SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHADALAWADA RAMANAMMA ENGINEERING COLLEGE

CHADALAWADA RAMANAMMA ENGINEERING COLLEGE CHADALAWADA
NAGAR, RENIGUNTA ROAD TIRUPATI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chadalawada Ramanamma Engineering College is established in the year 2004 with a modest intake of 240 in 4 branches of engineering namely CSE, ECE, EEE, ME by C V S Krishna Murthy Theja Charities under the aegis of Dr.Chadalawada Krishnamurthy, a renowned educationalist with the noble objective of promoting quality technical education. Today the Institute is enshrouded with an intake of 1050 students comprising B.Tech, M.Tech, MCA and MBA and a three year diploma. By virtue of 19 years journey, the Institute has many achievements to its credit which include, conferred with an Autonomous status from UGC in the year 2017, and NAAC 'A' grade accreditation in the year 2013 and 2018 . Two of the UG level programs applied for NBA accreditation. The Institute has UGC recognition under 2(f) & 12(B) and achieved 'A' grade from the Government of AP.

The Institution has strong association with industries and possesses the Center of Excellences like Microsoft Innovation Center, National Instruments Center of Excellence, AKC and signed MOU with Campus Classle. The Institute also has association with IUCEE, Infosys Campus connect, Wipro Missio10x.

The trust manages and runs many educational institutions with quality technical / professional and hospitals with the aim of serving the needy sections of the society.

Vision

Vision

To be a premier institution, imparting quality education in the field of science, technology and management to produce globally competent professionals.

Mission

Mission:

1. **Continuously update curricula and teaching learning process to meet the needs of industry.**
2. **Inculcate research, innovation and development among students and faculty.**
3. **Develop competence among the students to work in diverse fields and cultures with ethical practices.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A well-balanced blend of experienced and enthusiastic youth among the faculty.
- Very good and well maintained infrastructure.

- The teaching learning process moves beyond the confines of the class rooms and teachers willingly make themselves available to the students even after the mandatory teaching sessions.
- The Internal Quality Assurance Cell (IQAC) of the Institute plays a vital role in ensuring quality in education through various quality sustenance and enhancement measures and monitoring mechanisms,
- National Service Scheme unit functioning effectively to address the issue of Institutional Social Responsibility (ISR).
- Large collection of books and e resources / journals in the central library with digital library.
- Wi-Fi enabled campus
- The Institute works in multi professional program environment hence better oppurtunities for students enhanced learning .

Institutional Weakness

Institutional Weakness:

1. Students predominantly from rural background and less proficiency in English communication
2. lack of consistent R and D funding
3. lack of quality placements for the students

Institutional Opportunity

- Skill based courses under CBCS, Which will provide an opportunity for faculty to utilize some of their research and expertise for the benefit of students and their prospective employees.
- Introduction of more add-on courses for the benefit of students.
- Good rapport and credibility with external agencies to help the institution forge useful collaborations for mutual growth.
- Collaboration with industry is likely to provide students with useful insights on professional skills with a thrust on entrepreneurial culture.

- Promote entrepreneurship among the students

- Inter disciplinary research centers can be established with funds from external agencies.

- Value added courses can be introduced to improve the employability of students.

Institutional Challenge

- To motivate students to develop a deeper sense of critical and analytical thinking and to cultivate in them an endeavoring passion to be conscious morally and socially.
- To strengthen the alumni forum by which regular contact could be maintained with them and valuable feedback obtained.
- To improve and to become one of the best technical institutions in the entire state and to compete with the renowned universities in the future.
- Retention of the faculty members

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic programs have their curriculum design with inputs on various aspects like fundamental, problem solving, modern equipment usage and application of course knowledge to address the needs of the industry. The processes such as design of syllabi, the imparting of knowledge and all important student assessment and evaluation are all aligned with the overall goals and objectives of the institution. The institution has its own Governing Body, Academic Council and Boards of Studies which are duly constituted as per the guidelines of UGC. The Institute has made it a policy to actively involve industry, research organization and competent academicians in the design and development of the curriculum. The curriculum design and development invariably focus on three key aspects, namely employability, research/ innovation and extension studies. The institution ensures that there is enough flexibility in the use of time frame of the courses, interdisciplinary options and to some extent horizontal mobility, all facilitated by curriculum transactions.

The following provisions are incorporated with reference to the academic flexibility.

- Core and elective courses
- Employability enhancement courses
- Major and Minor degree
- MOOCS option from reputed service providers
- Internship(s)
- The Institute elicits feedback on curriculum from reputed national and international faculty and also from all stake holders viz., students, alumni, industry, parents regarding enrichment of the curriculum. The institution has implemented outcome-based curriculum by designing of course outcomes (COs) and program specific outcomes (PSOs). The Institute makes use of guidelines specified by UGC, AICTE, NBA and JNTUA in curriculum development and restructuring.

Teaching-learning and Evaluation

The institute has made it a policy that, it plans and organizes its teaching, learning and evaluation schedule meticulously so that the student community stands to benefit. The demand ratio of admission in CREC(A) increasing year by year. The admission procedure is in accordance with the rule of reservation laid down by the

university and the state government. The institute has a policy of recruiting highly qualified, committed, and experienced faculty as per AICTE and UGC norms. Before commencement of the semester, faculty members prepare elaborate teaching "Lesson Plans" in all respects. Innovative processes in Teaching and Learning are adopted by the CREC(A) faculty memebrs. CREC (A) provides full time counseling for students by faculty counselors.

The regular classes are complimented with tutorial classes, special classes for students with backlogs and remedial classes for slow learners. To bridge the gap between the institute prescribed curriculum and requirements of the industries, suitable additional topics are covered in every theory and laboratory course. Students' subject knowledge is further strengthened by relevant guest lectures, workshops, conferences etc. Bridge courses are also organized for lateral entry students. Automation of examination division facilitates effective conduction of examinations with at most confidentiality and effective evaluation process. Moving towards the 'outcome based approach' in the teaching-learning-evaluation process, every program in the institution has formulated a set of POs and PSOs. Apart from this, a set of COs have been framed for each course. Systematic procedures have also been devised for assessing the attainment of these Outcomes.

Research, Innovations and Extension

The institution is making all efforts to promote research culture among faculty and students. This is ensured by facilitating participation of faculty and students in research and related activities. The salient features of research policy are

1. Periodic interaction of faculty with a cross section of researchers.

2. Extending administrative and financial support to faculty to attend workshops, conferences, journal publications and pursuing research.

3. Recognition and reward for faculty engaged in research work

4. Providing SEED money.

5. Collaboration with national/international institutions and industries.

To support student research projects, the college has made financial support for procurement of software/ hardware components required for research projects. The institution has also received research grants from external agencies for major and minor research projects. In this context, autonomy is accorded to the principal investigator for utilizing research funds. The institution focuses on emerging /thrust areas of research by conducting conferences/workshops which provide a platform for outside researchers to visit the college. The Institute provides assistance and encouragement to the faculty to file the patents. The central library of the institution caters to the needs of the researchers by providing access to journals, books and e-journals for the researchers. The Institute has an officially stated policy for structured consultancy. Students are motivated to involve in social activities, for the empowerment of the under privileged sections of the society through NSS and other agencies. Various awards/recognitions have been received by the college for the extension activities undertaken by it and also the community development purpose.

Infrastructure and Learning Resources

The institution has adequate infrastructure and facilities for teaching, learning and evaluation process. These facilities are being utilized optimally and they are augmented from time to time. The Institute campus is spread over 8.5 acres of area with a total build area of around 26870 sqmts. The Institute has budget allocation for Infrastructure, Laboratory Equipment, R and D and other supporting facilities. The Institute is culminated with advanced research laboratory facilities to enhance their research and multiple talented task skills among the student's fraternity.

The Institute has a policy for creation and enhancement of infrastructure to promote a better teaching learning environment. The Institute has provided all the facilities to the HODs, faculty members and students.

The Institute has made arrangements to cater to the residential requirements of boys and girls. Separate hostels for boys and girls are provided with facilities for sports and gym facility for training, In-door games, news paper, magazines, RO drinking water and CCTV cameras.

