



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TRINITY COLLEGE OF ENGINEERING AND TECHNOLOGY

**NEAR BY-PASS, BOMMAKAL FLYOVER, KARIMNAGAR TELANGANA
505001**

www.trinityengineering.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Trinity College of Engineering & Technology is an educational institution that was established in 2008. It is sponsored by the VANISRI Educational Trust and is located in a backward educational area that is predominantly inhabited by underprivileged sections of society. Over the course of 15 years, the college has achieved significant success and recognition. One of the notable strengths of the college is its visionary management. The management team is known for its strategic planning, effective documentation, record-keeping practices, and implementation of e-management systems. The college also adopts innovative teaching practices in line with global trends, emphasizing quality and access in the curriculum and teaching methodologies.

The alumni of the college have made valuable contributions in various fields of Engineering and Technology across the globe. The college obtained affiliation from JNTU Hyderabad University in 2008 and has maintained its affiliation ever since. It has also received ISO 9001-2015 certification from OTABU Certification PVT. LTD, which further demonstrates its commitment to quality education. Situated in the heart of the city, the college enjoys good road and rail connectivity. It is a co-educational institution that attracts students from various states, including the northeastern states of India. In 2022, the college had more than 775 students and a faculty consisting of 74 members dedicated to fulfilling the needs and aspirations of society.

TRINITY College of Engineering & Technology offers multiple programs at the undergraduate and postgraduate levels, including four programs in Management streams. The college campus spans over 10.02 acres of land and features a multi-storey building. It boasts 50% smart classrooms, well-qualified and experienced faculty members, state-of-the-art laboratories, an e-resource-equipped library, conference halls, seminar halls, participative management practices, and a decentralized power structure. Overall, TRINITY College of Engineering & Technology has emerged as a reputable institution, providing quality education and shaping the careers of its students in the field of Engineering and Technology.

Vision

"Our vision is to be a globally recognized center of excellence in engineering education, research, and innovation, empowering students to become skilled professionals, creative problem solvers, and leaders in their fields. We aim to foster a vibrant learning environment that promotes interdisciplinary collaboration, ethical practices, and a deep understanding of societal needs. Through our cutting-edge programs, state-of-the-art facilities, and industry partnerships, we strive to produce graduates who are equipped with the knowledge, skills, and values to make a positive impact on the world, driving technological advancements and addressing complex challenges for the betterment of society."

Mission

Our mission is to provide a comprehensive and high-quality engineering education that prepares students to become skilled professionals, innovative problem solvers, and ethical leaders in their fields. We are committed to fostering a dynamic learning environment that encourages curiosity, critical thinking, and collaboration.

Through rigorous academic programs, state-of-the-art facilities, and experiential learning opportunities, we aim to empower our students with the knowledge, skills, and practical experience necessary to tackle complex engineering challenges and contribute to the advancement of society.

We strive to cultivate a culture of innovation, entrepreneurship, and lifelong learning among our students, faculty, and staff. By promoting interdisciplinary research, industry partnerships, and community engagement, we seek to bridge the gap between theory and practice and to foster innovation and technological advancement.

Our mission also extends beyond the classroom to encompass the holistic development of our students. We are committed to nurturing their personal and professional growth, instilling a sense of social responsibility, and preparing them to make positive contributions to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Best Engineering College in Karimnagar Region of Telangana since 2008
2. Horizontal and Vertical Mobility
3. Experienced and highly qualified teaching faculty
4. Team work with supportive and participative management
5. Engagement with alumni and their involvement in all activities
6. Integrated Stake-holders management
7. Continuous upgrading of infra-structure and support services
8. Inclusive quality policy
9. Strategic location and goodwill among the community and recognized brand value
10. Well-developed sports facility with modern amenities and organized cultural activities.
11. Remedial coaching for slow learners
12. Outcome-based education
13. Clarity of vision and mission of the college among stakeholders
14. Self-performance appraisals and participation of stakeholders in various communities
15. Promoting leadership skills through clubs
16. Regular administrative and academic audit
17. Establishment of IQAC in October 2021 to monitor and implement the quality aspects in teaching learning and evaluation.
18. Visionary Management
19. Strategic and perspective plans for the development of college
20. Community and outreach extension activities of the college
21. Prompt Grievance Redressal Mechanism
22. Following of UG & PG courses JNTUH syllabus in all programs
23. Following of DIPLOMA course syllabus in TSSBTET
24. Meeting social responsibilities through outreach programs
25. Wi-Fi enabled Campus with High-Speed Internet

Institutional Weakness

1. Most students belong to the category of first-generation learners.
2. Most students are from vernacular medium
3. Timely payment of fees by the students is a major concern.
4. Quality level of students at entry level
5. Students are from a low economic status society with limited exposure to technology.
6. Declining enrolment of students in conventional streams

Institutional Opportunity

1. National educational policy 2020 has opened up new avenues of growth and development.
2. Growing demand for quality education from stakeholders
3. Networking and harnessing of alumni spread all over the globe
4. Flourishing economy and the influx of foreign investment in the economy of the city of Karimnagar have increased job opportunities.
5. Development of incubation centers and startups
6. Benefiting from the location advantage of being in the midst of industries, IT hub, National and International organizations and MNCs.
7. Visionary management with guidance and support

Institutional Challenge

1. Inculcating the traditional college culture among the young lecturers with modern outlook
2. Coping with the modern methods of management
3. Keeping up with the demands of National Educational Policy 2020
4. Imparting soft skills to first-generation learners
5. Framing of balanced curriculum to suit industry and business needs
6. Enhancing on-campus and off-campus placements
7. Need for high-quality interdisciplinary research in all the departments.
8. Improvement of research facilities and labs in synchrony with new and emerging areas
9. Improvement of the Centre for entrepreneurship and Innovation
10. Induction of the latest technology in teaching, learning, evaluation, administration, and accounts

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Trinity College of Engineering & Technology (TCTK) follow JNTUH, Hyderabad curriculum as our college is affiliated to JNTUH. Based on the University Academic Calendar, the college prepares academic calendars year-wise and follows them meticulously. Mid-term and Semester End Examinations are conducted as per the schedule given by the affiliating University. The college is equipped with smart classrooms, spacious and state-of-the-art computer labs, and audio-visual and other ICT facilities which make the delivery of the curriculum attractive and easier to students.

Apart from the regular curriculum, Add-on programs/Certificate Programs are conducted to make students industry ready. From 2017 to 2022, 32 Add-on program/Certificate Programs were conducted for students of various branches of engineering. 67.3% of students enrolled and completed in Certificate Program as against the total number of students. This facilitated them to acquire new skills. The college integrates and promotes cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability by conducting various activities on and off the campus for their holistic development. The project works are implemented as a part of the curriculum to enrich the learning experience of students. In the year 2021-22, 297 students undertook project work, which helped them get exposed to the outside world. Our programs are offered and operated with strong linkages to the workplace inculcate a sense of service in our students and create future leaders. The institution receives feedback from students on the teacher's performance. Feedback on the curriculum is collected from students, faculty and alumni. It is analyzed, and results are utilized to prepare for a future year in order to improve individual performance and productivity.

Teaching-learning and Evaluation

Trinity College of Engineering & Technology (TCTK) follows and believes the ground reality and perception levels of the students will have different learning and understanding capabilities so the institute will instruct the teaching staff to follow different aids of teaching so that a maximum number of students acquire the knowledge. The institute also regularly upgrades and follows present latest tools keeping in mind the present generation and native technologies.

According to Telangana Government JNTUH regulations, the admissions procedure is conducted through the TSEAMCET, TSECET for UG and TSICET for PG as per Government norms. The institution maintains an enrolment percentage of 60.66 and a reservation percentage of 69.44. The institute has well-qualified and experienced faculty. The Student-Faculty ratio is maintained as per norms. The Institute keeps the student-full-time ratio of 6.62. Faculty prepares the teaching timetables as per the JNTUH academic calendar. The college has clearly stated all POs, PSOs and COs for all programs. The outcomes are prepared based on the expected graduate attributes, skill sets that the students have to acquire values that they must imbibe to become good citizens

The faculty maintains a course file that includes a copy of the syllabus, course objectives, outcomes, notes, question papers with keys, sample answers and assignment scripts and attainments. The Chalk and Talk methods, PPTs, NPTEL Videos, Workshops, and Guest lectures by experts from various areas are used in the teaching-learning process to help students better understand. In spite of regular teaching-learning methods.

The Institute conduct Remedial classes and Tutorial classes for slow learners and also conducts pre-final examinations for students for prior preparation of students. The institute also plans to conduct GATE and additional training sessions on various emerging technologies. The percentage of Full-time teachers with PhD is maintained during the assessment period.

A Strict and Confidential system is maintained for conducting examinations and evaluation processes. 83.26% pass percentage has been maintained for the last five years. All academic, co-curricular, and extracurricular activities are monitored by IQAC, which is supported by senior faculty members. It also makes sure to give faculty members and students all the support they need to improve teaching and learning.

Research, Innovations and Extension

Trinity College of Engineering and Technology, Karimnagar, Telangana, encourages faculty and students to participate in research roles and activities. The mission of the institute is to foster a culture of research on campus by motivating teaching staff and students to think and be creative in life and also providing a platform to work on academic and industrial projects. In addition to cultivating a scientific attitude, the institute aims to satisfy the college's vision and mission. Institute priorities include increasing citations, patent applications, and research publications. It works to develop, and combine abilities and internal resources, and develop strategies to create an atmosphere that will attract the greatest talent. The institution has held 42 seminars and workshops in the areas of IPR, R&D, and entrepreneurship over the course of the last five years. Teachers also published research papers, books and book chapters in reputed journals and publishers.

In order to impart ethical values of self-control and dedication to community development to students and to cultivate a sense of social responsibility, the institution has established an NSS Unit. NSS teaches students to show respect for people in society and an appreciation for different viewpoints. It also helps the students comprehend who they are and how they fit into the community. 42 extension and outreach programmes were conducted by the institution through organized forums in the NSS with the involvement of the community during the last five years. 35 functional MoUs and links with institutions and industries in India for internships, on-the-job training, project work, student and faculty exchange, and collaborative research during the last five years.

Infrastructure and Learning Resources

In recent years, Trinity College of Engineering and Technology, Karimnagar, Telangana, has achieved amazing progress in building cutting-edge infrastructure. The institution has committed itself to delivering a wealth of opportunities for students' intellectual, cultural, and personal development. Along with a total of 07 tutorial rooms, 06 well-furnished computer laboratories (with 360 computers), drawing halls, a training and placement cell, and a sports room, the campus has 32 furnished classrooms. Up to 300 students can comfortably attend activities and meetings in the seminar halls. During the assessment period, a sizeable sum of more than 25% of the total expenditure was earmarked for infrastructure improvement.

Collage has a central library stocked with 19790 books, 72 printed technical journals (including 30 foreign IEEE journals), and 275 online journals, including 190 foreign journals. The library provides a wide range of information services and houses a Digital Library that hosts digital collections, seminars, and conference alerts. It consists of several sections, including lending, circulation, reading, reference, Reprography, Stack Area, and a digital library segment. Barcode technology is used to facilitate transactions in the library. The library has registered memberships with prestigious organizations like DELNET and other e-Journals to further enhance its academic resources, ensuring access to beneficial e-resources for both students and employees.

