



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

POORNIMA INSTITUTE OF ENGINEERING AND TECHNOLOGY

ISI-2, RIICO INSTITUTIONAL AREA, GONER ROAD, SITAPURA, JAIPUR
302022

www.piet.poornima.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Poornima Institute of Engineering and Technology, Jaipur was established in the year 2007 under the aegis of Shanti Education Society. The Institute is duly approved its SRA, AICTE and is affiliated with Rajasthan Technical University (RTU). The institute aspires to provide quality education and research in the field of Engineering and Technology and to groom and nurture the students for serving the Society with appropriate knowledge, and good moral & professional values. In the Campus that spans over 5.03 acres, PIET offers an academic environment which continuously influences for holistic enrichment of Students. RTU has ranked PIET, **3rd** among 116 colleges in the Quality Index Value (QIV) assessment done in 2018 improving 3 places from 2017. The institute offers five UG level programs(Computer Engineering, Mechanical Engineering, Electronics & Communication Engineering, Electrical Engineering and Civil Engineering). The institute has always maintained quality standards in academics which reflects in achievement of NBA Accreditation of its B.Tech Computer Engineering and Electrical Engineering Programs

Institute has well equipped laboratories and class rooms with ICT tools and in collaboration with IBM, Wipro, FACE Academy, Red hat Academy etc. NPTEL local chapter of the institute offers online MooC courses. Institute also conducts faculty & student development programs, in collaboration with Industries & Academia

The emphasis of the institute is on the wholistic development of the students through effective curriculum delivery, industry oriented trainings, sports, co-curricular & extracurricular and cultural activities. The institute stands as one of the preferred institutes in the region for the students because of the results and placements, in many MNC's like TCS, Infosys, Capgemini, IBM, Adani Group, Ultratech, Burger etc. Our students are disciplined and performers, which is recognized and appreciated by many of our recruiters

The institute practices many linkages with industries and academic organizations for hands-on and practical exposure of the students. Some Physical Infrastructure & research activities has initiated in collaboration with the reputed MNC's, and Government Agencies like AICTE, DST etc. The institute always promotes sustainable development and take its concerns for environment, all members enthusiastically participate in cleanliness drives and Solar Energy sources are installed

Vision

To create knowledge based society with scientific temper through cutting-edge technologies, innovative research and to become valuable resource for enriching mankind.

Mission

1. To provide an environment that will allow students and faculty members to be skilled in creation and implementation of new ideas.
2. To provide platform to improve questioning, observing, testing, analyzing and communication skills.
3. To provide qualitative education and generate new knowledge with integration of emerging technologies and research.

4. To practice and promote high standard of potential ethics, transparency and accountability.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Supportive, committed and visionary leadership persistently endeavoring to excel in the academics and administration through participative and transparent management.
2. Outcome based active teaching-learning processes utilizing adequately equipped laboratories and physical resources.
3. Qualified, experienced faculty and supporting staff working enthusiastically with 'Students First' approach.
4. Disciplined and cultured students as recognized and appreciated by many of our visitors, guests and recruiters.
5. Strongly focused to overall development of students through co-curricular & extra-curricular activities, effective mentoring and soft-skill training programs.
6. Active training and placement cell with full-time officer.
7. Eco-friendly, clean and green campus with the essence of spirituality, conducive for education.
8. Well connected and secured atmosphere for students and staff.
9. Effective student support system and governance through customized ERP system.
10. Encouragement and strong support for entrepreneurial activities of the students.
11. Financial support and scholarships to the economically poor students.
12. Special mentoring through Tutor-system for personal attention and to keep track of students' progress.
13. Transparent mechanism for empowerment of students coming from diversified areas of socio-economic status.
14. Motivation to students for experiential and participative learning, through exposure of field training and group activities
15. Implementation of Project Based Learning Environment, by promoting students for innovative thinking and interdisciplinary projects.
16. Program specific Value Addition Programs to meet the current needs of the industries Center for Research and Technology Development
17. Active Alumni Cell to ensure regular interaction of Alumni with the Institution.
18. Empowerment of girl students by giving them equal opportunities in every activity.
19. Promoting students to participate in techno-social activities.
20. Motivation and financial support for staff members to acquire higher qualifications and to participate in workshops / conferences.
21. Transport facility for the students and the staff and separate hostel facilities for boys and girls.
22. Incentive Scheme for faculty & students for the academic & research achievements
23. Industry Association for beyond the syllabus learning, like Infosys, IBM, CESA, Red hat, Wipro, FACE Academy etc.
24. Active MooC & Internshala cells for students interaction with Other Institutions & Industries
25. Active Incubation & Innovation Cell (PBIC), grooming students and entrepreneurs for developing employment opportunities