The Institute has health hygiene concepts to render services to the faculty members and students with help at health center including an ambulance is available in the campus for all medical emergencies. The Institute also has signed an MOU with Sankalpa Hospital, Tirupati to cater to the needs of the employees and students. To promote sports and cultural events, some special facilities are made available in the campus. State of the art central and digital library, upgraded IT infrastructure, ICT enable classrooms, NPTEL Videos etc., are available.

The Institute has an estate officer for overseeing the maintenance work related to all curriculum and co-curriculum activities.

Student Support and Progression

The Institute has an independent system for student support and mentoring. Students' development is ensured by undertaking schemes such as coaching classes, career counseling, soft skills training and productive CRT program. Apart from classroom work, the following provisions are present for academic mentoring:

1. Student associations/chapters of professional bodies and Societies

2. Participation in co-curricular activities

3.Remedial classes

4.Special lectures/workshops/conferences/webinars

The Institute management provides scholarships to financially weak students which are sponsored and EBC scholarships. The Institute has policies for enhancing the student participation in sports and extracurricular activities by providing cash incentives, arranging coaching programs & facilities and exemption of attendance for participation. An exclusive training and placement cell is functioning under the guidance of a TPO. The training and placement cell oversees the inviting of companies to the campus and gets students trained in all aspects. Students are trained to prepare for competetive examinations such as GATEfor higher studies.

The Institute does have a registered alumni association registered under the society act 35 of 2001 with registration number 218. Student grievance cell is extended to redress the grievances. Women protection cell is ensured to resolve sexual harassment issues. The institution has become a ragging free campus. The Institute collects the feedback from the students for improving the support services. The Institute involves and encourages students in NSS and contribution to social issues. The Institute elicits the cooperation from all the stake holders, to ensure the overall development of the students by taking into consideration of various aspects.

Governance, Leadership and Management

The governance of the institution is reflective of an effective leadership, which encourages participative decision-making process and helps in building the organizational culture. The leadership and guidance provided by the apex body, the Institute governing body has ensured a very effective system development and improvement. The Institute promotes a culture of participative management, by encouraging decentralization whenever feasible. The Institute grooms the leadership at various levels focusing on academic and administrative responsibilities coupled with accountability. The hallmarks of the organization setup are decentralization and transparency. The institution from the early stages of its inception has been in pursuit of excellence and quality. The accreditation by NBA, NAAC and autonomous status bears a testimony to the excellence of the processes of quality sustenance and enhancement. The college does have a perspective plan by focusing on the following parameters:

1.Teaching and learning

2. Research and development

3. Community engagement

4. Human resource planning and development

5. Industry interaction and enrichment programs

The Institute ensures that grievances/complaints are promptly attempted to resolve effectively. The feedback collected from all the stake holders on the institutional performance is used to improve the functioning of the institution. The institution has adequate budget for academic and administrative segments. The Institute conducts an academic audit with internal and external on annual basis. IQAC has contributed in institutionalizing quality assurance strategies and processes by conducting regular audits which are undertaken for quality checks. Service rules and policies are published and communicated to all the employees through the administrative manual.

Institutional Values and Best Practices

The socio economic profile of the students seeking admissions and pursing studies in CREC (A) have specific characteristics:

1. Predominantly first-generation Engineering and Management students
2. Completed their studies with limited resources
3. Agrarian background /socio economic background
4. Lesser extent of communication skills in English
5. Lack of motivation to study for want of explicit inner drive to pursue studies

The above characteristics add a new dimensional challenge for the institute to work on enhancing their academic skills and domain specific skills amongst the student community. The Academic regulations clearly indicate and provide the opportunity for the students to enhance all the three sets of skills vis.a vis : domain skills, social skills and life skills both by delivery and practice.

1. Practicing of ZERO hour and LIBRARY hour

2. Mandatory Lesson Plans.

The Institute has enforced gender equity policy and orgnaised programs such as Women Empowerment, Engineers day, National voters day and established Women protection cell to shun gender discrimination.

Security and safety of the students is top priority and right patrolling is available in the campus. Counseling is extended periodically to the Students fraternity to mould them to be enriched with educational and ethnic values.

The Institute enjoys the energy conservation with low carbon power technology using LED bulbs through solar power plant. A systematic approach is being utilized to discard solid, liquid and e-waste with the support of Municipal authorities.

Rain water harvesting is in force to sustain shortage of water and lush green plantations are available to enrich the academic ambience and to provide pleasant air.

Differently abled persons are assisted with acute care. Code of conduct is envisaged for all.

The Institute emphasizes the need and necessity of core values like honesty and integrity, the spirit of togetherness, equality, innovation and engineering excellence.

Students are motivated, guided on human, social professional ethics and adapted universal values like tree plantation, blood donation and health hygiene camps. Conducive best practices like provision of credentials and cash award to academic toppers, periodical educational tour and industrial visit and financial aid to the poor students are backbone of the Institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHADALAWADA RAMANAMMA ENGINEERING COLLEGE
Address	Chadalawada Ramanamma Engineering College Chadalawada Nagar, Renigunta Road Tirupati
City	Tirupati
State	Andhra Pradesh
Pin	517506
Website	www.crectirupati.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Bhaskar Patel	0877-6451118	8328439236	-	principal.p1@jntua.ac.in
IQAC / CIQA coordinator	S.m.jameel Basha	0877-2238999	9440755301	-	jameeljunaid@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-2004

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	06-04-2017

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-02-2010	View Document
12B of UGC	20-02-2010	View Document

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](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE
AICTE	[View Document](#)	08-07-2022	12	Every year approval from AICTE

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	Chadalawada Ramanamma Engineering College Chadalawada Nagar, Renigunta Road Tirupati	Semi-urban	8.5	26869.82

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	48	Intermediate	English	60	50
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	60	16
UG	BTech,Mechanical Engineering	48	Intermediate	English	60	6
UG	BTech,Electronics And Communication Enginnering	48	Intermediate	English	180	155
UG	BTech,Computer Science Engineering	48	Intermediate	English	120	120
UG	BTech,Computer Science Engineering	48	Intermediate	English	60	52
UG	BTech,Civil Engineering	48	Intermediate	English	60	0
PG	Mtech,Comp	24	B.Tech	English	18	1

	uter Science And Engineering					
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech	English	18	0
PG	Mtech,Mechanical Engineering	24	B.Tech	English	18	2
PG	Mtech,Electronics And Communication Enginnering	24	B.Tech	English	18	0
PG	Mtech,Electronics And Communication Enginnering	24	B.Tech	English	18	0
PG	MBA,Mba	24	Graduation	English	60	50
PG	MCA,Mca	24	Graduation	English	180	180

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				13				32				113
Recruited	10	3	0	13	22	10	0	32	60	53	0	113
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				38
Recruited	15	23	0	38
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	3	6	0	9
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	3	0	22	10	0	0	1	0	46
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	60	52	0	112
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	0	0	3

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	846	0	0	0	846
	Female	409	0	0	0	409
	Others	0	0	0	0	0
PG	Male	254	0	0	0	254
	Female	167	0	0	0	167
	Others	0	0	0	0	0
Diploma	Male	114	0	0	0	114
	Female	38	0	0	0	38
	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	98	107	103	123
	Female	32	25	35	46
	Others	0	0	0	0
ST	Male	7	9	14	18
	Female	2	1	3	6
	Others	0	0	0	0
OBC	Male	504	603	639	628
	Female	180	183	209	211
	Others	0	0	0	0
General	Male	434	527	555	534
	Female	285	332	367	341
	Others	0	0	0	0
Others	Male	47	0	0	0
	Female	7	0	0	0
	Others	0	0	0	0
Total		1596	1787	1925	1907