The college's vision is to provide futuristic facilities that enable students to optimize the use of available resources. With a current ratio of 1.78, the Computer Laboratories provide an appropriate number of computers to students. There are currently 360 student-accessible computers on campus in total. The maintenance and improvement of academic and physical facilities, as well as academic support facilities, have accounted for more than 30% of expenditures over the past five years (excluding salaries).

Student Support and Progression

Trinity college of Engineering & Technology providing necessary support to the students in order to acquire a

fruitful learning experience in campus. 74.43% of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years. Students can avail of a number of support systems and services for information, academic and career guidance, financial, co-curricular and extracurricular activities. 42.23% of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years. Trinity college of Engineering & Technology Conducting special classes for preparing students for GATE, PGECET and Civil Services Examinations. Students are empowered to voice their opinions through various forums such as Anti-ragging committee, Women Empowerment Grievance Redressal Committee, ICC, Online Grievance Cell and Formal Feedback so that all issues of students may be addressed. 78.37% of placements of outgoing students and students progressing to higher education during the last five years. Around 42 students qualified in state/ national/ international level examinations year wise during last five years.

Physical Education department to motivate all students to participate in sports and to train students in various sports. The students of the College have participated in different intercollegiate events and have won awards for our College in sports and cultural events during last five years. 41 Awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years. Students participated in more than 192 sports and cultural programs during last five years. The College Alumni play a crucial role in raising awareness of the latest industry trends and how additional training programmes can be tuned to meet the industry's needs through the Alumni association. Leadership skills of the students are encouraged through the student council, associations and project based activities. The members of Alumni Association contribute financially. They help the needy students monetarily so that they can continue with their studies without any hassles.

Governance, Leadership and Management

Trinity college of Engineering & Technology (TCTK) strives to provide an excellence in engineering education for students in their respective branches with the teaching faculty and HoDs. The main aim of the Institution to change the students as intellectual leaders and also provides the opportunity to students to perform various experimental and research activities. Various departments have their own vision and mission collectively supports to strive the Institutional vision and mission.

To develop the enhanced activities for students the institute provides workshops, guest lectures by experts from various areas, conferences and seminars also plan like mini project development, project exhibition, best field work competition etc., Academic norms, rules, and regulations are developed for the numerous programs the institute offers under the strict supervision of the Principal. Since the quality policy and plan are to be implemented through the faculty members it is important to share the vision and mission related to quality policy and plan with faculty members. Principal also need to motivate the faculty members for the effective implementation as it may lead to the feeling among faculty that it will lead to extra workload. 71.52% of the teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. During the last five years, the Institute has organised the teaching and non-teaching staff to attended FDPs, workshops, management development programs, administrative training programs and different professional memberships. 66.1% of teaching and non-teaching staff participating in Faculty development Programmes(FDP), Management Development Programmes professional development /administrative training programs during the last five years. Institute conducts financial audits to have discipline and transparency in financial management.

An evaluation by head of the department and principal based on their performance. IQAC conducts periodic

audits to identify gaps and recommends various measures to be implemented to improve academic and administrative quality. In order to achieve the predetermined objectives, the institution uses a strategic plan and viewpoint for improvement. Management provides the necessary leadership, financial, and administrative assistance to carry out the policies.

Institutional Values and Best Practices

The Trinity College of Engineering & Technology (TCTK) has taken proactive steps to respond to emerging challenges and pressing such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics issues from time to time. Moreover, it actively participates in observing National and International celebrative days and festivals in collaboration with the NSS Unit. The institution maintains a strong commitment to energy conservation and environmental preservation, conducting audits like the Green, Energy, and Environment audits. Demonstrating great regard for human values and professional ethics, the institution consistently organizes various events and programmes to encourage an inclusive campus environment.

The institution promotes a welcoming atmosphere by respecting the diversity that includes cultural, regional, linguistic, communal, economic, and other characteristics. The **“Yukta / Samprayojita / Yojana: Adoption of Village School”** and **“CHAITHANYA-Service learning”** have been identified as two outstanding practices that are particularly advantageous for students.

- To educate parents and students about basic education and IT literacy.
- To help pupils become more self-aware, self-confident, and self-aware.
- To educate pupils about the value of personal hygiene, sanitation, and health.
- To encourage the planting of trees and the collection of rainwater on school grounds.
- To educate schoolchildren and their guardians about the Swatch Bharat Abhiyan.
- To give the economically disadvantaged, Orphan Age, and Moratoria pupils the necessary assistance.

The motto of the Institution says “Service to the Society through Quality Technical Education”. In the process of achieving the motto, the institution believes in exploring, identifying and bringing out the inner excellence of students along with their all-around development and grooming and inculcating in every faculty and student, the sense of social responsibility. The emphasis is on the comprehensive development of students, independent learning, critical and rational thinking, innovative application, and value orientation. The institution provides quality education to all students by incorporating technology, research orientation, skill up-gradation, and societal development methods.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TRINITY COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	NEAR BY-PASS, BOMMAKAL FLYOVER, KARIMNAGAR TELANGANA
City	KARIMNAGAR
State	Telangana
Pin	505001
Website	www.trinityengineering.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nagendra Singh	0878-9505645555	9490043678	-	office.tctk@gmail.com
IQAC / CIQA coordinator	Ashok Kumar Vootla	0878-9490043678	7396903383	-	ashoko.vootla9@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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	NEAR BY-PASS, BOMMAKAL FLYOVER,KARIMNAGAR TELANGANA	Rural	10.02	14000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,Computer Science And Engineering	48	Intermediate	English	60	58
UG	BTech,Artificial Intelligence And Machine Learning,Artificial Intelligence And Machine Learning	48	Intermediate	English	60	49
UG	BTech,Electrical And Electronics Engineering,Electrical And Electronics Engineering	48	Intermediate	English	60	3
UG	BTech,Electronics And Communication Engineering,Electronics And Communication Engineering	48	Intermediate	English	60	17
PG	MBA,Master Of Business Administration,MBA	24	Degree	English	120	120

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	0				3				71			
Recruited	0	0	0	0	2	1	0	3	41	30	0	71
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						7
Recruited	5		2		0	7
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				16
Recruited	12	4	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	41	30	0	71
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	221	0	0	0	221
	Female	290	0	0	0	290
	Others	0	0	0	0	0
PG	Male	60	0	0	0	60
	Female	184	0	0	0	184
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	23	19	16	14
	Female	38	28	27	31
	Others	0	0	0	0
ST	Male	14	3	8	4
	Female	17	8	5	7
	Others	0	0	0	0
OBC	Male	63	29	43	60
	Female	49	45	74	83
	Others	0	0	0	0
General	Male	11	25	15	19
	Female	12	28	33	37
	Others	0	0	0	0
Others	Male	6	3	1	6
	Female	6	6	4	6
	Others	0	0	0	0
Total		239	194	226	267

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>TCTK fully acknowledges and embraces the vision of the National Education Policy (NEP) to provide high-quality education and develop human resources as global citizens. The faculty members at TCTK have engaged in discussions regarding the key principles of the NEP, such as promoting diversity in curriculum and pedagogy, integrating technological innovations in teaching and learning, and fostering logical decision-making, innovation, critical thinking, and creativity. In accordance with the NEP, TCTK has taken proactive steps to initiate new interdisciplinary clubs that integrate different specializations, in addition to the existing MSME Host Institute Business Incubator (HI/BI) center. The</p>
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academic programs at TCTK are periodically redesigned in collaboration with the affiliating university, JNTUH, to include multidisciplinary/interdisciplinary courses as electives. The programs are designed to provide students with maximum flexibility in choosing elective courses offered in other specializations. We appreciate that the affiliating university is actively working towards implementing the suggestions outlined in the NEP. The motto of the NEP for higher education is to transform institutions into massive interdisciplinary knowledge hubs, aiming to end the fragmentation of higher education. TCTK, in line with the NEP standards, strives to obtain accreditation from the National Assessment Accreditation Board (NAAC) with a satisfactory grade, while continuously striving for excellence in engineering education. The college also embraces the concept of multidisciplinary programs in its curriculum. As part of our commitment to holistic and multidisciplinary education, TCTK has incorporated a course on Human Values and Professional Ethics, as well as yoga sessions for all students on campus. Our students actively engage in community outreach initiatives, including organizing health and social awareness programs, blood donation camps, plantation drives, Swachh Bharat campaigns, and charity programs in neighboring villages. In terms of leadership and effective governance, TCTK is a self-financed private Higher Education Institution (HEI) affiliated with JNTUH, Hyderabad. The institution aspires to become an independent self-governing institution dedicated to pursuing innovation and excellence through accreditations and recognitions. TCTK has a strategic institutional development plan that aligns with the vision of the NEP, ensuring its continuous growth and progress. By embracing the principles and goals of the NEP, TCTK aims to provide a transformative educational experience that prepares students to become competent professionals, critical thinkers, and responsible global citizens.

2. Academic bank of credits (ABC):

Academic bank credits are indeed a significant component of the National Education Policy 2020 (NEP-2020). The NEP-2020 emphasizes the integration of higher educational institutions in a globalized space and recognizes the importance of

providing students with flexibility and access to a wide range of learning opportunities. Under the NEP-2020, academic institutions are encouraged to implement academic bank credits. These credits enable students to accumulate credits from different institutions, including online courses, and transfer them seamlessly across programs and institutions. This system promotes interdisciplinary learning, encourages lifelong learning, and allows students to customize their education based on their interests and career goals. To support the implementation of academic bank credits, online courses offered through national schemes like SWAYAM, NPTEL, Coursera, and other recognized platforms can be considered for credits earned against elective courses. This integration of online courses into the credit system provides students with the opportunity to explore diverse subjects, enhance their knowledge and skills, and earn credits that contribute to their overall academic progress. By recognizing credits earned through online courses, institutions can provide students with more flexibility in designing their curriculum, accessing high-quality educational resources, and gaining exposure to global educational opportunities. This integration also aligns with the aim of the NEP-2020 to promote the use of technology in education and expand the reach and quality of learning resources available to students. It is important for institutions to establish clear guidelines and evaluation criteria to ensure the rigor and quality of online courses being considered for credits. This would involve assessing the course content, learning outcomes, assessment methods, and the credentials of the course providers. By maintaining robust evaluation processes, institutions can ensure that the credits earned through online courses are meaningful and aligned with the desired learning outcomes. Overall, the integration of academic bank credits and the recognition of online courses for credits earned against elective courses contribute to the NEP-2020's vision of fostering a more flexible, inclusive, and globally connected higher education system..

