of time management, discipline and study skills etc.

It was reported in the meeting that a Tsunami affected village named **Rayapalli near Machilipatnam** was adopted. The students along with faculty members, made a survey of the village. A **cattle scheme project was planned for the village.** Twelve families were sponsored with a sum of Rs **20,000/** each. The success of the activity carried out is reported by the villagers through their gratitude to ALIET.

File Description	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 welfare measures for the physical, 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 arranged 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 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 to Ph. D scholars
- All the employees are covered under gratuity scheme
- Financial loan assistance for staff
- Education fee assistance for staff children
- Bank and ATM facility on 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
- Research support (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
- Sick room for staff and students
- Institution maintains gymnasium for teaching and non teaching staff free of cost
- Free uniform and safety gadgets are provided for needy non teaching staff.

File Description	Document
Any additional information	View Document

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

Response: 16.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	40	41	23	5

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	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: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	7	3	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 27.88

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
44	77	76	7	3

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The college 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. It is done through the computers. Gender-wise report, Individual faculty report and Correlation report are generated at the end of the evaluation.

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 do 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
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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.**

Besides these, the admission and fee Regulatory committee (AFRC) by the State Government goes through the audited statement thoroughly 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
Link for Additional Information	View Document

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

Response: 0.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0.25	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

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

Response:

Source of revenue:

- **Annual fee:** The major source of revenue for the institute is through the annual fee collected from the institute. The annual fee is fixed by Andhra Pradesh Admissions and Fee Regulatory Committee (APAFRC). Once in three years, based on the expenditure incurred by the institute, APAFRC fixes the fee for the institute.
- **Consultancy:** Faculty of department of Civil Engineering generates revenue through material testing supplied by external agencies. Link
- **Rentals:** Computer labs generate revenue by conducting various competitive examinations. Link
- **Lease of playground:** Revenue is generated by permitting external organizations for conducting sports and games. Link
- **Research and sponsored projects:** Government supported training programs are regularly organized by EDC. Link
- **Special training of minority students:** Funds are mobilized through AP Minorities Corporation for conducting such programmes. Link
- 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**.
- **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, **3000 outside students** have been trained in these laboratories.

Optimal Utilization of 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 budget is prepared. Budget is closely monitored to avoid wastage of funds and resources are optimally utilized.

File Description	Document
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:

1. Orientation programme for the staff.
2. Periodically evaluating the progress of each department for enhancing teaching and learning.
3. Conducting National Conference, Seminars, Workshops to promote a culture of research through paper presentation and publications.
4. Organizing Faculty development programmes in each department.
5. Academic audit is conducted.
6. Action taken report from the departments are enumerated.
7. Constantly remain informed about LMS and ICT tools for enhancing teaching and learning.
8. Setting up labs to create scientific temper.

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

1. Conducting **National Conference**, Seminars, Workshops to promote a culture of research through paper presentation and publications.
2. Applied robot control (ARC) lab to **set up scientific temper**.

On 11th January 2018 IQAC called for a meeting and drew the action plan for conducting a National Conference on Language and Literature. The Department of English was asked to organized a two-day National Conference on **English Language and Literature in the Era of Globalization**, on 16th and 17th Feb. 2018. The budget of Rupees **60,000** was sanctioned for conducting the conference. Link

Dr. Suddhaseel Sen, Dept of Humanities and Social Sciences IIT Bombay was selected as the keynote speaker **Prof. C.L.L Jayapradha, Former Prof. of English &Translator, Andhra University** was the

Chief Guest of the function.

Dr. G. Suvarna Lakshmi, Dep of ELT, English Foreign Language University Hyderabad and Prof. N. Usha, Krishna University, Machilipatnam were the plenary speakers on the second day of the conference. **51 papers were published with ISSN.** [Link](#)

IQAC took initiatives to install Applied robot control (ARC) lab at second level to set up scientific temper. Robots play a vital role in manufacturing industry which increases production with low cost Automation.

Following initiatives were explicitly initiated by IQAC.