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Computer Science Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Enginnering	[View Document](#)
Mba	[View Document](#)
Mca	[View Document](#)
Mechanical Engineering	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since the Institute is autonomous institute since 2017-18 on-wards, the revised regulations of R 19 and R 20 regulations explicitly made a provision for the three types of courses: 1. Professional electives. 2. Open electives 3. Humanities and Sciences electives. The students shall be choosing a combination of these electives from different disciplines and hence the purpose of introducing the concept of interdisciplinary approach and the building perspective of multi-disciplinary approach is fulfilled.
2. Academic bank of credits (ABC):	The institute has become part of the Academic bank of credits of the University Grants Commission, New Delhi now.
3. Skill development:	As per the generic guidelines of the regulatory authorities for the award of the undergraduate degree, a student has to successfully complete 160-165 credits and of which the practical laboratory credit component is around 45 credits. This is the first step to facilitate the exposure and the hands on experience for the students to enhance the much needed domain skills along with the theoretical and conceptual course work. This is over and above the skill development courses which enhance the technical domain skills, social skills and life skills. The institute ensures imparting a judicious mix of academic, professional and skill developmental courses.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As part of R 20 regulations, the following courses are introduced for all the disciplines at the UG level and these courses are mandatory courses. 1. Essence of Indian traditional Knowledge (course code:20CA52502) 2. Indian Constitution (course code:20CA52501) These courses are part of the third year of study and hence the students are taught these courses even before the students move to higher classes of their final year discipline of study.
5. Focus on Outcome based education (OBE):	The Institute has been accorded autonomous status since 2017-18, the students and employees have been sensitized on the institute 'Vision and Mission' and also each of the department has its own vision and mission in line with the institute vision and mission. This is the first step in terms of creating awareness about the purpose for imparting the education under the autonomous status. As part of the Zero semester, during the induction program, students are clearly explained and made to understand the Regulations, types of courses, methods of teaching and learning, COs, POs and PSOs so as to make them acquire clarity interms of the outcome-based education. In fact, this activity is the foundation program for all the students. Even the question papers for the assessment contain the extent of COs and Bloom's taxonomy levels at which a student is being assessed during his/her studies as part of their academic program.
6. Distance education/online education:	Since the institute offers full time programs in UG and PG programs, the distance education mode is not in vogue. However, since the COVID pandemic the students have been compelled to understand the importance of online education as the theoretical courses had to be delivered in online mode. The Institute doesn't offer any distance education mode program as all the programs offered by the Institute are regular and full time mode. However the institute extensively encourages the students to enroll/study/learning/undertake online courses and internships from various renowned service providers such as NPTEL/Coursera/Udacity. MOOCs has been part of the R 19 regulations and as part of it students have to complete these courses in on line/virtual mode. The Training and Placement department also encourages the students to carry out online internships/training programs also.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institute doesn't have a formal electoral literacy club, however our institute NSS unit has been extensively engaged in sensitizing the students in the institute regrading the significance of eligible youngsters getting enrolled in the voter list and also motivating them to exercise their franchise without any bias at the time of elections of civic bodies and or general elections. The NSS Unit also been coordinating with the district administration in this context to conduct the programs pertaining to the above subject to all the students
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?	Our Institute NSS officer and the NSS unit office bearers act as the coordinators for such program.
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.	NSS Unit has conducted National Voters' day commemorating on 28th Jan 2021 and the program was attended by all the NSS volunteers (180) and it was presided over by the Supt. of Police, Chittoor dist , wherein all the volunteers were guided to sensitize and ensure that the new voters are enrolled and programs relating to significance of exercising the franchise was highlighted.
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.	95 students were involved in the duties on the election day of AP legislative assembly counsel election duty i.e. 13th March 2023 for graduates and teachers constituency election webcasting . The contribution and involvement of the students in webcasting the voting process was appreciated by the election authorities.
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 students as voters.	NSS Unit has been sensitizing the students on this and also coordinating with district authorities to ensure that eligible youngsters enroll as voters.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

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

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1545	1670	1898	1951	1633

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
435	501	534	454	282

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1469	1641	1797	1907	1582
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
82	80	15	5	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
424	420	439	426	399
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	159	153	143	169
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
158	159	153	143	169

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
416	420	441	605	625

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
363	363	393	393	393

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3

Total number of classrooms and seminar halls

Response: 58

4.4

Total number of computers in the campus for academic purpose

Response: 593

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
11412354	11780115	12368096	14620371	13009011

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Since the Institute has become autonomous from 2017-18 onwards, the institute has been emphatically and meticuously ensuring the preparation of circulla in line with the industry needs and everchanging needs of the industry. The emphasis has been on the outcome based education and as part of it it has been the practice that the course contents are prepared along with the COs and the every program offered at UG and PG level certainly meet the 12 designated graduate program outcomes in addition to the program specific outcomes. The institute had R 15 regulations when the autonomy has commenced and as of now the instute has progressed through R 17, R 19 and R 20 regulations and accordingly it has been ensured that the underpinning philosophy of the out come come based education is reinforced in all these regulations and course structures. The student assesment either internal and or external also includes the COs and its mapping and asseement. The attainments are calculated at the end of the each semester and they furnish further inputs in terms of reviweing the course outcomes for every course.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 10

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 10

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years(Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 12.24

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
84	72	45	35	23

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 23.42

1.2.1.1 How many new courses are introduced within the last five years

Response: 200

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 854

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 10

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The Institute has devised and designed the curriculum comprehensively encompassing diverse issues such as professional ethics, human values, gender, environement and sustainability issues in to every program thats being offered by the institute. These are essential ingradients through the institute vision and mission statements. R 19 regulations curriculum includes the Human values and professional ethics in zero semester, Environemental scinces in first semester of the UG program, Constitution of India in the second semester , Essenece of Indian traditional knowledge in the third semester and forth semester onwards the students are required to complete Socialy relevenat projects every semester until they gradaute. R 20 regulations circiullum encompasses issues pertaining to the above through the courses offered from Semester 1 to semester 8 at UG level and semester 1 to semseter 4 in all the PG programs.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 25

1.3.2.1 **How many new value-added courses are added within the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	6	5	2

File Description	Document
List of value added courses (Data Template)	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 25.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
364	434	462	527	399

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 34.95

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 540

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
Link for Additional Information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 The feedback system of the Institution comprises of the following :

Response: B. Feedback collected, analysed and action taken

File Description	Document
Link for Additional Information	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 66.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
416	431	442	608	627

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
726	726	786	786	786

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 73.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
268	233	203	342	349

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The Institute makes an emphatical attempt soon after the students are admitted in the first semester of thier studies. As soon as the first CIA(continous internal assessment) is completed, the students whose performnce is below 50 percent are identified and these set of students discipline wise are provided additional academic inputs and through mark up classes so has to enhance thier learning ability and progress further. The students who perform well in thier first CIA are identified and they are further encourgaed to progress through the provison of further reading material and also making them the group leaders for the mini projects in all the disciplines.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 10:1

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The Institute has been following a student centric teaching learning methodology to enhance the student learning experinces. Every faculty member shall be preparing a lesson plan for every course and the same is provided to the students in the begining of the course. These lesson plans consists varied types of teaching methods to enhance the students leaning more effective and efficient. The underpinning philosophy of effective teaching learning has been to move from dependent learning to interdepenent learning and finally to faciliate independent learning amonsgst the students by the time they reach the final year final semester of their respective program.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The faculty members extensively use ICT enabled tools in addition the traditional chack and talk teaching methods. These include usage of course content specific power point presentation, Online videos from the established edcuational service providers such as the NPTEL/SWAYAM also online quizzes to faciliate better learning experince for the students. Students are exposed to the number of online courses to complete the certification programs as per the curriculum then they need the submit the certification in order to fulfill the partial requirements of the B.Tech program. During the COVID pandemic online workshops, guests lectures etc were conducted with the ICT enabled tools present in the campus

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 10:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 158

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)
Link for additional information	[View Document](#)

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

It has been the customary practice for the institute to prepare the academic calender(in line with the regulatory authorities guidelines) for every program at the institute level and which are approved by the institute statutaory bodies such as boards of studies/Academic council. Based on these approvals the each of the department also prepares its own calender of activities both circular and extra circular activities. In line with the academic calender, the lesson plans are prepared by the faculty memebrs for every course at all levels. The adhenrence of teaching as per the lesson plans is monitored in the departments on monthly basis by the respective HOD.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	[View Document](#)
Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 23.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	31	39	37	35