3. Skill development:

TCTK recognizes the importance of add-on programs and curriculum extension in accelerating skill development. They have conducted various programs and initiatives to support students in their personality

	<p>development, interview skills, and life skills, in collaboration with TASK (Telangana Academy for Skill and Knowledge). They have also established the National Entrepreneurship Network (NEN) community to promote entrepreneurship among students. In 2020-2021, TCTK achieved a 4-star rating in the Institution's Innovation Council, indicating their commitment to fostering innovation and creativity. Moving forward, TCTK aims to empower young students and cater to the demands of the pharmaceutical industry and healthcare sector. To achieve these goals, TCTK has outlined a specific plan: 1. Develop workplace-related skills and attitudes through internships facilitated by platforms like "Internshala" and provide on-the-job training. 2. Incorporate good practices and innovations in teaching and learning methodologies. 3. Facilitate horizontal mobility of vocational students, enabling them to explore various career opportunities. 4. Collaborate with industries to impart practical skills and hands-on experience, and design courses that are relevant to the industry's needs. 5. Introduce new learning methods using ICT tools and digital platforms such as Massive Open Online Courses (MOOCs) and flipped classrooms to train and empower teachers. 6. Develop and implement a holistic assessment and evaluation system that provides a comprehensive evaluation of students' skills and achievements. 7. Adopt an outcome-based education system to measure learning outcomes and ensure a 360-degree assessment and evaluation of students. TCTK believes in providing equal dignity to individuals pursuing add-on courses and acknowledges their contributions to the workforce of the country.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Promoting Indian arts and culture is indeed beneficial not only to the country as a whole but also to individuals. Here are some reasons why: 1. Preserving cultural heritage: Promoting Indian arts and culture helps preserve the rich heritage and traditions of the country. It ensures that diverse cultural practices, languages, and art forms are passed down to future generations. 2. Cultural identity and pride: By celebrating regional languages, festivals, and important days, individuals develop a sense of cultural identity and pride. It strengthens their connection to their roots and fosters a sense of</p>

	<p>belonging within the community. 3. Diversity and inclusivity: India is known for its diverse cultural landscape. Promoting arts and culture allows for the recognition and appreciation of different languages, traditions, and festivals across the country. It encourages inclusivity and respect for various cultural practices. 4. Tourism and economy: Indian arts and culture are major attractions for tourists from around the world. Promoting cultural events, festivals, and art forms can boost tourism and contribute to the local economy. It creates opportunities for artisans, performers, and small businesses to showcase their skills and products. 5. Personal development and well-being: Engaging with arts and culture has personal benefits as well. It promotes creativity, self-expression, and personal growth. Participating in cultural activities can enhance individual skills, foster teamwork, and provide a platform for self-discovery and self-confidence. 6. Global recognition: Indian arts and culture have gained global recognition and appreciation. Promoting and showcasing the diverse cultural heritage of India helps establish its presence on the international stage. It contributes to cross-cultural understanding, promotes cultural diplomacy, and fosters global collaborations. Overall, the promotion of Indian arts and culture is beneficial on multiple levels, including the preservation of cultural heritage, fostering a sense of identity and pride, promoting diversity and inclusivity, boosting tourism and the economy, personal development, and gaining global recognition.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Trinity College of Engineering & Technology (TCTK) has implemented outcome-based education (OBE) as its educational framework. OBE focuses on clearly defined Programme outcomes (POs) and Course Outcomes (COs) that align with the cognitive abilities of students, including remembering, understanding, applying, analyzing, evaluating, and creating. The college ensures that all courses incorporate these outcomes, encompassing not only domain-specific skills but also social responsibility, ethics, and entrepreneurial skills. The goal is to equip students to actively contribute to the economic, environmental, and social well-being of the nation. To achieve these outcomes, the course syllabi at TCTK are designed in affiliation with JNTUH</p>

	<p>University, taking into consideration the macro-economic and social needs of society. This approach aligns with the spirit of the National Education Policy (NEP). Assessment of students is carried out based on the OBE attainment model, which evaluates their progress in achieving the desired outcomes. This ensures that the educational goals set by the college are effectively met. TCTK goes beyond traditional academic focus and incorporates community participation and service, environmental education, and value-based education into its innovative curriculum. The curriculum includes credit-based courses and projects, lab experiments, and mini-projects that emphasize the application of technical knowledge for the benefit of the community. Additionally, TCTK offers courses such as Professional Ethics & Human Values and Gender Sensitization to foster value-based education among B.Tech students. Environmental Sciences is another course that addresses various aspects of environmental sustainability. The college actively engages in community outreach initiatives through committees like the Student Welfare Committee and organizations like the National Service Scheme (NSS). These initiatives provide opportunities for students to participate in extension activities and contribute to the community. Overall, Trinity College of Engineering & Technology emphasizes outcome-based education, aligning its curriculum and assessments with clearly defined outcomes and incorporating social responsibility, ethics, and entrepreneurial skills. The college's community outreach initiatives further enrich the educational experience for students by fostering a sense of social engagement and promoting the well-being of society</p>
6. Distance education/online education:	<p>It is evident that the COVID-19 pandemic has greatly accelerated the adoption of digital platforms in the field of education. Educational institutions have increasingly turned to online resources to facilitate classes, conferences, and meetings. This shift has not only overcome geographical barriers but has also allowed for interaction between experts and students from different locations. As the economy gradually reopens, including educational institutions, a hybrid mode of education combining online and offline resources has emerged as the new normal. The New Education Policy, which was likely introduced before</p>

my knowledge cutoff in September 2021, envisions and supports this hybrid mode of education. The policy recognizes the potential of digital platforms in enhance learning experiences and promoting inclusivity. It encourages the use of online resources and platforms to supplement traditional classroom teaching. During the lockdown period caused by the Covid-19 pandemic, educational institutions like TCTK successfully delivered their course content through online modes using tools such as Zoom and Google Meet. This experience has led to an increased confidence in accessing online resources by both educators and students. The availability and accessibility of online materials have improved, reducing the constraints that was once associated with remote learning. Furthermore, students are being encouraged to take Massive Open Online Courses (MOOCs) at TCTK. MOOCs provide a flexible and self-paced learning experience, allowing students to explore a wide range of topics and acquire new skills. This emphasis on online learning aligns with the broader trend of embracing digital platforms in education. To enhance the quality of education, teaching faculty are being encouraged to engage in NITTT (National Institute of Technical Teachers Training) modules. These modules aim to equip teachers with the necessary skills and knowledge to effectively leverage technology in the teaching process. By upskilling the faculty, the overall educational experience can be improved, ensuring that students receive high-quality instruction both online and offline. In summary, the Covid-19 pandemic has accelerated the adoption of digital platforms in education. The hybrid mode of education, combining online and offline resources, has become the new normal. The New Education Policy supports this approach and emphasizes the importance of online resources and upskilling of educators. With the experience gained during the pandemic and improved access to online resources, the educational landscape is evolving to meet the changing needs of students and educators.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club is set up in Trinity College of Engineering & Technology with the primary objective of sensitizing the student community about democratic rights, including casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institution has the ELC functional with the following office bearers 1. Dr. Nagendra Singh - Professor - ELC Coordinator 2. P. Kishore - Asst. Professor - ELC Additional Coordinator 3. M.Akhila - B.Tech III Year Student - Student Representative 4. P.Keerthi - B.Tech II Year Student - Student Representative 5.M.Rajkumar - MBA I Year Student - Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Activities are done by the ELC of Trinity College of Engineering & Technology 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands-on experience</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral-related issues, especially awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner. 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts and 'No Voter to be Left Behind.'</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give the experience-based</p>

students as voters.

learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
642	617	678	712	550
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 169

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
90	70	80	90	110

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
58	7	119	89	38
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The curriculum set forth by the university is followed by Trinity College of Engineering, which is authorized by AICTE and associated with Jawaharlal Nehru Technological University, Hyderabad. The university Board of Studies frequently updates this curriculum. The academic calendar for both semesters is made public by the university. The academic calendar offers information on the start date of classes, the length of each semester, the time frame for internal assessments, and the dates of semester-ending exams.

Through a carefully thought out and well-documented process, the Internal Quality Assurance Cell (IQAC) assumes responsibility for ensuring that the curriculum is delivered effectively. It gives the Department Advisory Committee (DAC) recommendations. The Principal serves as the IQAC's leader, and it is made up of all of the department heads and senior faculty.

The Head of the Department for each department chairs the DAC, which is comprised of all senior faculties. The IQAC provides inputs to the DAC, which then creates the timetables. Additionally, the DAC submits its skill-development recommendations for approval to the IQAC.

Faculty are required to create and record a thorough lesson plan and notes after course allocation. The creation of a lesson plan aids in the timely and efficient completion of the curriculum. The institution conforms scrupulously to the academic schedule provided by the University for the Conduction of Continuous Internal Evaluation (CIE). In a semester, there are two internal exams. The evaluation procedure is conducted in a transparent manner. Activities linked to internal exams, such as the review of answer sheets, posting of results on the portal, and posting of results on the notice board for students, are completed in a methodical and timely manner.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 0

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Trinity College of Engineering is committed to fostering a diverse, values-based learning environment. The curriculum includes numerous courses that cover the intersecting topics related to professional ethics, diversity and inclusion, human values, environment, and sustainability.

Social values, moral principles, and basic human values

According to Stephen Covey, "Moral authority comes from upholding universal and timeless principles like honesty, integrity, and treating people with respect."

Any educational program's goal is to create successful, moral professionals who can solve social problems with better, more creative solutions. Engineers are creative thinkers, but the use of technology must be guided by professional ethics and values. Technical knowledge alone cannot guarantee a well-rounded personality. Consequently, JNTUH, Hyderabad provides a course in social values and ethics as well as universal human values as part of its curriculum in light of their significance. According to the most recent AICTE recommendations, the Student Induction Programme (SIP) includes a course called Universal Human Values (UHV).

These courses are available across all programmes at Trinity College of Engineering

1. Professional standards of conduct are included in social values and ethics as well as universal human values.
2. The course emphasises on students' ability to make sound judgements, apply their knowledge, and make wise decisions in both professional and personal contexts.
3. The course has a beneficial mental impact on the students in order to help them satisfy the needs of the community.
4. The introduction of UHV is intended to foster a close relationship between students and professors and to raise general understanding of universal human values. Additionally, it aims to inspire adolescents to transform their unrestrained energy into valuable energy through a variety of extracurricular activities.

Diversity and Inclusion:

Diversity highlights how diversity relates to the institution's basic mission and its particular circumstances. For instance, mission statements and strategic plans that support inclusiveness and diversity of the student body on campus are given importance by the students. To create inclusive institutions, campus leadership including a diverse faculty is crucial.

For instance, the pedagogy and curriculum choices made by faculty members, as well as their individual interactions with students, can hasten the development of inclusive environments. Additionally, according to students, it's critical for them to see representation of themselves in the staff and curriculum they are exposed to in order to have a feeling of inclusion and belonging. In order to provide the girls with the confidence to face problems, the TCTK Women Grievance Cell was founded.

Environment and sustainability:

In engineering programmes, the environmental science course covers a variety of topics related to environmental studies and sustainability. Environment is crucial to a healthy way of life for people.

The students gain knowledge about

1. The significance of natural resources and proper conservation through this course.
2. Environmental concerns and evaluation in rural and urban areas.
3. Different aspects of pollution and how to stop them.
4. A green campus that is self-sufficient in terms of electricity, water, and trash management, as

well as plantations and rainwater collection.