Institutional Weakness

1. Less flexibility in designing and revising course curriculum due to affiliated status of the institute.
2. Less research funding from Government and non-Government agencies.
3. No PG or PhD Programme in any discipline.
4. Challenges to assure good student placements, because of recession and low intake of candidates by the recruiters.
5. More departments need to become 'Research Centers' recognized by RTU.
6. Challenges to cater huge number of Socio Economic diverse students

Institutional Opportunity

1. Internal revenue generation through consultancy projects, training and testing facilities.
2. Involvement of alumni for betterment of academic & placement activities.
3. Offering more number of vocational trainings and internships to students leading to employability of students.
4. Strengthening more educational collaborations with reputed institutes and industries.
5. An opportunity for conducting research related to problems faced by farmers and rural society.
6. Strengthening IPR activities and filing patents on innovative projects of the faculty and students.
7. Faculty and students exchange programmes with the reputed Universities and Institutes across the globe

Institutional Challenge

1. Difficulty in attracting and retaining more Ph.D. faculty members.
2. To safeguard admissions and to sustain the financial stability of the institute due to increased number of technical institutes in the region and decline in overall admissions in the engineering sector.
3. Attracting core and multi-national companies (MNCs) for student internships and placements.
4. Imparting good communication skills to students who are mostly from rural and semi urban background.
5. Challenging to integrate the rapidly changing technology in the curriculum due to affiliated status of the institution.
6. To meet the ambitions of stakeholders and potential employers due to the gap in conventional university curriculum and growing industrial needs.
7. Challenging to establish incubation center and to support students financially for their entrepreneurship activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the curriculum designed by Rajasthan Technical University as per its affiliated status. At the beginning of each semester, IQAC releases the Academic Calendar, inline of the same, DQAC (Departmental Quality Assurance Committee), ensures preparation of academic plan Institute's academic calendar, and same is communicated to students. Faculty members in-line with the CO's of the particular course, prepare the "Blown up & Lecture Deployment Plan", which involves Course need analysis, student's SWOT Analysis and Assessment Sheet preparation also. Institute offers academic flexibility to its students by

providing opportunities in choosing elective courses as per their interest, from the list of courses offered by the University. At institute level, various value added certified courses, are introduced in all the departments. Also for every student some bridge courses or Industry associated courses are added to improve students beyond the course learning, Non syllabus Projects & Project oriented labs are integral part of academics of the Institution. The rigorous continuous internal evaluation of the students is carried out for both theory and practical courses and students are mentored for their short comings in each course, both by Teachers and senior students. Institution uses ERP (i-Cloud) for implementation and monitoring of effective teaching-learning process.

The present curriculum not only ensures good domain skills for the students, but also envelopes issues relevant to gender sensitivity, human values and ethics, environment and sustainability. Apart from this, the institute motivates students for participation in extension activities organized by Institution or by any other institution/body for community, and awareness programmes for promoting gender equity, human values and professional ethics. Further, the curriculum is enriched through the conduction of various courses imparting Soft skills, PMTPO, seminars, workshops, and technical events. Along with these, the field projects, Non syllabus project, industrial visits and internships are arranged for the students.