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 2.34

2.4.3.1 **Total experience of full-time teachers**

Response: 369.6

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 70

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
60	65	75	80	70

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.2

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	3	3	4

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The manual system of managing, conduct and processing all the issues of conducting the examainations including generation of admit cards, seating arragements, coding the answer scripts has been completely replaced with the automated system. The CIE marks consolidation and and the conduct of the comprehnsive examination is also automated. The results are also published through an exclsuive examination site.(www.crecexams.com). Examinations Management system also takes care of paying the student examination fee. Students will pay the examination fee through different gateways such as bank, UPI payments and no extra amount is charged before the due date. All the payments will be populated and automatically the hall tickets are generated for the students who have paid the fees. Student can check his previous semester marks card whenever he/she wants to and all the students are given their respective credentials. This also provides the parents to look inot the performance of their respective wards remotely. Recorrection and revaluation applications are also processed through the EMS portal, where student can apply the fee prescribed for that subject.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Every student will have a copy of the Regulations which govern the academic issues pertaining to specifc program along with the program outcomes and every course will have detailed teaching plan which contain the course outcomes and these are explained to the students in the begining of every semester. The faculty members sensitise the students community in the begining of every course work. To further reinforce the same, students assesment question papers also contain the details of the course outcomes which are being assesed.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Since the institute is autonomous institute and all the course outcomes at the end of each end semester examination are calculated and and the attainements are obtained. The deviaitions if any are referred to the concerned department committes for neceesary action if any. This is is critical exercise and invloves all the faculty members. The faculty members are clearly trained in the begining of each semester to clearly define the course outcomes and the department audit commitees also review the entry of the data pertaining to the student internal assement marks and external assessment marks, since the data accuracy is atmost important for verification of the attainments.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 92.38

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

Response: 461

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 499

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for additional information	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

R&D Cell Overview

Research and Development (R and D) is one of the prime objective of Chadalawada Ramanamma Engineering College (Autonomous). It is the foundation of the continuing education to create the knowledge for all disciplines. It directly contributes towards the enhancement of the society as whole considering health, culture, economic development and the advancement of nation.

R and D Cell which aims to nurture research culture in the Institute by promoting research in newly emerging and challenging frontier areas of Engineering, Technology, Science and Humanities. It encourages the students and faculty to undertake the research in newly emerging frontier areas including multidisciplinary fields. This enhances the general research capability of budding technocrats by way of participating in conferences, seminars, workshops, project competition, etc.

R and D at CREC (A) encompasses by the principles of honesty, integrity, trust, accountability and stewardship; meets high scientific and ethical standards; and is conducted with honest and thoughtful inquiry, rigorous analysis, and accountability for the use of professional standards for the benefit of society.

R&D Cell Objectives

- To create awareness and opportunities in Research and Development among the faculty and students and to create Research and Development atmosphere in every department
- To create atmosphere among the staff members to take up Research projects and improve their knowledge, skills and qualifications by registering PhD scholars.
- To motivate the faculty members of the group for R&D activities in the area of their specialization
- To encourage staff members and students to publish technical papers for publishing in National and reputed International Conferences/ Journals
- To undertake research activities and development projects offered by agencies such as DRDO, DST, AICTE, UGC, etc
- To assist for applying and getting funds for conducting Seminar/Workshop/FDP from various available funding agencies
- To facilitate the growth of research activity among the academic community.
- To coordinate faculty level workshops and staff development activities on research-related issue.

File Description	Document
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.84

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
1.2	1.0	0.8	0.8	0.4

File Description	Document
List of teachers receiving grant and details of grant received	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.02

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	1	1	0

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 39.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
23.6	0	0	16	0

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 2.3

3.2.2.1 **Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	5	5	0

File Description	Document
Names of teachers having research projects	[View Document](#)
Link for additional information	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 6.96

3.2.3.1 **Number of teachers recognized as research guides**

Response: 11

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Link for additional information	[View Document](#)

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	0

3.2.4.2 **Number of departments offering academic programes**

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

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation

etc.

Response:

The institution has given highest priority and created an ecosystem for innovation including **Innovation Lab** and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research activities utilizing the existing facilities.

 a) **Entrepreneurship Development Cell:** The Entrepreneurship Development Cell (EDC) of CREC is an individual cell which functions under the supervision of EDC committee and supported by department level coordinators. EDC organizes the work plan of the Entrepreneurship promotion activities. The cell keeps the students informed and encourages them for different Entrepreneurship related activities. The EDC has collaboration with various companies in and around Tirupati for getting practical business insights and obtain practical knowledge from relevant companies. CREC EDC has an exclusive computer system, Printer and software facilities. The CREC ED cell conducts various programs such as Hackathons, Biz plan, Equiz on business, etc and organizes workshops and guest lecturers to motivate the students in entrepreneurship. **We** will initiate a separate Women Entrepreneurship Development Cell (WEDC) for the women empowerment under Women Development Cell (WDC) in the month of September 2023. Engage in right pursuit of imparting quality and value based education; CREC has always explored the new avenues for student development in sustainable way. Entrepreneurship has been identified as one of the major trends shaping business, economy and even society. Today's world is changing at surprising pace with wind of Globalization and IT revolution. Entire world is sensing political and economical transformation. The changing market conditions have thrown up opportunities for emerging businesses. This has also created economic opportunities for women who want to own and operate business.

b) **CREC Innovation Lab:** Chadalawada Ramanamma Engineering Institute (Autonomous) Innovation Lab was established on 2022. The main objective of the CERCE **Innovation Lab** is to promote start up culture and hone the creative talent of the students at the institute itself. **Innovation Lab** will encourage students with a special and entrepreneurial bent of mind. Students could come up with various innovative and creative ideas and can utilize their talent for starting their new ventures. The hub will serve as a platform for budding entrepreneurs so that they can gain awareness and exposure in business innovation programs. CREC **Innovation Lab** also helps different entrepreneurs to turn their ideas into viable businesses.

c) **Community Orientation**: The CREC became instrumental in identifying social relevant problems to gives best innovative solutions with unique ideas. The institute has got a crucial role to play in designing solutions for the problems faced by the surrounding places (Tirupati, Renigunta, chandragiri, Srikalhasthi, and settipalle) and in the process the institute is actively involved in the Engineering Projects in Community Services (EPICS) programme.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 51

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	7	19	12

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 5.73

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 63

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

Response: 11

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 2.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	43	69	116	97

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.45

3.4.4.1 **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
13	13	21	19	4

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise 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
List of consultants and revenue generated by them	[View Document](#)

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy 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
List of facilities and staff available for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

National Service Scheme in the Chadalawada Ramanamma Engineering College (Autonomous) was started the academic year 2014-15 and aimed at developing student's personality through community service. NSS is a voluntary association of young people in Institute. The cardinal principle of the NSS programme is that it is organized by the students themselves, and both students and teachers through their combined participation in community service, get a sense of involvement in the tasks of nation building. The NSS aims at instilling in the youth, a social consciousness with the overall objective of the personality development of the students through community service. Working for and with the community, understanding the problems of real-life and utilizing their skills and knowledge in solving those problems enrich the experience of the students and has tremendous value in their preparation for the responsibilities of life.

To encourage the participation of the students in social service activities and to serve the Society, the institute is setting up a NSS group with a senior faculty Mr. V. Changal Reddy, as Programme Officer for NSS for organizing the activities.

Due to Covid pandamic, the institute NSS unit could not engage the NSS volunteers in extention activities in the neighobourhood community physically. However, considerable efforts were taken by the NSS volunteers to sensitize the importance of hygene maintanance during the pandamic (Virtual mode).

The NSS unit conducts number of programs such as world environmental day, Disha Woman Safety App, Covid–19 Vaccination Drive, National Unity Day, National Voters' Day, World Aids Day Awareness Rally, International Yoga Day, Constitution Day, National Pollution Control Day, Awareness Campaign on School Dropout Prevention, Helping Hands to Orphanage People, World Blood Donar Day, etc.

The NSS unit has tied up with Glovill Foundation to create awareness to the needy famers regarding paddy fields' issues.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	1	1	0

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

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

Response: 37

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	11	2	2	2

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 10.7

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
220	180	190	175	155

File Description	Document
Reports of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 63.8

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2021-22	2020-21	2019-20	2018-19	2017-18
159	54	31	74	1

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 6

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	1	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute was established in the year 2004 and since its inception the institute has been specifically focusssing on the enhancing the physical infrastructure for all teh academic purposes. The Institute has sufficicient physical infrastructure with all the basic class rooms, tutorials rooms, laboratorties and also each department has a seminar hall for all its academic activities. In addition to this, the institute has built and set up computing facilities catering to the needs of all the programs both at UG and PG level. the class rooms are fitted with LED projectors and the labortaorites as per the academic regulations of R 17, R 19 and R 20 have been established and updated on a regular basis. The departments also have department libraries in addition to the central library. The departments also have department computing facilities seperately in addition to the the centarl computing fcaility catering to th eneeds of the students. The Institute also made a provison for the project laboratory for the students to cater thier needs during the project work.The Institute also has set up INNOVATION LAB so as to provide a platform for the students to nurture and expand thier ideas into reality.