For more engagement, the institution encourages students to take part in initiatives like Swachh Bharat, tree planting, World Environment Day, etc.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 26.01

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

Response: 167

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.66

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
258	227	229	240	247

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
360	360	420	420	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 69.44

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
176	153	146	191	158

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

2021-22	2020-21	2019-20	2018-19	2017-18
216	216	252	252	252

File Description	Document
Institutional data in the prescribed format	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio**2.2.1**

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 7.13

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Trinity College of Engineering and Technology provides an effective platform for students to develop latest skills, knowledge, attitude and values to make them promising engineers the nation looks for.

Experiential Learning:

- The college has setup Entrepreneurship Development Cell (EDC) laboratory by collaborating with Chaithra Technologies to make students have an experiential learning of their courses.
- The institute has established a FMHM laboratory & product development activities (projects) on the campus in collaboration with Chaithra Technologies to equip students with hands on experience on the content which is not included in the curriculum.

- Industrial Visits to engage them in experiential learning while visiting the organization.

Participatory Learning:

- In a flipped classroom activity, the topics and the material are given to students in advance. Later a thorough discussion on the given topic is carried out and there by students have a complete understanding on the subject.
- Through Group Discussions and Debates, students are given an opportunity to articulate their thoughts on the spot and to develop their arguments in support of their opinions or claims on relevant topics.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter college level.
- Seminar Presentation – Students develop technical skills while presenting papers in seminars.
- Students are encouraged to take up internships through different organizations Ambest Technologies, Anagha solutions, Metro labs etc.

Problem-Solving methods:

- The college entered into an MOU with **KITS Singapur Huzurabad, NIGAMA, SREE CHAITANYA & VITS Engineering Colleges** in Karimnagar. This provides the students guest lectures, skill development programmes, FDP's, placements, seminars etc.
- The institution has entered into another MOU with **TASK, Hyderabad**. This provides the students placements in various organizations.
- The college entered into an MOU with **ANAGHA Solutions & Precise IN Technologies** in the Hyderabad city. The students have undergone internships, research activities, placements in various organizations and industrial trainings etc. This has helped the students in a great way to have an experiential learning.
- The institution has entered into another MOU with **COIGN consultants Pvt. Ltd**, hanamkonda. This provides the students guest lectures, skill development programmes etc.
- The institution has entered into another MOU with **Krish Info Technologies Pvt. Ltd**, in Nagpur & **DreamSoft Systems** in Bhopal. The students have awareness on web & mobile technologies, ERP solutions etc, which fill the gap between the theoretical concepts and the practical applications.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 94.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
97	79	85	92	114

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 3.41

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The internal assessment process is as follows:

The formative and summative evaluation approaches are followed to measure student achievement.

Formative Approaches: Attendance record, classroom interactions, assignments, project work, field visit, laboratory sessions.

Summative Approaches: Two Mid-term Exams

The mid-term exam schedule is given by the university and is communicated to the students well in advance. To ensure proper conduct of mid-term exams, two sets of internal mid-term question papers are prepared in accordance with Bloom's Taxonomy by the course in-charges along with the scheme of valuation. Questions are mapped with the course outcomes.

The course coordinator analyzes the quality of the question papers and necessary changes are made, if needed. After this process, the question papers along with the scheme are submitted to the H.O.D. and then are sent to the college examination cell by the department examination cell. One of the two sets of internal question papers is selected by the college examination cell and is sent to the department examination cell on the day of the examination.

Evaluation is done by the course-handling faculty members within three days from the date of examination. The corrected answer scripts at random are verified by the H.O.D. to ensure the standard evaluation process. The corrected answer scripts are distributed to students for self-verification and if any grievance is raised, it is addressed immediately. The Assignments along with the submission date are given to students by the respective faculty members in such a fashion that they have to solve the problem themselves by self-learning methods. An objective examination with 20 questions is conducted on the same day as the descriptive exam by the university as per the schedule. The marks obtained by students in the internal assessment tests are displayed on the department notice board.

Internal Practical examinations are held once a semester. Internal faculty evaluates the answer scripts based on viva voice, observation books, records, and program outputs. The faculty maps the questions with course outcomes and Bloom's Taxonomy is applied to both assignment questions and experiments given in the practical examination.

External Assessment: External examinations are conducted by the University. Students give their external university exams in the Jumbling centers allotted by the university within 30 Km from the college. After the completion of exams, the university calls the faculty concerned to the spot Evaluation Centers, and there the papers are evaluated with the scheme and key provided by the Chief. The results are announced through the university portal which is downloaded by the exam cell. If the students are not satisfied with their results, they can apply for Recounting/Revaluation/Challenging Revaluation directly to the Controller of Examination of JNTUH University.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

To measure the Program Outcomes, the institute defines Course Outcomes (CO) for all the prescribed courses in all the programs offered. These parameters will be assessed periodically to understand whether the Program Outcomes are achieved or not. The institute uses assessment tools to evaluate students' knowledge and ability to apply their skills in continuous assessments like internal examinations, end-semester examinations, assignments, and Projects.

There are several levels of outcomes such as Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO), and Program Educational Objective (PEO). After the course allotment from the department, the course in charge of the course will write appropriate COs for their corresponding course using action verbs of Bloom's Taxonomy. The course coordinator will review the CO statements and the CO-PO mapping which has been done by the course in-charge. These details are provided to the program coordinator to evaluate the PO attainment of the individual student as well as individual courses at the end of the eighth semester.

The Program Co-Ordinator along with Programme Assessment Committee (PAC) will evaluate the PO attainment of the individual student through direct and indirect methods after the student completes their program. All this work must be done under the guidance of the Department Advisory Board (DAB). At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components. In each course, the level of attainment of each CO is compared with the predefined targets, if it is not the course coordinator takes necessary steps for the improvement to reach the target. With the help of CO against PO/PSO mapping, the PO/PSO attainment is calculated by the program coordinator. At the time of CO-PO mapping, the course in-charge must identify the curricular gap in the course, based on the recent technological trends as well as feedback received from the stakeholders. After that, the charge course must discuss with DAB the steps to be taken to bridge the curricular gap. Content beyond the syllabus may be delivered to the students through teaching, arranging guest lectures, industrial visits, online quizzes, etc.

Assessment and Attainment methods

The various Assessment tools are:

Direct Assessment Tools:

- Theory & Practical Internal and External Examination
- Assignments
- Day-to-day evaluation in Laboratory
- Major Project – Internal and External Assessment

Indirect Assessment Tools:

- Course End Survey
- Graduate Exit Survey

Direct CO Attainment for each course (DA) = $(0.5 * \text{Internal Exam} + 0.5 * \text{External Exam})$

Overall CO Attainment = $0.8 * \text{DA} + 0.2 * \text{IDA}$ (Course End Survey Average), IDA – Indirect Attainments

Total Internal PO attainment (Direct Method) = Average of all Internal PO/PSO Attainments

Final PO/PSO attainment calculation Final PO Attainment = $0.8 * \text{PO/PSO attainment in direct method} + 0.2 * \text{PO/PSO attainment in indirect method (Graduate Exit Survey Average)}$

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The achievement of efficient program outcomes, program-specific outcomes, and course outcomes becomes primary for the successful running of an educational institution. To ensure the same, the institution follows the system of evaluation.

The Question paper is mapped using course outcomes and Bloom's taxonomy in I Mid and II Mid examinations. Each midterm examination carries marks of 25. These marks are distributed to test the understanding of the topic by the student in depth. Each midterm examination consists of four questions, out of which students must attempt two questions with a duration of 80 Minutes and an assignment carrying 5 marks.

Semester-End Examination: The semester End examination is a metric for assessing whether each Course is attained or not. The examination is more centered around the achievement of course outcomes and program outcomes using a descriptive exam.

Assignment: Each student is assigned course-related tasks during every course work and assessment will be done based on their performance.

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar, and Internship courses to record the attainment of Course Outcomes of all courses concerning set attainment levels.

The expected target level, of course, outcomes are set in the range of 3-5 scale based on the understanding level of CO by the course instructor at the opening of the semester. The performance of

the students in the examinations during the semester in each course is used to calculate the level of direct attainment of the COs the questions of each examination are mapped to the course outcomes by the course instructor.

Attainment of Program Outcomes and Program-Specific Outcomes:

A. List of assessment tools & processes:

1. **Direct assessment:** The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO & PSO mapping for all the courses in the program are prepared by the program coordinator.
2. **Indirect assessment:** The feedback is collected from the students at the end of the program (Program Exit Survey) and end of the course (Course End Survey).

The attainment of the PO & PSO is computed as a weighted average of the attainment of the COs that are mapped to the given PO & PSO. The overall PO & PSO attainments are calculated by considering 70% of direct attainment and 30% of indirect attainment through surveys. Out of 30% of indirect attainment, 15% weightage is given for the program exit survey, and 15% for the employer survey.

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 83.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	129	165	111	17

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

2021-22	2020-21	2019-20	2018-19	2017-18
167	160	194	133	21

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.6</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Trinity College of Engineering & Technology, Karimnagar, works on innovations by entering into MoUs with prominent organizations and institutions. The objective is to provide a comprehensive and integrated range of support, including mentoring, training programmes, networking, and an array of other benefits. The initiatives taken by the institution towards effective knowledge transfer to the students are mentioned below:

- The college conducts 'Flipped Classroom Activity'. In this activity, the topics and material are given to students in advance. Later, a thorough discussion on the given topic is carried out, and the students have a complete understanding of the subject.
- The college conducts "sharing of knowledge programmes in which students are divided into groups and each group is given different pieces of information that they have to learn sufficiently to teach another group. This allows students to become experts in what they have learned as they teach others.
- The college conducts "spaced learning," which comprises breaking a long course into several

sessions or modules of shorter durations with breaks in between the sessions. With this approach to teaching, learners can rate the information taught in the course.

The entire process is carried out under the guidance of faculty members.

- The institution has MoUs with other institutions that help in upgrading knowledge by providing guest lectures, seminars, and workshops for students and faculty members through mutual sharing of resources.
- The college is registered with NPTEL for online courses for students as well as faculty members; they can register and learn new courses from the NPTEL online learning platform.
- The institution has a MoU with "Krish Infotech, the leading enterprise for the development of web technologies, ERP solutions, Android, and mobile technology solutions for the general and specific needs of the customers, and the exchange of expertise for mutual benefits and for the benefit of students of **Trinity College of Engineering and Technology.**"
- The institution has a memorandum of understanding with "**DreamSoft Systems,**" which is a software development company providing IT-related services to customers. It offers mobile application development, web application development, desktop application development, and cloud-based applications. Our students learn the latest mobile application design and software development techniques with the help of Dreamsoft.
- Faculty members are also motivated by research and developments. They published their research papers in reputed national and international journals.
- Faculty members developed patents on innovative topics and published them in IPR journals. Some members have also been granted design patents.
- The institution has an MOU with "**ANAGHA SOLUTIONS,**" which helps students improve their knowledge through internships.
- The institution has an MOU with "**COIGN CONSULTANTS PVT. LTD.**" that helps students improve their knowledge by conducting webinars and seminars in emerging technologies. They also guide the student towards an overseas education.
- The college has established an MoU with "**Precise IN Technologies,**" which provides excellence in technology R & D and internships.
- The institution organized seminars, workshops, FDPs, conferences, and guest lecturers for the enhancement of the knowledge of students as well as faculty members.