The inputs on curriculum are obtained from the students, teachers, alumni, parents, and employers in a structured format for enrichment. All these feedbacks are analyzed and recommended to the University through Board of Studies (BoS).

Teaching-learning and Evaluation

In a short span of time, the institute has gained recognition in the region and is one of the most preferred institution by the students for the admissions. The admissions of all the students including reserved category are done as the guidelines of REAP (RAJASTHAN ENGINEERING ADMISSION PROCESS which ensures absolute transparency in the process.

The institute has adequate number of experienced full time teachers for teaching and counselling the students with approx 20% having Doctoral Degree. Every semester an academic calendar, Timetable, lesson plan (Blown up & Deployment), course outcomes, Student Analysis, course file, lecture notes, and laboratory manuals are prepared and executed. The institute identifies the advanced and slow learners through a test to assess their learning abilities and supports beyond course learning through, GATE classes, Soft Skills Assessments & Training, IBM Trainings & Certification, Non Syllabus projects, Seminars Conferences etc.. The continuous internal assessment of students is done by the institute on a very rigorous level, while semester end term examinations are conducted by the University. The student-centric methods are followed in teaching and learning process to ensure interactive, participative, hands on and experiential learning. Many ICT facilities are used to enrich the teaching learning process.

Students counselling is done by class counselors and through Tutor System. The attainment of Course Outcomes is determined for each program. To provide practical exposure to the students regular industrial visits, field visits, project oriented labs, Industrial Interactions, Alumni Interaction and in plant trainings are arranged. Seminars, expert lectures, workshops and value added courses are also arranged by the Institute. Institute also does Induction Programs for the students of I Year and ensures their skill assessment

Teaching Pedagogy of PIET is par excellence and it has resulted into quality engineers being produced in past 11 years

Research, Innovations and Extension

Research has been a priority for Poornima Institute of Engineering & Technology since inception,. Over the years, with persistent efforts from the management and the faculty of the Institution, there has been a substantial rise in the publications, doctoral degree awards, and research grants received from various funding agencies like DST, Industry and Non Government Organisations. PIET value for the efforts made by Students and Faculty members by providing awards and incentives for their academic & research achievements

PIET has taken several steps to improve the quality and quantum of research activities. Special Academic Allowance for those having doctoral qualificationØ Best Research Paper/Poster AwardsØ Pro-active mechanisms.

From year 2007 Institute have organized more than 10 National and International Conferences and more than 100 National workshops where students and faculty members of other institute were also participated. In continuation with it Institute has also organized FDP, Job Fair, and Project exhibition for betterment of faculty as well as students.

In last five year our students moved to many reputed Companies for Internships on different technologies. As we have signed MoU's from companies like Infosys, IBM, Wipro to provide Training on emerging technologies to our students and faculty.

We people of PIET also promote Social Activity to make our students sensible. We are having "Helping Hand Club", through which our students moved to Schools, Old Age Home and Orphanage to serve people at place. This club also organizing Blood Donation Camp every year.

Workshops/ Training/ Sensitization programs were conducted time to time basis Conferences College encourages all its constituent units to organize conferences. PIET mobilizes funds for its research activities through internal and external resources. PIET also has Research & Development Lab (RDL). And PBIC a PIET Innovation Centre.

Institution-industry interactions have resulted in the establishment/creation of highly specialized laboratories/facilities in Institution. PIET has several collaborations with other Institutions, industries and various funding agencies resulting in benefits in terms of grants, academic support and facilitation in research

Infrastructure and Learning Resources

Institution is spread over 5 acres of lush green picturesque slopes of Jaipur, in District Jaipur of Rajasthan, creating an environment that can heighten the spirit and energy level of all learners and inspire them to optimize their learning efforts. The state of art architectural design of the campus is functionally and aesthetically spread out, providing an intellectual ambience.