File Description	Document
Upload Any additional information	[View Document](#)

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

Response:

The institute has adequate facilities for extra circular activities including sports and seperately for boys and girls. These facilities include both the outdoor and indoor sports and games. Since the academic year 2020-21 covid pandemic was predominately effected with the student physical sports activities, hence the usage of the same was restricted for the student community at large. However since 2022 onwards the sistauation has improved enormously and the students have been particiapating very actively in all the sports and games activities.The Institute has also a huge sports facility interms of the grounds for all the outdoor games such cricket, foot ball and khokho. Also the students have a facility of gym and however this facility is limited to members only. The sports and games facilities are seperate for both girls and boys.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 72.41

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 42

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 84.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
9265591	9044277	12921545	13134867	8998654

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

The central Library is located in spacious and gratifying premises. The Central Library has more than 5140 titles, 34169 volumes and subscribes to more than 108 international and national journals. 1200 back volumes are also available. Reprographic facilities and Internet facilities are available in the Central Library. The main reading hall can accommodate more than 120 students at a time. The Central Library is open from 9.00 AM to 6.00 PM on all working days and the working hours are extended during examinations. The students can loan two books at any time. CREC Central Library is having membership DELNET (Developing library network) and NDL National Digital Library of India. DELNET (Developing

library network) we can access e-books and online journals. CREC Central Library is the institutional member of National Digital Library (NDL) of India where we can access 72, 03,195 documents like books, video lectures, audio lectures, articles, thesis and so on. The Central library is equipped with "New Genlib" software with web OPAC and Barcode facility. The library also has book bank facility to serve the needy students (SC/ST) it is financed by the Govt. of Andhra Pradesh The Central Library provides online Library services like on-line Journals/magazines, open course ware, open access Journals, Internet facility to the students and faculty with 100 mbps band width for faster access to the great extent.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

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

Response: 1.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.8885	0.5074	2.3197	2.1811	0.8932

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)

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

Response: 12.45

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

Response: 212

File Description	Document
Details of library usage by teachers and students	[View Document](#)

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

The Institute has 593 computing systems for the academic purpose and around 120 for the non academic work including sufficient perpherals such as scanners and printers etc. The Institute is wifi enabled cmpus with 100 mbps banwidth. In addition to this the institute has been accorded a center of excellence named as the Chiefminsiter center of excellence for skill development with 30 laptop with highe end configuaration. Each of the department is maaned by the qualified techinicians and the over system set up is headded by the Sysyetem admistrator. There is no specific budget catering for the IT policies in perticular. However every department provides thier requirements for equipment including the IT requirement and the same is taken up the at the Institute level.. There are many firewalls security obstructing and stopping of all the unwanted websites/ content through wifi internet connectivity. Every student will have free access to wifi connectivity upon registartion in the IT cell.

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

Response: 3:1

File Description	Document
Upload any additional information	[View Document](#)
Student - computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 28.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
3949753	4297009	2144985	4353893	3243642

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc. The following common facilities are open to all students. These include five fully furnished seminar halls and which have to be booked for thier usage clearly specifying the date and duration and also to indicate if any special

arrangement needs to be carried out. On receipt of the same subject to availability the seminar hall is alloted by the incharge. Every department has a house keeping incharge and shall monitor the upkeep of the department resources such as class rooms, laboratories and faculty rooms and any upkeep that is needed is registred with the institute maintenance office for rectification. All the registered complaints/repairs register shall be verified by the office of the principal once every week. Similar regsiters are available with Library and computer centers in the institute. The same process is also used for the seven buses of the institute which are meant for students and faculty members transport.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 61.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
905	1001	1009	1249	1170

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 1.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	23	39	4	2

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 8.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
251	176	150	66	55

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

**5.1.5 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: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 36.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
273	191	159	80	101

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)

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

Response: 3.68

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 16

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 45.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	7	1	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	28	8	3	2

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

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

Response: 32

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (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
13	18	0	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

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

Response:

Every Program department has a students' association with 13-15 student members are selected as president to executive members from first year to final years. These selected bodies of student associations chack out a detailed activity calender for all the cocircular and extracircular activities for the entire year. These asscoaitions will be monitered and mentored by two faculty members from each of the department. Every year the fresh committees are elected among the students and notified to the respective departtments after dissolving the earlier one. All the programs in the departments are carried under the banners of that club/association. The college have witnessed tremendous participation of the students in their respecive club activities and replicates the students participation in the different academic and, cultural and administrative programs pertinent to their departments. All the student participants in the clubs will be given a recognition certificates before it gets abandoned every year as a token of appreciation.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 11.4

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	5	10	14

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Since the pandemic has seriously affected the conduct of the physical meetings of alumni, the alumni meetings could not be held on regular basis., However few alumni have enaged the interactive sessions for the benifit of the students. Post pandemic, there are regular interactions both in person and virtual mode for the support activities from the alumni of this institute. The college placement cell will be arranging more interactions with the alumni. The are multiple instances where the alumni has referred the students of this college for the placement in their respective organisation for the placements. Student alumni plays a major role in all the BOS meetings in shaping the syllabus. Since the college has established in the year 2004, alumni is the added asset to the college in driving, shaping and contributing their might to their parent institute.

File Description	Document	
Link for additional information	View Document	

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

Response: C. 5 Lakhs - 10 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Institute has clearly defined vision and mission statements and which have been arrived with through series of consulation and discussion processes involving all the stake holders at various levels.

Vision

To be a premier institution, imparting quality education in the field of science, technology and management to produce globally competent professionals.

Mission

1. Continuously update curricula and teaching learning process to meet the needs of industry.
2. Inculcate research, innovation and development among students and faculty.
3. Develop competence among the students to work in diverse fields and cultures with ethical practices.

These statements clearly refect the objective and the purpose of the education being provided in the institute. The structure of the institute's administartion is also a refection of the underpinning philosophy of nurturing and encouraging the growth and development of the leadership at different tiers both among the functional departments and the students alike. The key words in the vision and mission statements categorically and explicitly emphasie on the collaoborative leadership style there by facilitating the trasnperent governance model as developing comptency is true reflection of enhancing the leardership trait.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

Some of the institutional practices are stated through some of the courses that are being offered and also the administartive manual which is the reference for the functioning of the institute. The administartive manual provides the provisions for the decison making at the tactical and operational levels.

The institute has 18 committes and cells which have members across all the departments and all categories of the employees and some of the committes have students also as the executive memebrs of the

committes. This is a clear indication of involvement of employees in decision making process for all the tactical and operational level issues.

The financial authroity is also clearly defined from the Director/Principal and the Heads of the departments. The finance committe has members from the faculty in addition to the university nominee. The statutory bodies such as the Boards of studies/Finance committe/Academic council/Governing body and various committes that are in place clearly indicate the extent of decentralisation of the power and authroity in the decision making process at different levels.

In addition to the above, every programm offering department has asscoiation with 13 student members as office bearers and guided by the faculty incharges and these asscoiations plan, execute various activities and programs for the students and these paltforms provide oppurtunity for the students to understand the participative management practices and enhance thier leadership traits.

File Description	Document
Any additional informatiom	[View Document](#)
Any additional informatiom	[View Document](#)
Link for additional information	[View Document](#)
Link for strategic plan and deployment documents on the website	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institute is clearly following on the path of the defined prespective plan. It envisages much emphasis on the R and D dimension for the institute in the next three to four years as R and D forms the key to institute's progress and sustenance in the long run. Also the Institute intends to provide the arragement of innovation center to begin with and it has to be developed in to an incubation center in the next two to three years.