3.2.2

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

Response: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	6	7	4

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.06

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	01	06	02

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	04	02	01	03

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Trinity College of Engineering and Technology has constituted the NSS unit with around 100 volunteers to inculcate social responsibility and ethical values among the students. The faculty and volunteers participate in several extension activities conducted to uphold social justice, citizen involvement, and accountability in the development of the neighbourhood.

Extension activities organized by Trinity College of Engineering and Technology:

1. Trinity College of Engineering and Technology conducted various service activities around a backward area of karimnagar , and College Surroundings.
2. Volunteers have participated in blood donation camps organized by Red Cross.
3. Swachh Bharath Abhiyaan is implemented to sensitize the villagers about health and hygiene.
4. Awareness campaigns on Tree plantation, Social Evils, Culture, and Heritage of Telangana.
5. Various Medical Camps, eye camps, COVID awareness and Vaccination camps are organized on the campus and volunteers have also offered their services to various NGOs.
6. Volunteers have participated in Food Distribution Programmes during Covid-19 Lock down period.
7. Celebrating important national days like Independence Day, Republic Day, Gandhi Jayanthi, Dr. BR Ambedkar Jayanthi, Voters Day, yoga daya, women's day, etc.,
8. Teachers Day and Engineers Day Programmes are celebrated to honour their contributions and Services.
9. Volunteers Contributed their Voluntary services to One Town area Police Department as C.P.O (Community Policing Officers)
10. International Yoga Day is organized in collaboration with the YOGA Foundation, Vijayawada where NSS Volunteers actively participate in various health and stress-relieving activities like Yoga, meditation, and the art of living
11. Volunteers contributed their services to arrange Water pots and Butter milk Distribution to the Public during Summer Season.
12. NSS volunteers offered their services to help the poor peoples and distribute the food for the such peoples.
13. Energy Conservation campaign is arranged for the residential and commercial layouts.

Impact of Extension Activities on neighbourhood community and students:

- 1.NSS has been increasing the student's participation in blood donation camps.
- 2.NSS has contributed to the clean maintenance of the campus to Swachh Bharat Abhiyan.
- 3.NSS has contributed to the complete awareness of Covid-19 and Vaccination.
- 4.Volunteers have increased greenery on the campus through the plantation and other green initiatives.
- 5.The neighbourhood community benefited from Trinity College of Engineering and Technology initiatives on Swachh Bharath Abhiyan, Traffic awareness.

NSS unit is able to make a significant impact on the institute and community by organizing various activities related to diverse social issues with the support of faculty and volunteers. By this The Various Organizations were felicitated Trinity College of Engineering and Technology with a certificate of appreciation.

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Trinity College of Engineering & Technology, Karimnagar has carried out various extension activities outside the campus – in and around Karimnagar city and has received various rewards and appreciation letters from government and non-government agencies. The students of the institution with the support of faculty members have carried out various activities.

The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professional by the institution. The extension activities are carried out in multiprone way through various agencies which include NSS, Hobbies Club, Department Club, Professional Club and Technical Club.

The activities carried out by the institution for which recognition is extended are herewith described in brief:

The students of Trinity College of Engineering & Technology have carried out various social service programs which include medical camps in surrounding rural areas, student personality development programs in municipal and panchayathi schools, donating blood to the needy in times of emergency.

The students of the institution actively participate every year in the annual festivals like Dussarah at karimnagar. The students provide drinking water, butter milk, other food items to the pilgrams who visit the Dussarah festival.

The Karimnagar City Police takes the support of the students of Trinity College of Engineering & Technology regularly to conduct awareness programs on ``Road Safety Measures``. In a similar way various other government and government agencies also involve the students of the college in their

respective service activities.

The letters of appreciation/awards / recognitions received the institution from various government and other recognized bodies is given here below:

- District head quarter civil hospital
- Bommakal village Surpanch, karimnagar
- Durshed village Surpanch, karimnagar
- Irrkulla village Surpanch, karimnagar
- Birla open mind International school karimnagar

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	4	7	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 13

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Trinity College of Engineering and Technology is established in the year 2008 and affiliated to Jawaharlal Nehru Technological University, Kukatpally, Hyderabad. The institute offers three under graduate, one post graduate and two diploma programs. Trinity has an effective policy in place for creating and enhancing the infrastructure that facilitates effective teaching and learning process. It has ICT enabled classroom and well-equipped laboratories as per the AICTE norms. For the utmost care of the students and staff college provides medical checkups by a physician on monthly visits. Trinity includes sick room with first aid kits.

Classrooms: Trinity College of Engineering and Technology has two blocks with 32 classrooms and 07 tutorial rooms with the measurement of 83.6 Sqm, 80.26 Sqm and 27.87 Sqm approximately. Each room can accommodate seventy students. The e-class room is equipped with ceiling- mounted LCD projectors and computer system to facilitate innovative learning with ICT tools. The institution provides two spacious Drawing Halls (138.89 & 167.22 sq.m) with well-designed drawing tables (60) in each hall for the students to complete their drawings as per the syllabus.

Laboratories: Trinity College of Engineering and Technology has well equipped updated laboratories as per syllabus prescribed by affiliated university for UG&PG programs to enable budding engineers/managers to practically understand the fundamentals of the theory through numerous experiments.

Seminar Halls: The institute has well-furnished adequately spacious seminar hall in Block 2 with a seating capacity of 120 and 250 students. The hall is well equipped with a laser projector and audio system.

Training and Placement: The Training and Placement Cell which is in the Block 2 involves in placements of students through various training modules.

Transport Facility: Trinity College of Engineering and Technology provides a good transport facility for local and non-local students, teaching and non-teaching staff.

Library: Trinity College of Engineering and Technology has a Central Library that plays a vital role in providing resources which enhance the knowledge of the faculty and students. It is housed in an area of

351 Sq.m with the seating capacity of two hundred students. It also offers digital resources, reference books with huge number of volumes of text books which is useful for seeking knowledge. The timings are from 9:15 AM to 4:30 PM on all working days.

Sports Facilities: Trinity College of Engineering and Technology has adequate sports facilities for indoor and outdoor games. College has well experienced Physical Director to train students in indoor and outdoor games.

Cultural Activities: cultural activities are held in the seminar hall and in the open college area. All the festivals such as Vinayaka chauti, Dusshera (batukamma), Christmas, Sankranti, Holi, Ugadi, Deepavali, Ramzan, Bakrid etc are being celebrated before a day in the college premises which shows unity in diversity. Annual day, farewell, freshers' day celebrated with cultural activities every year.

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 8.85

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.42	0.02	8.66	15.43	2.99

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)

[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library is automated using Library Management System, with subscription to e-resources, amount spent on books, journals, e journals CD.s etc for the benefit of the students and the faculty. The College Central Library is stocked with 19,790 books and 72 printed Technical journals (including 30 foreign IEEE) and 275 online Journals including 190 foreign journals, besides almost all the important magazines and news papers, are subscribed for to cater adequately to the requirements of the students and the staff. The College Central library fully functions with a collections of all the domain books, like H&S, Computer Science Engineering, Electronic Communication Engineering, Electrical and Electronic Engineering, and Management books.

Trinity Educational Institution where excellence exemplifies setting new standards in the field of academics with its continuous growth process. To provide comprehensive information in all formats in order to enrich the knowledge through reading and learning to meet the demand of science and technological development.

Objectives of the library

- Enrich collection of various types of books
- Optimum utilization of existing resources for benefit of students
- Enhancing reading habit in students and as well as for staff members
- Providing professional materials for teacher reference and professional carrier
- Promote library as vibrant learning unit and provide guidance in the use of technology materials and resources
- Promoting use of e learning to update knowledge.
- Enhance comprehensive materials to engage all students to get rigorous learning experience

Library Timings

- 9.00 am to 5.00 pm on all working days.

Digital Library has equipped with 10 computer systems with Internet Access, and has impressive collection of CD.s more than 500 of all Domain like Computer science engineering, Electronic communication engineering and Electrical and Electronic Engineering and Master of Business Management. The Library has subscribed e resources like Delnet and J Gate, (an Electronic gate way) and purchased the server of NPTEL(National Programming for Technology Enhance Learning. in 2008 from Utkarsh,(Guru), and downloaded lecture videos of NPTEL with Internet browsing for the students of B.Tech MBA and Diploma. The College library has subscribed the print journals International IEEE and National print journals from Nisclair, Advance Research publication, IUP, Mat journals, Sage, Finance India Human Capital, Electrical India. Indian journals Delhi and publishing India etc.

Name of the ILM software: Delplus (Delnet)

Nature of Automation: Fully automated

version 2.0

Year of automation: 2018

Library is automated using Delplus Library Management Software.

DelPlus 2.0 is Multi User Library Management Software of DELNET NEW DELHI.

DelPlus 2.0 comprise the following modules which support various kinds of functions:

Acquisition, Cataloguing, OPAC, Circulation Article Indexing, Serial control, etc.,

This Delplus software is designed from DELNET New Delhi, Delnet was started in January 1988, at the Indian International Centre Library, it was initially supported by the National Information System for Science and Technology, This is barcode enabled software. for the books transaction for the students and the faculty.

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

To keep up with the most recent technical requirements, TRINITY Engineering College routinely improves its IT infrastructure. Students get appropriate access to computers in computer labs with ICT and Wi-Fi services. To improve the teaching-learning process, LAN/WIFI is either available in the classrooms and staff rooms. Wi-Fi is available in every building, dorm, seminar room, auditorium and common area on campus. Faculty and students from all disciplines can use the college's internet access points. In all of its contacts with the college's stakeholders, TRINITY Engineering College seeks to use information and communication technology. The incubation students are welcome to use this lab to share their discoveries and ideas.

Colleges, universities, educational institutions, etc. are hurriedly moving forward to set up secure unstable wired or WiFi network campus for their students in response to the rising demand for Internet access in educational campuses brought on by the involving standard of education and flexibility offered by the Internet. According to the current market trend, most students prefer to bring 3 to 4 devices, such as mobile phones, tablets, laptops, etc., to school. As a result, colleges and universities are working hard to meet the need for bandwidth. Major user access control requirements for bandwidth usage as well as various set policy controls for management faculty access and student access are present on educational campuses.

The installation offers free WiFi to the students so they may use the Internet at any time from their mobile phones, laptops, or college campus. The instruction has an Internet registration domain named Scom via which it provides staff and students with access to its own email service. Staff members are

also given their own system.

Complete computerization of the administration's and finances' processes makes for prompt reporting and effective resource management. To manage the books and journals in the digital library, a library management software was deployed. In order to ensure that every student is prepared to take the exam and succeed, the Department of Training & Placement trains students beginning in the first year in Industrial Technical Training, which entails solving prior sample exams. The student attendance marking system has been computerized, and it now tracks each student's attendance on a daily basis. As a result, it aids activities in the areas of Planning and Development, administration, Finance, and other fields by collecting and storing a vast amount of data.