A phased construction plan over the years a total built up area of about 22483.34 sq.m. Comprising the Academic Block (with lecture theatres, classrooms, tutorial rooms, laboratories, administrative and faculty offices, and the library), Hostel accommodation for boys and girls, Canteen, Auditorium, Sports facilities, and

other associated services have been developed. The scheme, as per number of courses, contents of the courses is all designed to cater the requirement of the students. Besides imparting the basics of the engineering and developing a strong base, the in depth knowledge of every subject is imparted to Student .For this extra time beyond the working hours in the labs teaching staff is available

The Institute's main objective is not limited to Academic Excellence, however comprehensive approach for overall development is highly taken care, which grooms our students professionally mature and ethically correct Engineers. The Internet is an open Information System from where the students can gather Information which Is Important in learning objectives leading, to potential of the Self-Learning Mode to be high. Therefore, the institute provides internet facility in both the academic and hostel campuses for 24 hours to promote and motivate students to self-learning. Institute uses information and communications technology (ICT) in education for delivering better teaching learning process. Through this unique teaching method, student gain genuine learning experience, collaboratively constructing their own knowledge and applying their learning's in a real-world context.

Students are getting benefit from access to thousands of library resources like books, journal, DELNET, e-journals, IEEE for improving and diversifying curriculum with a world of knowledge that share presentations, reproducible worksheets, activities and ideas. Computers have made a well-rounded and diverse education available with networking software and programs. When barriers to communication disappear, the possibilities for education are endless.

Student Support and Progression

The institute offers freships to the needy students alongside Government scholarships. The capability enhancement of the students is done through, remedial coaching, Language lab. and bridge courses

Tutor System is implemented at Institution level, in which a faculty advisor help student in there time of difficulties. Keeping in mind the social & cultural background and special needs of the students, a mentorship scheme is in operation. Many technical & cocurricular clubs, conduct academic programs and competitions for the benefit of students.

Training and placement department conducts programmes (every semester) for soft skill development and career path identification for students.

To enhance technical and professional development and promote international understanding and goodwill amongst students, academic institutions, employers and the wider community and to develop global leaders by promoting a self-driven practical learning experience we organizes different workshops, conferences and industry interaction etc. Financial assistance is provided for various competitions: to all the students who participate in the Inter University Sports and cultural competitions Skill development (spoken English, computer literacy etc.): Student driven clubs conducts regular course on skill development. Technical clubs conduct course on Machine Learning, AutoCAD and many placemet oriented tools. Performance enhancement for slow learners is done by department. Institution publish annual magazine and Research Journal wherein students contribute their articles & Research Papers. Policy for enhancing student participation in sports and extracurricular activities is well in place.

Placement Officer coordinates the placement activities, who arrange group discussions/mock interviews etc. for students. This support has led to robust placement performance with more than 50% placements in past 3 years.

Our 15% students on an average, every year qualify GATE/CAT or many government examinations too. and similar figures have been achieved for higher studies too. Alumni Cell, with the intention of strengthening alumni activity, has been very active.. The alumni facebook page is helping both Institution and alumni to maintain regular contact. The alumni can get information about the college, fellow students, juniors, conferences, alumni meets, featured alumni, success stories of alumni using this facebook page. Our institute has Grievance Redressal Mechanism as per SRA guidelines.

Governance, Leadership and Management

The Institute is poised towards achieving its vision and mission under the supportive, committed and visionary leadership persistently endeavoring to excel in the academics and administration through participative and transparent management. Even students are part of grievance committees & student conducted club activities. The policies aligned with and the process followed in line of the same are being placed on the institute website. The institute has distributed management and every employee has his/her say in atleast one portion of decision making. Various level of decision making process such Governing council, IQAC, DQAC, TPO cell, Admission cell, Proctor board, Infrastructure Committee, Grievance cell, student council etc support in smooth functioning of Academics of Institution. The process of recruitment and promotion are being aligned with the guidelines issued by regulatory bodies and well mentioned in the academic manual of institute. E-governance has been successfully employed in administration, finance, examination and admission process with the help of ERP (i Cloud) at present and was previously dealt with a software owned by poornima itself know as SHARP. This enables complete transparency in all the financial mobilization, Academic & Administrative conduct & monitoring.