- Two Faculty members were deputed to **European Centre for Mechatronics, Germany to gain hands on Experience on robots.**
- **Two robotic arms with capacity of 0.5kg and 2.5kg** were installed in the laboratory.
- **40 students were registered to undergo training on robots in three phases** namely ARC 1.0, ARC 2.0 and ARC 3.0.
- **Provided online classes by German Faculty and offline classes by ALIET faculty**
- **Certification Course regarding ARC 1.0 is completed and students were certified**

Thus, IQAC has contributed meaningfully to sustain a positive impact on academic attainments in the college.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Institution reviews its teaching learning process in order to assess the effectiveness of quality education through IQAC in the following manner:

- Internal Academic Audit
- *Tête-à-Tête* (face to face interaction with the IQAC coordinator)

All the Heads of Departments and nominated teachers are members of IQAC. IQAC periodically monitors and evaluates the teaching-learning process. It has the following roles:

- Plans, monitors and evaluates the academic functioning of all departments.
- Identifies and recommends additional infrastructural needs due to changes in curriculum and introduction of new courses.
- Identifies and recommends faculty development programs, workshops, training programs needed for both faculty member and students.

- Recommends changes and reforms required for evaluation process for assessing learning outcomes.
- Plans for extra classes and remedial classes
- Student mentoring
- Planning for research-oriented activities both for students and staff
- ICT resources and smart classes
- Extension programmes
- Students welfare activities
- Publication
- Understanding the signs of time, IQAC recommended setting up of a Robotic laboratory and as a consequence, the secretary and the principal signed an MOU with European Centre for Mechatronics and Robotics in Germany and two faculty have been sent to Germany for training. As a consequence, two Robots have been acquired and training is imparted to students.
- Planned and executed training programme for students in central Institution of tool Design (C.I.T.D)
- Research forum was created and subsequently, projects were obtained by the faculty members.

1. **Internal academic audit** is done annually by the IQAC. The appointed members monitor the various assignments of the staff and assess the overall progress and development of each department. Their overall observation is made and the strategic planning and continuous quality improvement are suggested for the academic progress.

2) *Tête-à-Tête*(face to face interaction with the IQAC coordinator)

The IQAC coordinator interacts with concerned member of the department for the day to day analysis of the following discussion and deliberations:

- The Course files
- Effectiveness of course outcome
- Incorporation of pedagogical methods and techniques in teaching and learning
- Department activities and planning
- Research oriented activities for staff and students.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 57.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
59	75	80	51	23

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Incremental improvements made in both Administrative and Academic domain are as follows:

- The Andhra Pradesh State Skill Development Corporation (APSSDC) has established a skill development center in collaboration with Siemens to train the students. Nearly **3000 students have been trained so far**. 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.

- The total number of computers has been increased from **300 in 2014 to 709 in 2019** which is much higher than the ratio proposed by the AICTE.
- **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 a Google and Canvas classrooms and other smart technology.
- 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 have enrolled in many **MOOCs courses offered by Swayam**.
- **Usage of LCD projectors** have been increased from 10 to 55.
- **The role of IQAC has been strengthened** for taking initiatives in organizing Conferences, Seminars, Guest lectures and FDPs 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.
- The institute started certification programs in collaboration with **DELL EMC, Oracle, Microsoft 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.
- **Placement and career counselling cells are given priority** and hence a placement officer is recruited. This has resulted in an additional increase of placements from 22 students (2014-15) to 234 students (2018-19).
- Consultancy Services have been started by the Civil department since 2016. **Every year, 10 lacs is generated by the Department.**
- Research publication has increased from 46 to 166 by 2018-19. Faculty **members are given seed money to carry out research in their respective** areas of interest.
- **Various Clubs have been started.**
- From the academic year **2013-14, for undergraduate program, weightage for internals is fixed as 30% and externals as 70%.** For PG program internals, weightage is **40% and external weightage is 60%.**
- 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 is implemented since 2016.**
- Relative weightage for practical exams and number of **laboratory hours in each semester are increased.**
- **400 LED bulbs have been placed in the institution.**
- **100 KV Solar Panels have been established and it is connected to the Grid.**
- **e- Resources have been developed by the faculty and it is used in the institution.**

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

File Description	Document
Any additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 16

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	3	2	3

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

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**. Several measures are taken to ensure that women and girls are well protected. Parents/ Guardians are well informed, especially on orientation day, about the safety and security of their children/ wards.