- Desktops (Dual Core, i5 based with 2 to 8 GB RAM and 80 GB to 1TB HDD) – Total Number of Desktops - 370
- 1 Rack Server (Xeon 4.2 GHz, 64 GB RAM, 2 TB HDD)
- Internet Facility –hi-reach 100 Mbps
- IP Surveillance system was established in 2016 with the configuration:
- Dvr camera (2 MP, Dahua, hikvision) = 60
- Wi-fi Routers – 02 Nos
- UPS – 1 (2 KVA to 4KVA)
- Inverters – 1 Nos 51.5 KVA)
- 30 D-Link, DigiSol Switches
- 05 LCD Projectors for ICT Teaching & Learning process

4.3.2

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

Response: 1.78

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 360

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 33.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.16	2.63	39.40	29.52	12.78

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 74.43

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
454	445	498	541	443

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: C. 2 of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 42.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
316	274	331	294	136

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: C. 2 of the above

File Description**Document**

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

5.2 Student Progression**5.2.1**

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 78.37

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
133	126	149	105	16

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
167	160	194	133	21

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 21.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	05	09	06	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) 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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 37.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	32	42	44	38

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of Trinity College of Engineering & Technology

Established in 2023

Our Vision: The Alumni Association of Trinity College of Engineering & Technology seeks to act as a bridge between the college and its esteemed alumni. Our mission is to facilitate continuous growth and enhancement of the institution's standards, drawing upon the invaluable experiences and insights of our graduates.

Our Strength: Our association boasts a diverse membership, representing a broad spectrum of professions. This diversity serves as a testament to the institution's ability to foster versatile and accomplished professionals, ready to meet the challenges of various industries.

Our Role:

- 1. Leadership & Self Commitment:** Encourage alumni to take lead roles in various institutional activities, thereby bringing their experience to the forefront.
- 2. Financial Support:** Assist in generating funds for the institution's developmental projects, scholarships, and research.
- 3. Industry-Academic Collaboration:** Facilitate partnerships and strengthen ties with industries, ensuring that our academic curriculum is in line with industry requirements.
- 4. Communication:** Act as a conduit for information between the institution and alumni, ensuring that both parties are kept updated about developments, achievements, and opportunities.

Building Relationships: We understand the importance of relationships. by fostering ties between former and current students, we aim to build a strong network of professionals who can mentor, guide, and assist each other in their respective journeys.

Societal Contributions: Our alumni association does not restrict itself to the academic realm. We actively encourage our members to contribute to society, making the world a better place. Many of our

alumni, especially entrepreneurs, have provided invaluable insights on starting ventures and transforming them into significant employment hubs.

Conclusion: The Alumni Association of Trinity College of Engineering & Technology is proud of its contributions towards enhancing the institution's quality at both internal and external levels. We are deeply grateful for the unwavering support of our alumni, and we are committed to ensuring that our institution rises to new heights with each passing year.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Trinity college of Engineering Technology has a well-defined Vision and Mission that addresses the needs of all its stakeholders. The Management and the College is committed to impart quality and value-based education and intends to produce quality professionals by inculcating human values, ethics and compassion through quality education.

Vision: Trinity college of Engineering Technology aims at empowering students delivering quality technical education while keeping moral integrity untamed

Mission:

- To provide an environment that values and encourages knowledge acquisitions, gender equality and academic freedom, making this a preferred institute for knowledge seekers.
- To recruit, retain and develop dynamic faculties who excel in technical teaching and research, capable of imparting moral and technical knowledge simultaneously.
- To provide high standard technical education to students enabling them to face all challenges of their personal and professional life with courage and confidence.
- To make students a global citizen by inculcating critical thinking, effective communications, robust engineering knowledge and ethical behaviour in them.

Participative Management: Management of the institute believes in participatory decision-making process and encourages all the staff and students to participate in decision-making process.

Management is committed to impart Quality Education by providing all the required physical resources, financial resources, human resources apart from a congenial campus environment. The Management is continuously adding buildings, equipment, furniture and other amenities.

Participation of Faculty in decision-making: In organizational order, faculty are at the bottom and remain key members/pillars of the academic process. The preparation and implementation of plans and policies are done at this level. The needs and day-to-day problems are handled by Principal. Any further requirements needing a higher level of input and directions are dealt with the management.

Decentralization

Institution maintains a trend of decentralized governance system. Decentralization and participative management are contributed at various levels in the institute. Secretary and Correspondent play an

important role in the administration of the college running smoothly. The Principal conducts meetings with HODs and takes proper suggestions and final decisions will be implemented.

HODs involve in organizing seminars, workshops, distributing workload, assigning faculty as lab in charges, etc. HODs will take feedback from students once a semester to observe the performance of each and every faculty and encourages staff by self-appraisal which helps them to improve their academic performance and to set new goals. HODs participate in the meetings headed by Principal to discuss result analysis and remedial classes if the result is low.

Faculty are encouraged to develop their leadership qualities by allocating them as in charges of various academics, co-curricular, and extracurricular activities. Faculty are encouraged in doing research work, publications and examinations. Students with best academic performance are selected as class representatives and are encouraged actively to participate in different types of activities. The committees that are listed below are used for decentralization and participative management:

- Women's grievance and redressal committee
- Anti-Ragging Cell
- NSS Cell
- Internal complaint committee
- Transport committee
- Sports and cultural
- Disciplinary committee

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institutional Strategic Plan

Trinity College of Engineering and Technology aims at transforming students into intellectual leaders through holistic education, making them socially responsive members in a changing technology driven world.

Strategic plan critically examines the grooming of students and face the challenges to have a rewarding future. The major emphasis of the strategic plan is to develop the quality of education and to achieve calibrated improvement in the quality of education as the institute imparts in line with the Vision and Mission of the institute. The strategy is developed, by laying emphasis on building core strengths i.e., excellent infrastructure, talented students and faculty and a deeply committed management to meet the challenges thrown by the emerging opportunities. Trinity College of Engineering and Technology has identified the following goals:

Goal 1: Empowering students through Holistic Education with global employability and social responsiveness by establishing student counselling centre.

Goal 2: Enhance institute infrastructure to accommodate increased intake, research, technology development and transfer such as modernize Library, internet, hostel facilities, sports facilities etc.

Goal 3: Encourage faculty to register for Ph.D. degrees and take up minor research projects.

Goal 4: Introducing new diversified courses appropriate to local needs and in accordance with NEP (National Educational Policy).

Goal 6: Promote and sustain a campus environment that supports a high quality of life and learning that positively impacts retention through graduation and produces knowledgeable and culturally competent citizens able to lead effectively and compete globally.

To achieve the above Strategic Plans/Perspective Plan, the following actions have been initiated

1. Innovative teaching-learning have been introduced.
2. Library Automation.
3. Increased the speed of Internet, providing hostel facility to girls, sports facility.
4. Faculties were encouraged to register for guide ships and Ph.Ds.

Governing Body

Governing Body is the highest authority which comprise Society members, Principal, senior faculty members of the institution, and a representative from the University.

Governing Body Functions

- Review the academic performance of institution.
- To consider the important communications, policy decisions received from University, TSSCHE (Telangana State Council of Higher Education), UGC etc., from time-to-time.
- To direct the College towards the achievement of pre-determined goals.
- To frame, amend and approve principles and policies.
- Approves the annual budget of college
- To approve the increase/reduction of intake, courses- new and closure.

Governing body comprises of the following:

- Chairman/Correspondent advise Principal on academic, administrative and developmental activities by keeping space with the latest trends in education.
- Secretary and Correspondent is the functional head of the college. He mainly focuses on the academics, development of education, and growth of the institutions and can cause any action to be initiated.
- The Principal is the chief academic administrator and a liaison between the Management, Staff and Students.
- Administrative Officer officiates the Principal's responsibilities in the latter's absence and carries out specific duties.

- HOD is responsible for the functioning of the department as per the laid down policies of the college.
- The in-charges of various sections will be guided by the policies of the college in the matters that come under their purview.

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Welfare Measures

Trinity College of Engineering and Technology, accepts Employee Welfare as a mandatory part of the organization. Welfare measures of an organization will keep up the confidence of the employees and help the organization to retain the employees for long time. It also improves the quality of their performance, as they feel comfortable, committed and wholeheartedly work for the organization.

The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees, given the fact that it is a not-for-profit of institution.

The welfare measures available in the institution for the teaching and non-teaching staff are three-Fold:

Statutory Welfare measures as per Government norms:

- EPF (Employees Provident Fund) facility to the Teaching Faculty and Non-teaching staff.
- Medical and Maternity leave and benefits are sanctioned for the required Staff (Teaching & Non-teaching).

Monetary or Non-monetary welfare support measures/initiatives:

- Marriage leaves & Maternity leaves sanctioned with salary for the faculty/staff.
- Adjustable timings benefits extended to Faculty /Staff who are nursing mothers.
- Financial help extended wherever necessary like hospital expenditure, wedding expenses or for shelter with money collected or from special funds.
- Hand Loans provided to Staff free of interest on repayable basis in part or full as per the convenience of the individuals.
- Moral and emotional support to Faculty and Staff who are going through personal or professional crisis in life.
- Research support (M.Phil or Ph.D.) through time allowances and usage of library facilities and infrastructure.
- Funding Registration fees and Travel expenses for Faculty attending Conferences and Workshops.
- Reinstating Staff who went on Study leave.
- Advance amounts disbursed by the College in case of emergency for Faculty.
- 50% Fees reduction/concession for faculty's ward are given, if admitted in our institution.
- Provision of canteen in the campus

Performance Appraisal system

The performance appraisal system of the faculty is evaluated and cared at the recommendations of departmental HODs & Principal after getting information through the following step.

Step-1:The IQAC(Internal Quality Assurance Cell) prepares self-appraisal form based on UGC norms with various parameters which enlighten the efficiency of the faculty to be considered, conducts regularly. It includes Examination results, Students Feedback, Interactive teaching approach, Research papers and Journals Publication of articles and books, Participation along with presentation in Conferences/Seminars/Workshops/Faculty development programmes etc. Examination duties assigned and performed, Co-Curricular/Extra Curricular duties, assigned by the college. Every teacher has to submit a self-appraisal form at end of the academic year.

Step-2:-The students of all groups give feedback of the courses and teachers during the year. The same is analyzed and assessed by the HOD and the Principal as in the peer evaluation.

Step-3:-HOD recommendations.

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

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

6.3.2

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

Response: 75.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	60	65	64	80

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 58.57

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
59	41	54	74	100

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Financial Audits

A well-defined mechanism is in force for financial audits to have discipline and transparency in financial management. The accounts of the institution are in compliance with internal and external audits.

(i)Internal audit: The college have a dedicated in-house internal audit person available, and they conduct periodic audits in various aspects, which includes revenue audit, payroll audit and review of day-to-day transactions etc. Internal audit is an ongoing and continuous process which focus on ensuring that the systems and processes of the organization are working well. Internal auditors act as consultants to the organization providing assurance on the organization risk management governance and internal control processes.

(ii)External audit: Apart from internal audit, all accounts of the Institution are audited regularly by Certified Statutory Auditors(external) on annual basis. External auditors review the internal control mechanism, accounting policies, accounting standards, financial analysis and prepare financial statements. It involves effective management of internal controls and strengthens the operations in an effective manner. External auditors are important towards promoting confidence and trust in financial management and information.