The Road map for the next five years is clearly defined and the milestones to be achived are as follows:

Proposed Growth Direction for 2023 and onwards
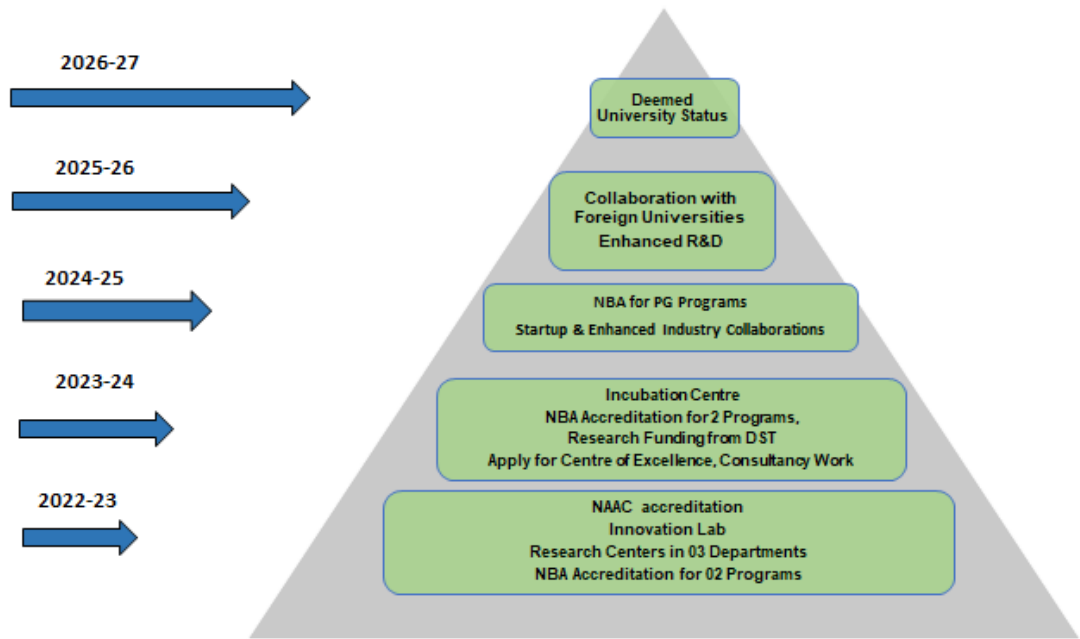
File Description	Document
Link for Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

The Institute has administartive manual which forms the basis for the day to day functioning of the institute and also administartive manual clearly mentions various provisions, service rules and other employee emoluments etc.

Administrative Manual

CHADALAWADA RAMANAMMA ENGINEERING COLLEGE

(AUTONOMOUS)

(Managed by CVS Krishna Murthy Teja Charities, Tirupati)

Approved by AICTE, New Delhi Affiliated to JNTUA, Anantapur,

Accredited by NAAC with 'A' Grade

Institution Vision and Mission

Vision

To be a premier institution, imparting quality education in the field of science, technology and management to produce globally competent professionals.

Mission

1. Continuously update curricula and teaching learning process to meet the needs of industry.
2. Inculcate research, innovation and development among students and faculty.
3. Develop competence among the students to work in diverse fields and cultures with ethical practices.

Contents:

Section	Section Name	
Section I	Basic norms	

1.1	General		
1.2	Definition		
1.3	Service Records		
1.3.1	Records of Service		
1.3.2	Service conditions for the faculty/staff members		
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Section II	**Method of recruitment**		
2.1	Screening		
2.2	Interview		
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2.4	Promotion policy		
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Section III	**Conduct & Discipline**		
3.1	Conduct		
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Section IV	**Leave Rules**		
4.1	General		
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4.3	On Duty leave		
Section V	General regulations for faculty/staff members		
Section VI	Department rules		
Section VII	Class room teaching rules		
Section VIII	Laboratory		
Section IX	Tests / Examinations		
Section X	Student – faculty relations		
Annexure I	Financial assistance to faculty/staff members		

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The institute firmly belives in empowering and enhancing the proficiency and competency of the employees as the human resources of the institute and treats it as the critical component of the institute.

Though the institute has very clearly defined welfare measures for career develoipment, the social disturbance created by the covid pandamic has disrupted normal functioning of the institute and the impact of this abnormality has severely affected career development plans of the institute.Post covid the instutute functioning has been normal and some of the wlelfare measures include:

1. Fees concession for the employee children in all the 8 institutes managed by the trust

2. Free trasport for the employees for the place of work

3. EPF for all the eligible employees

4. Finacial support for attending the seminars/workshops/training programs/memebership in professional bodies

5. The Institute has tied up with Sankalpa Hospitals, Tirupati to cater to the medical needs of the employees and thier families.

6.The institute also encourgaes employees to pursue higher edcuation and acquiring higher educational qualifications by providing appropriate leaves etc.

7.The Institute has taken up the life insurance for all the employees and students.

8. The dental treatment for all the employees and students is also provided by CKS Theja Institute of Dental Scinces and Research, Tirupati at very nominal price.

File Description	Document
Any additional information	View Document

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

Response: 3.74

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
12	7	6	4	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	7	2	5	4

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 49.92

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	220	96	32	11

File Description	Document
IQAC report summary	[View Document](#)
Institutional data in prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The generic practice with the institute is that wll the departments within the institute prepare the departmental budget and they are consolidated at the Institute level and the same budgetary requirements are placed before the governing body/chairman and upon approval the same is communcated to the finance departement of the trsut which manages all the group of institutes.

Hence the sanctioned budgets are available for the institute and the Institute has finance commitee with a representative of JNTUA, Anantapuram as its one of the member. The Trust which manages the institute carries out an interanl audit of the institute revenues and expenses. In addition to the above external auditors also carry out the audit of all the accountsof institute annually.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response:

The institute has to mobilise funds from only four sources:

1. Tution fees paid by the students

2. Financial support from the Institute Management

3. Research funding from the R and D

4. Consultancy and training by EDPs for industry

The tution fees to be paid by the student is predecided by the state goverment and is provided by the goverment and this tution fees is paid in four instalments in an academic year. Hence these bifurcated and irregular flows of the funds due to this, certain truly imbalance is created in the the developmental works and hence the TRUST which manages the institute supports for meeting all the regular salaries and expenses . Since the tentative timing of the funds flow from the Goverment is reasonably unclear the Institute prepares budgetary requirements in the begining of the academic year and the same are approved by the management , hence the funds flow/expenses are clearly knowns well in advance.

However, In order to strengthen the laboratories, the faculty members in the department are also encourged for applying for Reserach grants/funds, which would support to enhance and upgrade the laboratory facilities which finally are used for the students enhanced learning.

The institute has identifed and started making efforts to provide consultancy to generate additional reveneue which can again be ploughed back to development of the departments and with euqal contribution to the faculty and employees involved in the same.

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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

IQAC of this college, established in the year 2013, has setup its own policies and guidelines for maintaining quality and standards. Two audits will be conducted every year for the academic snd

adminstrative activities and to ensure that they meet the established quality standards. IQAC has the active role played in the process of accomplishing NAAC and NBA certifications. As the institute is planning for NAAC (cycle-2) and NBA (ECE and CSE programs) IQAC is instrumental in setting up to meet the criterias set up by the regulatory bodies. Curriculum development is another vertical where IQAC is collaborating with the departments in developing and improving the curriculum both for th UG and PG programs. This cell also contributes in the professional development of the faculty memberes and instrumentall in enhancing teaching skills and keep them updated with the latest developments.

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

Response:

The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms.Being autonomous Institute, the freedom of providing the CBCS has been pivotal in enhancing the quality of course work and subsequent learning outcomes. As the Institute started with R 17 regulations, It was pertinent to see that attainments of outcomes of the student performances and learning . Since it was the first batch under autonomy and since the IQAC also started actively engaging in the academic process , the efforts stared to understand the importance of the IQAC and its functioning in the development of teaching and learning and the entire academic processes.

The extent of contribution by IQAC to overall academic ambience has enhanced the eco system of the academic departments. Some of the contributions of the IQAC cell have been listed as below.:

1. Sensitising and training the faculty memebrs of developing the syllabus content along with the preparation of COs for all the courses, incorportaing Blooms Taxonomy levels.

2. Conducting sessions for the faculty members on preparation of Lesson Plans for every course and for every semester

3. Conducting the student satisfaction survey on teaching learning and providing the feedback to faculty members through the department HODs. This has facilitated subtle improvements not only in delivery of the content in the class rooms and also general teaching etiquette.

4. IQAC reviews also provided valuable feed back on the neceesity of continuous assesment of the student performance vis a vis outcome based education, which is reflected in terms of the sessional marks distribution and placing the same proposal in the boards of studies and academic councils.

5. The feed back compiled by the IQAC cell on the general infrastructure has resulted in setting up of drinking water facility and a project lab for the students.