a) Safety and Security

- **165 CC cameras are installed** in the Institution at various strategic points, such as corridors, laboratories, parking area, canteen, main gate, etc. for complete surveillance. **The CCTV footage is saved** to observe and trace the details of any misconduct.
- **Security personnel are appointed 24x7** at strategic locations.
- **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 of every department coordinates** with the Girl's Hostel Warden on specific issues.
- **Parents are given prior intimation** about girl students' who leave during the college 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 external experts.

c) Common Room

- **Three separate common rooms** are available for girl students to exchange ideas and discuss general problems and issues.
- **A qualified nurse is appointed permanently** 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.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 39.5

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 95774

7.1.3.2 Total annual power requirement (in KWH)

Response: 242467

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 68.4**7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)****Response:** 11.32**7.1.4.2 Annual lighting power requirement (in KWH)****Response:** 16.55

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

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

Response:**Solid waste management:**

- **Each classroom is provided with a bin**, where students can dump all dry waste.
- **In each corridor, a large bin is provided** where students can throw wet waste such as food waste etc.
- **Every day, the waste collected from these bins is dumped into the bin** kept by municipal authorities (**Rs.43, 500.00 is paid to municipal authorities for arranging iron dust bins**) just outside the gate of the Institution. Once it gets filled, it is taken out by the Corporation workers and is dumped at the Municipal Corporation dump yard. No burning of dry waste happens in the college premises, thus keeping the environment clean.
- **After the completion of chemical substances in the Chemistry Laboratory, the containers are neutralized** with suitable solvents before its disposal, so that they do not cause any harm to the environment. The broken glassware is segregated separately and handed over to Municipal Corporation for its safe disposal.
- **Sanitary incinerators are installed** on the campus.

Liquid waste management system:

- **The institution has initiated underground drainage system** in the year 2016-17, costing **Rs.1,86,825.00** and drainage connection layering was done in **2017-18** by spending **Rs. 8,01,720.00** as per the measurement given by the municipal authorities. The entire liquid waste

is drained through that system following the municipal rules. The waste water coming from RO system is collected in a tank and is used for watering the plants in the garden.

- Enough care is taken in the Chemistry laboratory to neutralize the chemicals used for the experiments, with suitable solvents before letting it into the drainage.

E-waste management:

- E-waste results mainly in electronic and computer laboratories. Frequently, **vendors are called in and e-waste is disposed off.**

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

To improve the underground water level, for rain water harvesting, **4 pits are installed** as per instructions and guidelines of the municipal authorities, with the measurement of **12 feet length, 6 feet width and 10 feet depth. Two pits are installed behind the new block and 2 pits are installed at the northern side of the main block.** Moreover, the terrace is connected by pipes and the rain water is collected in **3 storage tanks and this water is used for gardening and other washing purposes.** This has reduced the normal dependence on ground water. Because of such precautionary and preventive measures, no stagnant water collects in the entire campus, even during heavy rains. These measures have replenished ground water. The gardens on the campus remain ever green, even during adverse climatic conditions.

o	Pits Setting	Dimension of Pits (length, width, depth)
1.	A pit behind new block	12 x 6x10
2.	A pit behind new block	12 x 6x10
3.	A Pit near northern side of main block	12 x 6x10
4.	A Pit near northern side of main block.	12 x 6x10

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - Bicycles**
 - Public Transport**
 - Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The Institution strives for **environment friendly practices on the campus**. It takes the lead in redefining the environmental practices/culture and is developing green practices in the form of **solar energy, rain water harvesting, management of solid, liquid and e-waste**. The Institution has sprawling lush green gardens and trees.

Bicycles, Public Transport and Pedestrian Friendly Roads

The College is situated in the heart of Vijayawada city. Approximately, **70 students and staff come to ALIET by Bicycles** and are provided with cycle stands for parking. Nearly 50.06% of the staff and students commute using **Public Transport**, 20% of the staff and students come on foot. The campus is well structured in terms of **Pedestrian Friendly Roads**.

Plastic-free campus and Paperless office

The Institution encourages a **plastic free campus**. The college has established an eco-club and promotes green practices among staff and students. Green Audit is initiated to ensure green measures and practices among staff and students.