Financial budget is being prepared in the supervision of Director Admin and Finance himself as per the requirement proposed by the IQAC & DQAC and being duly approved in the meeting of Governing council. The financial audit is done by an external auditor annually. The institute promotes development of every individual associated with it and in line of the same is provides financial aid to the Faculty and other Staff members to attend conferences, workshops, STTPs, FDPs and/or other self development programs.

Institute has established "Quality Improvement Committe" since 2014, which has helped growth in its quality education endeavours. The same QIC has been restructured as IQAC to facilitate critical feedback of all the processes taking place at the institute and suggests corrective measures for improvement of the same.

Institutional Values and Best Practices

The institute organizes various events to create awareness about gender equality as well as safety precautions for both the students and staff members. Ramps, Rails, Braille software, rest rooms, Lab and some more facilities such as wheel chairs are being made available in the institution for differently abled persons. The institute also has availability of an ambulance 24 hours a day to handle any kind of medical contingency. We have a Solid Waste Treatment plant installed for Waste management and separate provision for rain water harvesting and green practices. Institute has an installed roof top solar PV plant as a source of renewable energy. We also have RO system for purified drinking water. All the events of national importance for example birth and death anniversaries of great Indian personalities, tree plantation, blood donation camp etc. are being celebrated with active participation of students as well as staff members to imbibe universal values, human values, national values, ethics and communal harmony among the students.

The institute practices many innovative and par excellence practices to motivate its faculty & students to perform one step ahead of what they have achieved in past. For the same, some of the practices offered by instituion are:

1. **Faculty, staff & Student Reward & Motivation Scheme (incentive scheme)**
2. **Student Mentoring & Support system (Student support system)**
3. **Project Oriented Labs & Non syllabus Projects (hands on learning)**
4. **Student Club and Communities (Student Training & Team building)**

Apart from above all, institute also have an excellent structured mechanism for achieving its Vision of provide quality product to Industry (Quality & High Placement). The same is achieved by many activities of the Training & Placement cell, some of them are listed below:

1. **P-PROSKEP (POORNIMA PROFESSIONAL SKILLS & KNOWLEDGE ENHANCEMENT PROGRAM)**
2. **POORNIMA EMPLOYABILITY ENHANCEMENT MISSION**
3. **PROFESSIONAL CERTIFICATE COURSES:**
4. **SPECIFIC FOCUS AREAS - Like OBE, Skill based learning etc.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	POORNIMA INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	ISI-2, RIICO Institutional Area, Goner Road, Sitapura, Jaipur
City	JAIPUR
State	Rajasthan
Pin	302022
Website	www.piet.poornima.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dinesh Goyal	0141-2771259	9928015792	0141-2771268	pietjaipur@rtu.ac.in
IQAC / CIQA coordinator	Gautam Singh	0141-2770790	9001893262	0141-2770792	gautamsingh@poornima.org

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	18-06-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Rajasthan	Rajasthan Technical University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-05-2018	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	18-06-2007	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ISI-2, RIICO Institutional Area, Goner Road, Sitapura, Jaipur	Urban	5.03	21322.19

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 Engineering	48	Sr. Hr. Secondary Certificate	English	540	537
UG	BTech,Electrical Engineering	48	Sr. Hr. Secondary Certificate	English	240	122
UG	BTech,Electronics And Communication Engineering	48	Sr. Hr. Secondary Certificate	English	480	102
UG	BTech,Civil Engineering	48	Sr. Hr. Secondary Certificate	English	480	330
UG	BTech,Mechanical Engineering I Year	48	Sr. Hr. Secondary Certificate	English	60	0

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	10				22				59			
Recruited	5	5	0	10	13	9	0	22	43	16	0	59
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	26	2	0	28
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	31	1	0	32
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	5	0	10	10	0	0	1	0	31
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	43	15	0	60