6. IQAC also contributed in identifying the training needs for the students for enhancing thier employment oppurtunities and also higher education oppurtunities.

7. IQAC has been instrucmental in terms of revising the regulations from R 17 to R 19 and R 20 at present in vogue.

8. IQAC also contributed for the introduction of the MOOCs courses for the students at various levels.

9. In line with the generic guidelines and NEP 2020 , IQAC also been instrumental in getting introduced various value added courses, skill based courses and traditional knowledge based courses for the students.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

CREC(A) has been taking all steps and initiatives to make it gender responsive and a safe place for both men and women to study, work, CREC(A) prioritizes the wellbeing and safety of all its stake holders. Throughout the year, Women's Day, women's specific socially significant issues, special forums, lectures and activities are held to raise awareness among students about necessary aspect of Women's Empowerment at all levels and fields.

The explicit initiatives undertaken towards this are entailed and detailed below:

CCTV surveillance system is installed in CREC campus across all blocks and for safety and security. Surveillance system which is monitored through administrative staff via is active 24*7 with high resolution cameras with audio recording facility to safeguard CREC against any untoward happening. This arrangement makes the women of CREC feel safe and secure. Security personnel both men and women are deployed in CREC across the campus. A dedicated hostel team with wardens and security guards work round the clock to ensure the safety and security of the students especially women. Hostel guidelines of discipline and decorum within the campus clearly defines the code. Any violation is strictly dealt with. The Grievance Redressal Policy and Procedures are developed to facilitate open communication for employees and student. Anti ragging committees and squads are formed. Committee constituted for Sexual Harassment (prevention, prohibition, redressal) CREC strict deterrence policy towards Alcohol deterrence and prevention of drug abuse. Also, Deterrence towards causing bodily harm or mental harm, and damage to infrastructure. The Institute has signed an MOU with Sankalpa Hospitals to cater to all the medical needs of the students The Institute has a health center on campus to cater to immediate medical care and facility to the students along with an ambulance. Counselling at CREC has a dedicated committee for counselling the students. The Hostel wardens and faculty mentors are always available to help female students at all points of time. Faculty mentoring includes inculcation of ethical and moral values as well as respect for gender diversity and encourages inclusivity in all spheres. Senior officials and Management representatives are always available for all the students to solve any problem or issue at any point of the day. Common rest rooms for women are available in each floor of academic and administrative block of the campuses. Gym facilities and indoor as well as outdoor game arrangements are also provided for the female students.

1. Organized an Online Awareness Session on the Disha Women Safety App by Mrs.A.Jyotsna, Para Legal Counsellor, Disha One-Stop center, Nelloreto bring awareness among the female students on the usage of the Disha Women Safety App.

2. Organized International Yoga Dayby Mrs. Usha and Mrs.Swapna, Yoga expertsto raise awareness among female students about this ancient practice and to celebrate the physical and spiritual prowess that yoga has brought to the world

3. Organized 3-DAY ONLINE PROGRAM with Meditation, Breath & Yoga in association with theArt of

Living foundation by Y.Kranthi, State Co-ordinator, Andhra Pradesh and members of the Art of living.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

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

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

Response:

Being a technical and professional Institute, the Institute has been making efforts to sensitise the students and employees on the hazards of the different types of wastes being generated and thier non disposal. Waste waster is being used for the plants and creepers within the campus so as to conserve the fresh water usage in the institute. The waste generated in the messes is being used to feed the cattle in the campus and the general non degradable waste generated is sent to the vendors who regulary procire those items from the institute. The Electronic waste generated in the institute is being used at the IT work shop so as to make students to understand and reuse the components wherever it is possible for them to use.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Link for any additional information	[View Document](#)

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)

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

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

Response: C. 2 of the above

File Description	Document
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

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

Response:

The institute meticulously undertakes the efforts to enhance cultural tolerance, religious brotherhood and insist for the compliance of the uniform behaviour and compliance .

The Chairman of CREC (A) being an ardent philanthropist strives to be in the forefront of respecting diversity from gender, religion to race, eradication of stereotypes , encouraging students and faculty members to respect each other. The Institute in order to achieve the said objective has taken the following steps:

SIP (Students Induction Program) being an induction program of CREC seeking to imbibe the spirit of tolerance and harmony right from day one. Formation of Cultural/sports Club, Grievance Redressal Committee, Internal Complaints Committee, women's protection cell, women empowerment cell, UBA (Unnath Bharath Abhiyan), SC/ST Grievance Redressal Committee,within CREC working towards communal, socio-economic, cultural harmony as well as tolerance and respect for other diversities.

Nationally important days such as Independence Day, Republic Day, Gandhi Jayanti along with festivals and pujas in the student community from Ugadi and Sankranti (Pedda Panduga) ,Pongal ,Diwali to Eid and Christmas is a step towards building tolerance and harmony.

ZERO hour focusing on enhancing communication skills are held to make students from diverse backgrounds effectively communicate . •Industrial visits,– Village visits nurtures in embedding values deep into the way of life of the students. Cultural and sports programmes are organized in CREC for students to interact with one another. Student driven extracurricular activities through committees and clubs of the Institute inculcate the spirit of teamwork and event management, which gives inputs to boost up their business acumen as a stepping stone for startups . Students have shown interest in participating to create, innovate and culture in multidimensional way., Students from diverse areas come together to develop a culture of oneness. CREC organizes various activities to provide an inclusive environment like: Freshers welcome party is hosted every year by the students to welcome the freshers. Each student gets an opportunity to introduce him/herself, Fourth Year students give the highlights and importance of various programs such as CSE and AI, enables a healthy interaction with the seniors. CREC(A) organizes farewell function every year to the outgoing students ,during which outgoing students share their experiences with the first year students. Students Grievance Redressal Committee is the apex student body which oversees all the student driven grievances and works in tandem with all the existing committees in the institute for a healthy environment in CREC(A). The core committees include Cultural Club, Grievance Redressal Committee, Internal Complaints Committee, women's protection/empowerment cell, Unnath Bharath Abhiyan, SC/ST Students Grievance redressal committee, These faculty /student driven committees are aimed at developing well- rounded graduates with strong interpersonal and organizational skills. Cultural committee of CREC is responsible for hosting cultural events in the academic year. Members of the committee do not just work in this committee, they also experience it. The Unnath Bharath Abhiyan of CREC encourages students to play a key role as responsible citizens, NSS and women protection cell of CREC celebrates women's day on a yearly basis.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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

Response:

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

CREC(A) nurtures a culture which is respectful of the Indian Constitution and citizenship.Working toward this direction CREC has undertaken the following measures: The New Regulations of R 19 and R 20 and curriculum for programs have courses designed on Indian constitution, Values and Ethics etc.

Celebration of National Days, wherein faculty members and students come together speak on the same. CREC(A) organizes blood donation camps, awareness on AIDS, Environment Day, Women and Women's day by women's protection cell are organized throughout the year for students.

Unnath Bharath Abhiyan at CREC(A): The objective is of promoting the well-being and the process of uplifting the vulnerable population in the society , we get united to make a difference to the society . CREC(A) conducts various activities to sensitize the students about the constitutional obligations. Teachers Day, Gandhi Jayanti, Republic Day, Independence Day, etc. are celebrated in the campus. During this time it is ensured that a pledge to abide by the constitution of India is undertaken. Every year Republic Day is Celebrated on 26th January by activities highlighting the Indian Constitution, Independence Day is celebrated every year on 15th August to make students aware on the struggle of freedom and the Indian constitution, starts with flag hosting followed by national anthem, with informative session on our constitution, sensitizing the students on their responsibility towards the constitutional values, rights, duties and responsibilities of citizens.

The institute meticuoulsly observes the Repulic day and Independence day precisely to make the students to understand and reinforce the significance of constituional rights and responsibilities of the citizens every year regularly.

In addition to the above, the institute offers various courses such as Constituion of India, Essential Indian Traditional knowledge,human values and professional ethics, Environmental studies as a mandatory courses in the curriculam so that the students are sensitized with the social obligations and responsibilities.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

CREC(A) nurtures a culture which is respectful of the Indian Constitution and citizenship. Working toward this direction CREC has undertaken the following measures: The New Regulations of R 19 and R 20 and curriculum for programs have courses designed on Indian constitution, Values and Ethics etc.