The campus is in the process of **creating a paperless office by sending notices through e-mail and Whatsapp**. Students are also informed about examinations and lab schedules through their common groups in e-mail and Whatsapp. **Student materials and presentation topics are also made available through e-mails and Google classrooms and canvas classroom**. Faculty selection process in the **preliminary round is conducted through an online written exam**. Integrated Library Management Software (New Genlib Software) is used for issues, circulations and reminder e-mails. **Online Public Access Catalogue is in place**, along with taking initiatives of e-learning and digital library.

Green landscaping with trees and plants:

The garden is well maintained on a daily basis by personnel appointed for this purpose. On the occasion of **World Environmental Day**, the Institution **encourages students and faculty to plant saplings**. The college preserves the bio-diversity of Flora and Fauna. As many as 101 Species of plants are available in the college campus.

Green Initiatives

One of our faculty members, Dr. Sr. Candy D Cunha received sponsorship for her wonderful Ph.D work entitled "**Ecosophy and Self-Realization in Margaret Atwood's Narratives**" from Michigan, Allegan, USA. This book is accepted for publication by Academica Press, USA with a royalty. Her project on '**Eco-studies**', in collaboration with ALIET, guest edited by Dr. Ken Saldanha, Professor at Eastern Michigan University, USA received sponsorship worth Rs1,50,000.00 for contributing several green ideas of Indian scholars on the international stage.

Considering the importance of environmental safety and clean energy, a two-day national seminar on **Emerging Trends in Environment and Sustainable Development** was jointly organized by the department of Botany, Bio-technology and Micro Biology of Andhra Loyola College, in collaboration with the Department of Environmental Science, Andhra Loyola Institute of Engineering and Technology, on 2nd and 3rd September, 2016. **The seminar aimed to provide a common platform for interaction among the researchers and experts in the fields of Environmental Science and Technology.**

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.1

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.56	8.69	6.75	7.82	2.81

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 14

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	3	1	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 22

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	7	2	2	1

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 14

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	7	0	2	1

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

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 **Sri.Mokshagundam Visweswarayya**, 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 Vibhushana and Bharat Ratna **Dr.APJ Abdul Kalam's** Birth Day. The Institution has inaugurated a Research cell recognizing his contribution to the nation and student community in particular.
5. "**Constitutional Day**", on **26th November** of every year is celebrated. On that day, students participate in reading the preamble of the constitution and in a debate.
6. **Republic day is celebrated on January 26th** to commemorate the Constitution taking effect. 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 this auspicious occasion.
8. **In honor of Dr.Shiyali Ramamrita Ranganathan**, the father of Library Science, a book exhibition was organized in collaboration with Andhra Loyola College.
9. **International Women's day is celebrated every year on 8th March**. A guest is invited to speak with the aim of empowering the young women of ALIET.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial

In the Institute, **all financial transactions are carried out transparently**. Cash transactions are very minimal.

- At the beginning of the financial year, **heads of departments prepare budget proposals** for the procurement of new equipment, establishment of new laboratories, maintenance of existing laboratories, computers and other facilities required for teaching-learning process. **After obtaining the approval from the management, departments call for quotations and a comparative statement is prepared.**
- **Tuition fee is paid by the students directly to the bank.** No cash is collected at the office.
- **Salaries of the staff are paid directly through bank** in to their accounts.

- **Vendors are paid only through cheques** or through online transactions.
- **Examiners and invigilators receive their remuneration only through bank** transactions.
- Auditing is carried out regularly. **Internal audit is done in the middle of the financial year and at the end, external audit is done by chartered accountants** and is submitted to the university.
- Every third year, the **Andhra Pradesh Admission and Fee Regulatory Committee checks the audited financial statements.**

Academics:

- Heads of department of all programs convene a **departmental meeting at the beginning of the academic year.** Courses are allotted to the staff members based on their expertise, experience and the exigencies of the department.
- **Timetables are prepared** at the beginning of the academic year **according to the academic calendars** given by the university and they are displayed on the notice boards.
- **Faculty members are free to choose the pedagogical** and delivery methods.
- **Coverage of syllabus by faculty members is monitored by the respective heads** and reviewed through frequent departmental meetings.
- **Mid-term examinations are conducted as per the academic calendar. Evaluated answer sheets are shown to the students** for verification and suggestions are given for further improvement.
- **The internal marks statements are displayed** on the departmental notice boards prior to uploading it to the university.
- **Information regarding examination schedules is widely circulated and displayed** on the notice boards.
- **Class representatives' meetings are conducted regularly** after the 1st mid-semester examinations.
- **Academic audit with external agencies is done.** Professors from other colleges conduct academic audit.