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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	745	147	0
	Female	153	46	0	0	199
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	75	88	91	87
	Female	9	15	16	12
	Others	0	0	0	0
ST	Male	77	95	86	67
	Female	10	9	9	7
	Others	0	0	0	0
OBC	Male	301	334	393	449
	Female	35	40	61	70
	Others	0	0	0	0
General	Male	482	544	585	640
	Female	138	166	207	260
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1127	1291	1448	1592

3. Extended Profile

3.1 Program

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

Response: 276

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	5	5

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1127	1295	1462	1583	1742

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
162	162	162	162	191

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
288	366	458	485	444

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
84	90	82	111	127

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
84	90	90	118	132

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 35

Number of computers

Response: 411

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

2017-18	2016-17	2015-16	2014-15	2013-14
560.85	515.94	367.56	326.1	286.34

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Response:

Poorima Institute of Engineering & Technology(PIET) is affiliated to the Rajasthan Technical University (RTU) and approved by All India Council for Technical Education (AICTE). The Institute follows the curriculum approved by RTU. Initially academic calendar is prepared by each department. All the co-curricular and extracurricular activities are planned in academic calendar. Principal conducts a common meeting with all teaching and non-teaching staff before commencement of every semester. Students are made aware of commencement of semester through common notice. As per the prescribed syllabus of the University, Teaching Scheme is finalized at Department Level then HOD allocates the teaching load to faculty members according to their preferences in subject preference form following mentioned steps.

1. Subject preference form: Firstly subject Preference forms are given to faculties to fill their priorities against subjects. They submit the form to respective HoDs.
2. Subject allocation: HoDs discuss with every faculty member then allocates the subject to appropriate faculty members. Resolve discrepancy (if any)
3. **Blownup** : faculties prepare their course plan in-line with the departmental academic calendar. Faculties also classify the syllabus into A B C Category. A indicates challenging/ tough concepts. B indicates average and C indicates easy concepts (that student can do their own also). Blown up document is detailed document of syllabus where all topics of syllabus are divided further into sub topics
4. **Deployment**: They prepare delivery plan of each & every topic with expected delivery date. More focus is given on ABC Analysis of subject. A & B Category topics can be awarded more time as compare to C.
5. Uploading of deployment on ERP: Individual faculty uploads unit-wise course plan in ERP before commencement of semester. The detailed course file with CO-PO-PSO mapping is prepared by each faculty member. Finally complete plan is uploaded on ERP so that faculty can take lectures according to deployment plan.
6. ABC Analysis of student: Faculty receives a list from tutor that contains ABC analysis of students. A indicates intelligent, B- average, C-below average students. This list helps the faculty to track the performance of students in various aspects.
7. Zero lecture delivery: faculty delivers zero lecture to students that comprises of course introduction, its use in industry or research, syllabus of course (unit wise), division of course units in no. of lectures, dates of I & II mid term exam, assessment process etc.
8. Lecture notes creation on prescribed format (ann. 1 attached): before going into the class faculty prepares their notes on prescribed format. Institute has adopted innovative and creative teaching learning process, tools and techniques by implementing advanced concept of pedagogy, use of ICT, learning management system, student centric methods, participative learning etc. for enhancing

teaching and learning experience. While preparation of lecture faculty also takes the help of last year question papers.

9. **SPLs** : The effective implementation of curriculum is ensured by supplementing classroom teaching with expert lectures, seminars, workshops, industry visits, industrial internships, hands-on-sessions, tutorials, case studies, e-learning, NPTEL lectures, technical quiz, assignments, internal-tests etc. Contents beyond curriculum are identified and taught through workshops.

File Description	Document
Any additional information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	1	1	0	0

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

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

Response: 2.02

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	1

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 99.28</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 274</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 4</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
<p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 9.46</p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2017-18	2016-17	2015-16	2014-15	2013-14
500	20	20	0	0

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

1.3 Curriculum Enrichment

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

Response:

Response:

College provides equal opportunities to both the genders in terms of admissions, employment as well as in training programs, sports activities etc., and so gender issues do not arise.