Celebration of National Days wherein faculty members and students come together speak on the same. CREC(A) organizes blood donation camps, awareness on AIDS, Environment Day, Women and Women's day by women's protection cell are organized throughout the year for students.

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The Students and employees of the Institute regiliously and enthuasistically celebrate , commemerate and organise various national and international days. Some of them are listed as below:.

1. Republic Day

2. Swamy Vivekanand birth day (National youth day)

3. Martyrs Day

5. Indepedence day

6. Teachers day

7. Mathematics day

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

Prelude:

The socio economic profile of the students seeking admissions and pursing studies in CREC (A) have the following specific characteristics:

1. Predominantly first-generation Engineering and Management students
2. Completed their studies with limited resources
3. Agrarian background /socio economic background
4. Lesser extent of communication skills in English
5. Lack of motivation to study for want of explicit inner drive to pursue studies

The above characteristics add a new dimensional challenge for the institute to work on enhancing their academic skills and domain specific skills amongst the student community. The Academic regulations clearly indicate and provide the opportunity for the students to enhance all the three sets of skills Viz: domain skills, social skills and life skills both by delivery and practice.

Despite the norms that the institute has been making best possible efforts to enable the students to acquire required proficiency and competency to overcome the above those means which are stipulated through the academic regulations were not suffice. Hence the Institute has introduced the following.

1. Zero hour and Library hours:
2. :

    Every section of the students across all the years of the study will have THREE ZERO hours on three alternate days of the week. These ZERO hours are the first hours as the students begin their academic work on those designated days. The mechanism of the ZERO hour is that the students shall be reading out the ENGLISH Daily (in this case the news daily THE HINDU). This exercise is monitored by the faculty member. The objective of this exercise is that the students are encouraged to speak/read to an audience and students to get to exposed to varieties of social, economic and industrial issues. In addition to this as the students get to read in English, this exercise has been helping the students to overcome the irrational phobia in terms of inability to speak in 'English' on a public platform. This has been helping the student community to sharpen their English communication skills to a greater extent.

Library Hour: This generation of student's extensive reliance on the internet and search engines has made them to read and study lesser extent of prescribed books and academic resources in the library. To over come this and to facilitate the students to sensitise and use more library resources the institute has introduced mandatory LIBRARY HOUR every week for every section of the programs. As part of it the entire section of the students monitored by faculty member spend one time-tabled hour in the library, exploring the library resources guided by the faculty member. This has immensely enhanced library visits by the students (in addition to the library hours) to explore and use the library for their academic work.

1. **Lesson Plans**:

At the beginning of every academic session/semester the faculty members tend to commence the taught class work by either starting the first topic of the syllabus and or by simply dictating the syllabus of the course/courses assigned to the faculty members. This has been the practice by the faculty members since the faculty members have been encouraged to COVER the syllabus within the stipulated time. How ever in any professional program the critical component has to be UNCOVER the syllabus. i.e to ensure that the student understands the 5W and 1 H principle of (What, why , where , when, who and How) understanding course including the Course outcomes and the significance of course outcomes in the context of the program outcomes and more specifically the Program specific outcomes. In order to ensure that the students understands and imbibes the true meaning of learning "lesson plan" preparation and dissemination of the lesson plan in the first two hours of assigned course work is mandatory, where in the faculty members make the students to understand the reasons for studying a particular course with its contents, resources used, methods adopted to deliver the particular course etc which would make any student to get sensitised and make them to actively engage in the teaching learning process. This has been very much appreciated by the students as these lesson plans have been contributing extensively the student community to get greater extent.

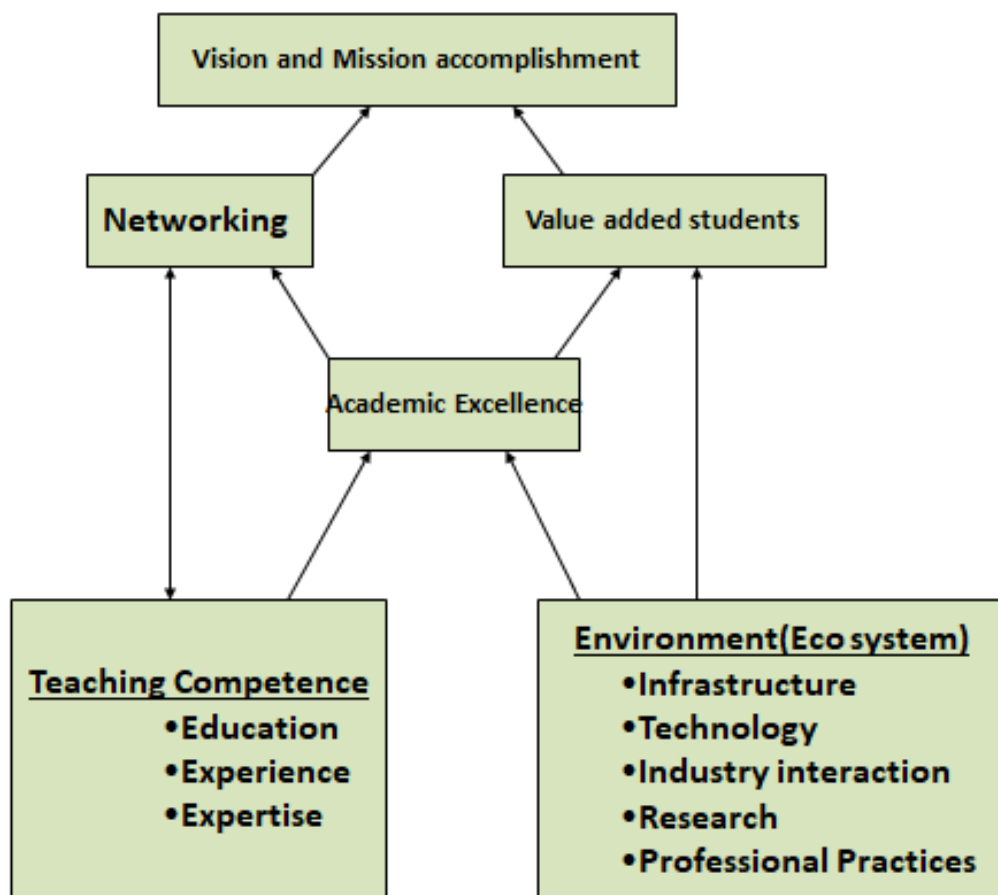| File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

The institute attempts to achieve the predefined performance targets could not be materised due to the severe social disturbances caused due to covid pandemic completely and however the students performnce in examinations and placement activities havebeen clearly achieved.

CREC(A) Institution Development framework

Vision and Mission accomplishment

Networking

Value added students

Academic Excellence

Teaching Competence
- Education
- Experience
- Expertise

Environment(Eco system)
- Infrastructure
- Technology
- Industry interaction
- Research
- Professional Practices

The Institute has made the above reference framework for its development. The institute has been making 360 degree efforts to enhance the institute performance across all teh dimesions.

Normally the institute performnce is indicated by the five following dimensions. They are :

1. Students Performnce in the examinations

2. Students training and placement (internships, job offers and entreprenuers)

3. Research and development (publications, patents and research funding)

4. Quality of the Infrastructure and physical facilities

5. Connect with the Industry and Alumni.

The Institute is focussing on all the above dimensions to enhance the overall performance of the institute.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The Institute has prepared a road map for the next five years in terms of the institute progress and growth. The key parameters of the road map are enhanced teaching learning quality, student quality placement and setting up a incubation center and focus on the entreprenuership inaddition to the employability of the students.

Concluding Remarks :

The Institute initiated a process of introspection in all departments to identify the Strengths, Weakness, Opportunities and Challenges (SWOC) and plan for future expansion and growth to be able to meet the aspirations of the society. As a follow up of this, the Institute has applied for accreditation with the National Assessment and Accreditation Council, Bangalore in 2013 and 2018 and has been accredited with 'A' Grade and also received conformant of Autonomous status for the period of six years (2017-2023) from University Grant Commission, New Delhi. Since the Institute intends to progress further to enhance quality assurance to the deserving students the institute intends to grow and progress across all the dimensions of its performance measurement.

Now the institution has taken the initiation to apply for second cycle of NAAC, not only to maintain its quality assurance but also to ensure further development and growth.