Mobilization and Optimal Utilization of Resources:

The availability of funds is essential for any organization, society, family, or co-operatives but the mobility of funds is even more important. If the mobility of the fund is in right direction, then the level of progress will be as expected otherwise it becomes ineffective even though the fund is available. Therefore, the mobility of funds is important for the development of the organization.

The institution has clear, well-defined, and systematic strategies to ensure the ideal utilization of available resources. It holds a well-coordinated approach to optimal utilization of funds and resources. The Principal and the various committees of the college monitor the use of resources.

(i) Mobilization of Funds:

The major financial resources of institution are the fee collected from students and finances generated through consultancy/University services. In addition to these regular sources, efforts are made to mobilize additional finances to meet the demands of institutional needs and requirements. Merit scholarships, medals are instituted for honouring outstanding students out of the donations collected from individuals or institutions and Alumni while maintaining good relations with them.

(ii) Optimal utilization of resources:

Financial Planning is exercised well in advance for the organization with efficient Budgeting, after involving all the Academic Departments and Administrative Sections of Institute.. While preparing budget the department requirements include co-curricular and extracurricular activities. After reviewing budget by Principal, final consolidated budget is forwarded to Management for approval.

Management supports financially in case of need and in times of financial inadequacies. The shortage of funds during the expansion or renovation of buildings has been managed by funding from Society..

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Trinity College of Engineering and Technology has constituted the Internal Quality Assurance Cell (IQAC) in November 2019 to continuously upgrade the quality of the institute in all aspects. The Department Advisory Committee (DAC) dealt with these issues before the establishment of IQAC.

Objectives:

- Ensuring continuous improvement in all the operations of the institute.
- Ensuring quality and integrity to stake holders.
- Developing a strategic action plan to improve the academic and administrative performance of the institute.

Functions:

- Collecting feedback from stakeholders of the institute on quality initiatives.
- Documenting the various programs/activities that lead to quality improvement.
- Organizing workshops and seminars on quality development for the faculty and students.

Strategies and Processes:

1. Institutionalization of Online Certification Courses: IQAC suggested introducing certification courses in the year 2019-20. This was implemented in the year 2019-20. Students and faculty were encouraged to enroll for the online courses offered by various platforms such as NPTEL, COURSEERA, CISCO, etc.

Outcome: Faculties are participating in the online certification courses both by mentoring the students and also undergoing certification.

2. Infrastructure:

IQAC infrastructure initiatives: The institute increased the total number of computers from 300 to 370 during the last five years. Internet bandwidth of 100 Mbps with Hi-Reach Broad Band Net connections. The institute has an INTEL DELL, 3.33GHz (1 Processor), 2GB RAM and 500GB Hard Disk Drive, 120GB SSD with 14.7 and 17.8 inch Screen.

3. Performance Based Appraisal System (PBAS) and student feedback. Review through PBAS and student feedback: Maintaining course file for every course is mandatory for all faculties in the institute. Each department has a course file coordinator who collects, reviews the course file and reports to the head of the department.

4. Academic audit through DAC and IQAC Review through Academic audits: Regular internal external audits are conducted. Each department has an Course Coordinator who compiles all the data on academic aspects like teaching plans, methodologies adopted by the faculty, evaluation, student counseling and feedback.

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

A strong moral workplace culture that is wholly centered on inclusivity exists at Trinity College of Engineering & Technology. It adheres to the greatest moral standards in all of its sports. Regardless of gender, ethnicity, caste, colour, creed, language, religion, political or other opinions, national or social origin, wealth, delivery, or other celebrity, all people receive the same opportunities. According to the roaster, the staff has been enrolled as a result of its own painting subculture, healthy customs, and ethos.

Protection, safety, and well-being, along with gender equity and a pleasant working environment, are the issues that Trinity University of Engineering & era faces as its greatest challenge. As shown by the institutes and its surrounding community's cultural ethos, gender sensitivity is an inherent expense.

Security and safety

- There are safety checkpoints scattered throughout the campus.
- Strict application of Anti-Ragging measures and maintenance of the campus ragging free are among the responsibilities that are carried out on a rotating basis by using the college members for discipline and protection.
- With the help of NSS and NCC student volunteers, awareness campaigns on women's safety and gender sensitivity are carried out through road plays rallies and camps.
- Ladies-only hostels are outfitted with suitable security measures and have hostel committees set up to care for the students.
- At the main entrance, security personnel are stationed and only college students with valid identification cards are permitted in.
- CC cameras are installed in strategic areas throughout the college campus, putting it under surveillance.
- Female volunteers from the faculty utilized to accompany female

Counseling

- The college used to provide advice to the students during mentoring regarding their academic achievement, future plans, and personal issues.
- From time to time, ICC members ask about the academics' concerns and provide solutions.
- Camps for gender awareness that cover the following topics in Karimnagar district's slums and rural areas:
- Women's equality

- Rights of the baby
- Gender justice
- Gender equality
- Workshops on gender sensitization.
- Specialised programmes focusing on gender concerns.
- Propaganda against female feticide.
- Enterprise Advisory sessions offer ad hoc guidance to diverse MSMEs.
- Faculty Placement Cells and Alumni Placement Assistance Mobiles aid in educating female college students about career planning and entrepreneurship principles.
- Fitness Advice, Values Periodically, career and counseling are conducted.

Additional Steps

Other gender sensitization techniques include curriculum and coursework.

- Extracurricular athletics.

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: E. None of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: E. None of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution offers a welcoming environment for everyone with respect for linguistic, cultural, regional, racial, socioeconomic, and other differences. The college hosts a variety of sports and cultural events that foster respect for one another. The college observes commemorative days like Women's Day, Yoga Day, Cancer Day, as well as numerous regional holidays like Sankranti and Dasara. This fosters friendly interaction amongst those from various racial and cultural backgrounds.

There is an institute-wide code of ethics that all students, teachers, and other staff members are required to abide by, regardless of their cultural, geographical, linguistic, communal, social, or other differences.

Students are given equal opportunities to participate in numerous activities regardless of their region, religion, and caste. The institution has an NSS division to foster a sense of cohesion, order, and harmony. The initiatives implemented by the NSS unit in our institution lessen socioeconomic differences and move people closer to living in harmony and tolerance.

Maintaining tolerance and harmony among students is made possible in large part by the anti-ragging cell. Since the cell's creation, there has not been a single instance of ragging reported, demonstrating its effective operation. In order to maintain unity at the college, a grievances redressal committee has also been established.

In order to cherish the occasions and provide students, faculty, and staff at Trinity College of Engineering & Technology a sense of purpose and significance, the college observes national and worldwide memorial days and events. The days serve as a reminder to honour the accomplishments of our forefathers. Among the holidays observed at the institution are.

Day of the Young: August 12, 2021 The International Youth Day (IYD) the college plans a variety of events, including debates, elocution competitions, essay contests, and other programmes in which students from all the departments take an active participation.

Independence Day: On August 15, 2021, the day is particularly significant because it honours the memory of our liberation heroes who helped free the country from British savagery.

Day of National Sports: August 29, 2021 every year, National Sports Day is marked to raise awareness about the value of games and sports in everyone's lives.

September 5, 2021, is Teachers Day. To commemorate the difficulties, challenges, and unique role that teachers play in our lives, we celebrate Teacher's Day.

Telugu Bhasha Dinotsavam: 9 August 2022 On this day is celebrated of Gidugu Ramamurthy pantulu jayanthi is contribute Telugu Bhasha Dinostsvam. It is the Second language 62% of people residing inside or outside the country.

Hindu New Year: September 14, 2021 on this date in 1949, the Indian Constitution Assembly declared Hindi written in Devanagari to be the national tongue. One of the most widely used languages worldwide is Hindi. 40% of residents both inside and outside the nation speak it as their first language.

Engineers Day: 15 September, 2022 Engineer's Day is celebrated to feel proud of the engineers of our country and to celebrate their achievements in each and every field of science and technology.

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1:

1. Title of the Practice: Yukta / Sampryojita / Yojana: Adoption of Village School

2. Objectives of the Practice:

- To educate parents and students about basic education and IT literacy.
- To help pupils become more self-aware, self-confident, and self-aware.
- To educate pupils about the value of personal hygiene, sanitation, and health.
- To encourage the planting of trees and the collection of rainwater on school grounds.
- To educate schoolchildren and their guardians about Swatch Bharat Abhiyan.
- To give the economically disadvantaged, Orphan Age, and Moratoria pupils the necessary assistance

3. The Context: A majority of villages in the nation are still underprivileged to enjoy day-to-day facilities like good transport, electricity supply, drinking water supply, good sanitation, access to good medical treatment etc., and they still face development challenges. With the vision of Yukta being an institute which aims to make valuable contributions to society, Yukta initiative has been undertaken to serve society & bring about socio-economic development which will indirectly contribute the nation building. This initiative aims to instil a strong sense of ethical & humanitarian values among the students besides business & leadership skills among them. Community improvement and engagement connect academic programs with community service so that students, faculty and community partners can forge a linkage between theory and practice, between knowledge and action and between resources of the

institution and community development.

4. The Practice: Yukta- Primary school adoption program is a self-financed program generated purely out of the goodwill and desire to serve others, present within the fraternity of college. Funds for program are donated by the management of the Vanisri Education Society for the overall development of the school. The college forms a committee with Director as Chairman, and committee decides by conducting various activities to be carried out at school level. Student groups are formed to carry out the different activities as per the schedule. The students are scheduled to visit the school once a month during the academic year. The students will submit a dully prepared report to the institute.

5. Evidence of Success: Students have satisfaction beyond any scale that they are able to serve students of the adopted school to extent possible. The impact of all above activities is remarkable. Village students have taken a keen interest in attending school & also they are also taking benefit of the activities conducted by the institute. It has been observed that admission has been increased & parents are keen to enrol their children in primary education. Students & teachers are using computers & technology for teaching & learning. As a part of Swatch Bharat Abhiyan, every Saturday school students deep clean the school premises & surroundings.

6. Problems Encountered and resources required:

- School is established in remote rural areas so connectivity is one of the major issues faced by the institute.
- Village is having electricity load shading & internet connectivity.
- Parents showed resistance towards change in terms of accepting primary education, IT-Literacy, Health & hygiene.

BEST PRACTICE-2:

1. Title of the practice: CHAITHANYA-Service Learning

2. Objective of the practice:

- A practical way to engage students in civic responsibilities, academic curriculum and Social actions.
- Students need to compete in this modern technology like Community Age, Social Responsibility, and Interaction with People for Problem Analysing and Solving Skills.
- Helps in building a culture of communication and representation of academic and co-curricular activities.
- Encourages and motivates students from different classes to interact with each other and bridge the gap between seniors and juniors.
- Share information, inform the students about weekly activities and programs more clearly, and make important announcements.
- Trains in Public speaking skills.

3. The Context: Students today are remarkably oblivious to the problems facing society in which they live. It is only logical that pupils need to be informed of problems that dominate public discourse. Activities for extension are therefore essential. Students from various disciplines are given the chance to perform on stage in a variety of roles in order to overcome stage fright and build confidence.