Administrative:

- **Admissions are made transparently** as per the norms framed by the State Government.
- **Rules and regulations are found in the handbook** and it is supplied to all students. **Orientation program** is also arranged for 1st year students and their parents at the beginning of the year.
- The Institute believes in participative management. **The staff members, through various committees, are involved in the decision-making process.**
- **Statutory committees** like grievance redressal and anti-ragging are effectively functioning.

Auxiliary:

- **Information regarding training and placement cell** and its activities is circulated to all students.

Parents are informed about attendance of their wards on daily basis using Student Attendance Management System (SAMS) software. **Letters are sent to all the parents about students having less than 75% attendance** in the middle of the semester.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1: Training and Skill enhancement for placements

Objectives:

1. To inculcate the students to possess sound technical knowledge in the area of study.
2. To acquaint students with knowledge and practice of communication and soft skills.
3. To train the students in aptitude, reasoning, quantitative abilities.
4. To enhance the programming skills of the students specifically in the areas of C, C++, JAVA, PYTHON and Data structures.
5. To prepare students for screening levels of interviews such as personal grooming, group discussions and interview facing skills.
6. To prepare students for time bound on-line examinations
7. To boost confidence in students for placement preparedness.

The Context

The state of Andhra Pradesh is basically hub of technical education for long time. More number of students are graduating with technical degree from the state, but the students are not getting selected for the jobs which meets their academic qualifications. The main problem behind this is lack of communication and sound technical skills required by the industry. The college has identified the industry-academia gap and established an exclusive training and placement department with qualified and dedicated team headed by the experienced placement officer.

To support the training and placement team each department identifies the training needs of the students and facilitates the training officer in in-house curriculum design and its implementation. For the smooth conduct of all training and knowledge enhancement programmes the college is equipped with adequate training and infrastructure facilities.

The practice

The placement activities of the institution come under the purview of training and placement cell. The placement officer along with his team of six members from the placement cell and with the help of one senior faculty from each department design and implement systematically the training programmes. From first year onwards a planned curriculum covering Listening, Speaking, Reading and Writing (LSRW), basics of phonetics, English skills for employability, aptitude, reasoning, programming skills and interview facing skills shall hone the students with required placement. With this curriculum the students opting for placements will be ready by the end of 4th year. The students regularly attend time bound on-line examinations for testing their knowledge, speed and accuracy of answering.

The training time table is incorporated in the regular academic time-table with an average of 2 hours training and placement classes. Up to 3rd year placement training is given for all the students irrespective of their career options. In the 4th year the training activities are intended only for the registered candidates for placements. The students actively utilize the placement cell for their placements and attend various on

and off campus drives.

The evidence of success and work done so far:

The cumulative efforts of the college management, placement team and departments the college could see the success in placements. The Training and placement cell successfully placed many students in the last five years with year on year progress.

- 1272 final year students registered for placements among who 769 got selected. It represents 60.45% of placements to registered students.
- Students were able to gain more technical knowledge. Training activities helped the students in boosting their confidence for career building
- Training programmes enhance and improve their life skills. Even if they could not be placed it helps them in their future Endeavour.

Problems encountered and resources required

- Many students are coming from rural and vernacular backgrounds and they require more training than the regular students and due to tight academic schedule it is challenging.
- More number of students are interested in training and placement activities and hence one to one interaction is challenging.
- Some of the companies want to hire and offer internships to the students during the regular class work and it may not fit to the regular academic calendar of the university.
- Even with systematic approach of training and placement some of the students are having learning gaps and could not be placed.
- Top corporate companies expecting the students with advanced and modern programming skills, with regular academic schedule even for quick learners it is challenging to manage both at a time.
- Even though the college has a dedicated training and placement cell, skills and abilities expected by the industry are changing at faster pace which makes the placement cell to update themselves regularly.

Best Practice 2:

Academic and Personality development through Mentoring

Objectives:

1. To build healthy relation between teacher and student in an intimate zone
2. To help the student in planning academic and career driven goals
3. To connect the parents with institutional planning in developing students with regular interactions.
4. To identify the strengths and weaknesses of the students and suggest appropriate improvements on one-to-one basis
5. To instill motivation in the students with regular counselling sessions and empower the students to move forward with confidence.

The Context

Majority of the students of the Institution come from economically weaker and socially

marginalised sections having less academic orientation and motivation. As they hail from rural background they need continuous and systematic learning process for their academic progression. The regular classes cannot fill the vacuum and hence, **Mentoring** was initiated in the college. This will help the student choose and plan career goals.

The practice

The students are introduced to the mentoring system and its objectives, immediately after they join the college. Approximately 1: 22 mentor-mentee ratio exists on the campus. All the first year B. Tech students are mentored by the Science and Humanities department. The main focus of the mentor during this period is to facilitate the students with the chosen course and college environment. From 2nd year onwards, students will be under the mentorship of faculty of the respective departments. The focus of mentorship ranges from basic attitude building to career planning.

Regular mentoring classes are conducted once in a month. Apart from this, need based mentoring is given to the students as per the needs of individuals. Mentoring given by a qualified full time psychologist is an added feather. A separate mentoring record of every student is maintained by the mentor. The mentor records career goals, academic progress, attendance, student performance and mentoring sessions in that record book and the same is informed to the parents on regular basis. Along with this, the mentor sends a letter to the parents of the students who have less attendance before first mid examinations so that regularity of the students can be improved. **Mentoring** was initiated in the college to accompany the students to achieve academic competence.

The evidence of success and work done so far

- 1.Regular mentoring helped the students in their self-awareness and career planning
2. With the help of regular counselling, students could solve their personal and academic issues in an amicable manner
- 3.Regular interactions with the parents helped the students in focusing on their abilities in a full-fledged manner
- 4.Especially, slow learners could get more benefit with the mentoring for improving their academic performance
- 5.Mentoring was successful in helping the students getting placements
- 6.It helped the students in transforming their behaviour, creating positive attitude, discipline, regularity, punctuality and participation in various academic and non-academic initiatives of the college.

Problems encountered and resources required

1. Due to regular academic schedule, more mentoring classes could not be conducted.
2. Some students may not take real spirit of mentoring, which is challenging for mentor to tune for the system.
3. Some students may not explicitly come out in expressing their problems, which makes mentor difficult to give right advice.
4. Sometimes mentor may be changed due to unavoidable circumstance, which makes mentee to take more time to adjust with the new mentor.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

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**
- **Upbringing 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 done through self-help. Our students offer appreciation, encouragement, support and 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 which are not being considered for any of their rights and needs.

The fourth strategy is Social Enrichment (Outside-in).

Students stay in the **live-in camps** organized by (ALECERT). Our students are exposed to the stark realities of rural communities. At the end of their stay, this inculcates in them a **sense of belonging** to the

local community. 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 attempts at those groups of the community who are being overlooked, to help them stand up for their rights and to demand that their needs be addressed. This way, the students are able to inculcate the habit of standing up for their rights, get involved in the working of local administration, stand 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 up a compassionate society. They 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. At 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 the village named “Raipalli.” The women folk have been 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 SHGs pooled their savings in a bank account and created a revolving fund for the sanction of loans among the SHGs. The SHGs program has been running successfully. The members of the SHGs have become self-reliant, earning their own income by engaging in small jobs 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 as citizens with conscience and a compassionate commitment. We can confidently say that the program 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 up for their rights and community empowerment.

File Description	Document
Link for Additional 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 students of 6,100 and 245 staff. **Loyola Academy – Hyderabad**, with students of 5,548 and 158 staff, **Loyola College Pulivendula**, with students of 1,930 and 115 staff and **Loyola Polytechnic, Pulivendula** with students of 1,719 and 73 staff.

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 needy and deserved.