4. The Practice:

- Institute motivates and encourages various activities like:
 - The type of work or task assigned to students of all classes to exhibit their inbuilt talents on the stage.
 - Participation in Legal awareness and Social awareness programmes through Skits to public as well as our college students.
 - Collecting sponsors and donations for relief and rehabilitation of people affected by natural calamities.
 - Student's contribution to old age homes by frequent visits.
 - Campus cleaning and beautification of college by regular sramadhana on National festivals by all NSS volunteers.
- Institute also reaches out by being involved in other social consciousness initiatives such as
 - Arranging a visit for our students to open Shelter for Children.
 - Fruits, home snacks, and school supplies were given to young and old with the assistance of institute, employees, and students.
- A visit to Government Hospital
- "Election Awareness Programmes" were put on in public spaces with aid of skits and plays.

5. Evidence of Success:

- Students are coming to various activities with a lot of confidence.
- Participation of students as volunteers in social cultural activities has been phenomenally increased.
- Certificates of appreciation were issued for a number of actions such as elections and Pulse Polio programmes.
- Empathy with elderly and those in need has been demonstrated among students, who have also taken part to provide assistance for them.
- In local election and national elections, students are also voting as citizens who take responsibility for their actions.

6. Problems encountered and Resources required:

Problems Encountered:

- Initially, students and faculty members are from different attitudes but they gradually realize significance of this practice and value of social responsibility.
- Faculty not trained in social work and service.
- Motivating students to take up social service on a voluntary basis.
- Awareness must be created among students.
- Lack of funds.

Resources Required:

- Faculty need to train in social work and service.
- Orientation programmes to adequate students.
- Permission is required from Hospital superintendent.
- Transport facilities, free and open discussion about election campaign and more endowments are

needed.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

“Service to the Society through Quality Technical Education”

The motto of the Institution says “Service to the Society through Quality Technical Education”. In the process of achieving the motto, the institution believes in exploring, identifying and bringing out the inner excellence of students along with their all-round development and grooming and inculcate in every faculty and student, the sense of social responsibility.

The emphasis is on the comprehensive development of students, independent learning, critical and rational thinking, innovative application, and value orientation. The institution provides quality education to all students by incorporating technology, research orientation, skill up-gradation, and societal development methods.

These activities are carried out throughout the year in the form of:

1. Bridge Courses introduced during 15-days orientation programme at the beginning of the first semester help many students get in tune with the degree level teaching/ learning system. It acts as a bridge between the Intermediate course and the Engineering degree course.
2. Pre-Campus Recruitment Training is organized by the training and placement department for the overall personality development and making students competent for placement.
3. Students of the second year are encouraged to take up community service projects and innovative projects with societal issues.
4. National Festivals are also organized in the campus to imbibe human values, ethics and patriotism in students.
5. Various indoor and outdoor games are conducted in the campus viz. Chess, Carrom, Table tennis, Basket ball, volley ball, cricket, Tug-of-war, for good physique and fitness of students and staff. The institution encourages students to participate in inter college/ University Level/ State level/ national level sports competitions.
6. Student Associations/ Professional Chapters like IET, IEEE etc organises activities for the development of technical skills, ethics and human values through extension activities. Students are made well equipped to face different challenges of the world like facing large audiences, interviews, group discussions, etc.
7. The institution also organizes several gender sensitization programmes in order to make our students aware of the issues of gender repression and disparity. It also conducts informative sessions on health awareness and women’s issues. In Collaboration with various GOs and NGOs, we organized lectures and workshops on Breast cancer awareness, health and hygiene etc.

8. Faculty and students have been sensitized to the struggles of the less privileged and the need to reach out to them. Volunteerism to contribute has been initiated and it is encouraging to see the overwhelming response from the faculty and students to participate in the outreach activities like anti-drug rally, street play, clean and green activity, blood donation campaign, clothes and books donation to the needy people, awareness about environment, tree plantation and saving energy etc.
9. The attitude developed among the students remains imbibed within them and are easily practiced during their careers.
10. The Institution has an Anti-Ragging committee and an Internal Compliance committee as preventive measure though we have never had any trouble on these fronts. We have conducted courses in basic 'Self-defence Techniques' and our entire campus is under CCTV surveillance in order to instill a sense of safety and security among the students.
11. Entrepreneurship development cell is available in the campus and carries out programs for the benefit of students to encourage them to become entrepreneurs.
12. Experiential learning has been introduced to provide higher motivation for students, increase students' learning experience beyond the subject area, provide a sense of achievement and a strong motivation for learning. Students are encouraged to do projects in collaboration with industries through incubation centres and facilities like MAT LAB, IoT labs are also available in the campus to sharpen out the technical skills of students in the latest technologies
13. Students are encouraged to participate in hackathons, technical paper presentations etc. which provide scope for learning beyond the prescribed syllabus.
14. Industry Institute Interaction Cell (I-I-I) of the institution is helpful for students to make them industry ready. The institution has collaborations and MoU's with premier Organizations/Companies and Institutions to keep students abreast with the changing technologies. These MoU's enable students to conduct experiments in their respective subject study projects. The faculty of the institute maintains strong industrial links by undertaking consultancy assignments. In this connection we also organize seminars/guest lecturers regularly with industrialists and alumni.
15. The mentoring system is designed and followed systematically to assist students in academic and general issues they face during the four-year period of the degree. Each faculty member is a mentor for a group of 20 to 25 students. The mentor and the students meet at least one hour in every week. The mentor performs the following duties:
 - Counsels the students in not only the issues related to academics but also some of their personal issues and proper guidance and support is provided to ensure the comfort of the students in the campus.
 - Contacts regularly parents/guardians to update the performance of the students.
 - Helps the students in their professional development by giving them advice.
 - Intimates HOD and suggests administrative action if the situation demands e.g. academic irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.
 - Maintains a detail progressive record "Proctor Diary" of the student.
16. Since majority of the students are from economically backward families, the College provides financial assistance to the deserving students.
17. Thus, the various activities conducted in the college give a boost to the overall personality of students and are transformed into disciplined, well mannered, technically sound citizens with the required skills and are also ready for serving the society as quality engineers.
18. The Institution arranges skill enhancement programs to develop their skills for example – Personality enrichment, Employability skill development, Entrepreneurial development,

Language skill development etc.,

19. Students at the UG and PG degree courses take up Internships in industries and pursue their projects which give them hands on training in their field of interest.
20. The Vision of the Institute focuses on four aspects essentially: Global Standards, Value based Education, Interdisciplinary Research, and Sustainable Development.

5. CONCLUSION

Additional Information :

Trinity College of Engineering & Technology (TCTK) was established in 2008 by VANISRI Educational Trust in Karimnagar, with the primary goal of providing quality engineering education to students. The institution is committed to nurturing students through the acquisition of knowledge, fostering innovation, and cultivating a social and scientific perspective in pursuit of academic excellence.

TCTK offers undergraduate (B.Tech), postgraduate (MBA), and diploma programs. These programs are affiliated with JNTUH (Jawaharlal Nehru Technological University, Hyderabad) and SBTET (State Board of Technical Education and Training). All the UG and PG programs at TCTK are approved by the All-India Council for Technical Education, New Delhi (AICTE).

The institute places great importance on meeting regional and global requirements in order to provide excellent and comprehensive education in an environment conducive to learning and cutting-edge research. Collaborations with various institutes and industries have helped faculty and students at TCTK to share and gain knowledge in professional areas and the surrounding community. The institutional National Service Scheme (NSS) Unit actively promotes students' sense of community service, social responsibility, and civic engagement. TCTK focuses on imparting life skills and soft skills to students, while also motivating them and the faculty to participate in various extracurricular events, community programs, and health awareness initiatives.

The teaching-learning processes at TCTK are student-centric and incorporate innovative practices to ensure excellent learning outcomes and provide the best opportunities for students. The college boasts adequate infrastructure, including ICT-equipped classrooms, multimedia facilities, laboratories, libraries, and e-learning resources. Student support systems, such as mentoring programs, career guidance, and placement services, are also in place. TCTK strives to provide the best services to all its stakeholders through its human resource development, research, and extension activities.

The institution takes pride in its dedicated faculty, state-of-the-art infrastructure, well-equipped laboratories, resourceful library, residential hostels, transportation facilities, and green and environment-friendly campus.

Concluding Remarks :

In conclusion, our institution is dedicated to the holistic development of young minds and strives to provide high-quality and value-added education. We understand the significance of value accreditations from various bodies and aim to become an autonomous body in the future. We have established a roadmap to achieve our aspirations, with important committees such as the Governing Body, Academic Council, Boards of Studies, Finance Committee, and other non-statutory committees playing crucial roles in reaching our targets.

Our Training and Placement cell has successfully groomed and placed numerous students in the industry over the past five years, with employers recognizing their talent and considering their valuable assets. This contributes to the growth and progress of our nation.

Preparing the Self-Study Report (SSR) following the NAAC format has allowed us to compile and comprehend

various aspects of quality education. To the best of our knowledge and understanding, this report has been prepared to meet the expectations of the NAAC committee for the accreditation process. I, as the Principal Head of the Institution, extend my congratulations to all the members of the NAAC Steering Committee, IQAC cell, and the entire staff who directly or indirectly contributed to the preparation of this SSR.

We are confident that our collective efforts will lead to the recognition and accreditation our institution deserves, reaffirming our commitment to providing exceptional education and fostering the overall growth of our students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :0</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>466</td> <td>380</td> <td>374</td> <td>514</td> <td>419</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	466	380	374	514	419	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
466	380	374	514	419																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 297 Answer after DVV Verification: 167</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

97	79	85	92	114
----	----	----	----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
97	79	85	92	114

2.4.2 **Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	07	08	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

Remark : Revised values as per data template. Links for supporting data attached not active

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	07	11	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	6	7	4

Remark : Values updated as per attachment

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

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers**

in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	04	02	01	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	04	02	01	03

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community 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 etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	07	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	4	7	7

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :

Answer After DVV Verification :13

Remark : Value updated as per attachment

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.25	2.23	33.43	25.05	10.85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.42	0.02	8.66	15.43	2.99

Remark : Values updated as per attachment considering relevant heads

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
316	274	331	294	136

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
316	274	331	294	136

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
133	126	149	105	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
133	126	149	105	16

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

5.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	07	09	10	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

Remark : Revised values as per that E certificates are not provided by HEI and provided links not active

5.3.2

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	32	42	44	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	32	42	44	38

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Supporting documents are nit attached and links are not active

6.3.3 ***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	65	75	78	98

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59	41	54	74	100

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Remark : Revision as per that event less 5 days not to be considered as UGC/AICTEE norms

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

	<p>4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Supporting documents are not provided and attached links are not active</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: E. None of the above Remark : Supporting data not been provided and attached links not active</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Supporting data not been provided and attached links not active</p>

2.Extended Profile Deviations

ID	Extended Questions															
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 169 Answer after DVV Verification : 169</p>															
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1834 986 1946"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>97</td> <td>79</td> <td>85</td> <td>92</td> <td>114</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 2024 986 2085"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	97	79	85	92	114	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18												
97	79	85	92	114												
2021-22	2020-21	2019-20	2018-19	2017-18												

90	70	80	90	110
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2.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58.06	7.98	119.41	89.47	38.75

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	7	119	89	38