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 Jesuits 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 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																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>14</td> <td>15</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>14</td> <td>14</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	13	14	15	4	5	2018-19	2017-18	2016-17	2015-16	2014-15	11	14	14	3	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	14	15	4	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
11	14	14	3	4																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>8</td> <td>8</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>8</td> <td>8</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	10	8	8	4	4	2018-19	2017-18	2016-17	2015-16	2014-15	11	8	8	4	4
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10	8	8	4	4																	
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11	8	8	4	4																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/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 Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>563</td> <td>822</td> <td>634</td> <td>495</td> <td>511</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	563	822	634	495	511	2018-19	2017-18	2016-17	2015-16	2014-15					
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563	822	634	495	511																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

563	822	634	372	388
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1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years

Answer before DVV Verification : 72

Answer after DVV Verification: 52

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
225	225	225	225	225

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
204	204	205	214	200

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 1

Answer after DVV Verification: 0

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	4	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

3.1.1 Grants for research projects sponsored by government/non government sources such as industry

,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32.17	11.9	0.1	0.17	0.092

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31.97	7.9	0	0	0

Remark : Provided grant award letters of Institute of Public Enterprises, Hyderabad originally got project from Andhra Pradesh Government for 2017-18 has not reflect the amount. DVV has not consider grant receive from same college.

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

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

Answer before DVV Verification : 16

Answer after DVV Verification: 7

3.1.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 244

Answer after DVV Verification: 244

Remark : E-copies of the grant award letter of Cluster based Outlier Detection Algorithm for Health care Data for 2016-17 , Vehicle theft information by GSM with user programmable number feature , Effect of Temperature on the performance of the circuit for 2015-16 not provide by HEI. DVV has not consider those research projects whom funded by same college.

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : E-copies of the letters of incentives to the awardees for 2018-19 not provide by HEI.

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

3.4.2.1. Total number of awards and recognition received for extension activities from

Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	41	9	4	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	0

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs 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:

2018-19	2017-18	2016-17	2015-16	2014-15
19	9	7	4	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	9	5	1	1

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1199	651	695	1115	1160

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1169	651	659	443	608

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training,

research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
64	46	33	17	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
53	37	28	13	9

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	2	4	6	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	2	4	5	2

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
116.761	84.995	126.720	144.503	236.630

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
129.79	88.37	131.07	149.43	239.23

4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Average number of teachers and students using library per day over last one year Answer before DVV Verification : 165 Answer after DVV Verification: 194</p> <p>Remark : DVV has made the changes as per average of teacher and students using library per day on 12/12/2018 , 13/12/2019 , 14/12/2019 , 15/12/2019.</p>																														
4.4.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 748 1046 882"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>276.109</td> <td>268.796</td> <td>259.419</td> <td>225.657</td> <td>191.020</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 960 1046 1095"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>41.06</td> <td>47.13</td> <td>46.49</td> <td>28.79</td> <td>16.53</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	276.109	268.796	259.419	225.657	191.020	2018-19	2017-18	2016-17	2015-16	2014-15	41.06	47.13	46.49	28.79	16.53										
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5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1453 1046 1588"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>16</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1666 1046 1800"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>15</td> <td>0</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1879 1046 1946"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	31	16	0	4	0	2018-19	2017-18	2016-17	2015-16	2014-15	29	15	0	4	0	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																											
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29	15	0	4	0																											
2018-19	2017-18	2016-17	2015-16	2014-15																											
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p>																														

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:

2018-19	2017-18	2016-17	2015-16	2014-15
21	52	56	27	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	40	41	23	5

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	11	8	3	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	7	3	1

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
54	91	99	13	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
44	77	76	7	3

Remark : DVV has not considered one day workshop on BHUVAN:INDIAN GEO-PLATFORM OF ISRO,VRSEC,VIJAYAWADA for 2017-18 provided by HEI. Certificates of CASE STUDY

METHOD OF TEACHING" for 2018-19 not provide by HEI.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
102	94	100	75	33

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
59	75	80	51	23

Remark : DVV has not considered workshop, conference, seminar , IPR and FDP programs. DVV has counted one activities once for a year.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	8	1	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	7	0	2	1

2.Extended Profile Deviations

ID	Extended Questions										
1.3	Number of outgoing / final year students year-wise during the last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>441</td> <td>404</td> <td>415</td> <td>422</td> <td>430</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	441	404	415	422	430
2018-19	2017-18	2016-17	2015-16	2014-15							
441	404	415	422	430							

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
590	594	589	477	485

NAAC