Girls and boys both participate in various co-curricular activities such as paper presentations, Group Discussions and technical quiz programs etc. Both boys and girls are members of various clubs associated with academic, co-curricular and extracurricular activities.

Students are also encouraged to participate in activities related to environmental science. Some Awareness programs are also initiated for environmental issues.

Sessions are also organized on Professional ethics. Students are made aware about plagiarism, its meaning and impact on research/technical paper writing.

Various activities are conducted for promotion of human values, sustainability and professional ethics. These activities can be summarized as –

1. Blood donation camp
2. Yoga Day celebration
3. Seminar on sustainability

Woman Empowerment Cell is there in the institute that helps to take their own decisions. Women's empowerment refers to the ability for women to enjoy their rights to control and benefit from the resources, assets, income and their own time.

Women faculties and girls students are the part of club- **WISE** (Women In Science & Engineering), which encourages them to participate in events related to women empowerment. It also focuses on promotion of

leader qualities in woman. The objectives of this club are-

- To promote equality for female gender.
- Identification of strong leader ship in females.
- Change makers and building capacity inside them.
- Awareness about opportunities and programs for female gender to be financially, mentally and emotionally empowered so that these can help to promote their growth as individuals in their own right.
- Awareness about the guidelines of Supreme Court and to ensure that sexual harassment is totally an unacceptable social behavior within the institution and the society.
- To conduct seminar, workshop to impart knowledge of opportunities.

In the domain of professional ethics students are also taught about advertisement, e-business, e-marketing, Marketing Management through lectures. They come to know about skills as well as ethics that one should follow.

As per the UGC, AICTE guidelines, an Anti-Ragging Committee is also there in college. Any student can lodge a complaint without disclosing his/her identity in case of any in convenient incident. Even some faculties are also deputed so that it can be ensured that there is no ragging during transportation in bus.

Each department also forms the discipline committee on its own. The committee ensures that disciplines are completely followed in day to day functioning of college.

File Description	Document
Any Additional Information	View Document

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

Response: 6

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

Response: 6

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 29.46

1.3.3.1 Number of students undertaking field projects or internships

Response: 332

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** C. Feedback collected and analysed

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 3.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	63	47	42	42

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 60.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
207	336	340	302	394

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

2017-18	2016-17	2015-16	2014-15	2013-14
504	504	504	504	576

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 84.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
80	159	161	141	166

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The institution assesses the learning levels of students by means of /through scheduled tests and other talents through their curricular and co-curricular activities. The following actions are initiated to enhance the skills of advanced learners and slow learners:

- **ABC Analysis:** In the initial stage students are analyzed on the basis of marks that they scores in 10th and 12th class. They are classified as A (good), B & C(average & below average) category students.
- 2nd year and 3rd year students are classified as ABC on the basis of their marks in previous year results as well as performance in various activities such as student driven activity, quizzes, outcome based lab performance, project development, aptitude training etc.

Advanced Learners:

- Advanced learners are motivated by providing cash incentives for the department toppers and given assignments, seminar topics in the fields related to the subject. This will help them in gaining more knowledge regarding latest developments in their discipline.
- Students are encouraged to attend various inter and intra workshops, conferences and symposia to expand their skills and ability.
- Advanced learners are also encouraged to take part in teaching learning process.
- Advanced learners are counseled, motivated and constantly encouraged to achieve University ranks.
- Aptitude classes, group discussions and communication development programs are provided to the

students through placement coordinators for improvising and honing the skill sets of the students.

- GATE coaching classes are conducted to advanced learners which will provide the man opportunity to face all the competitive examinations.
- Advanced learners are encouraged to read and write review and research papers.

Slow Learners:

- Slow learners are categorized based on the factors like lack of interest, slackness in understanding the subject, issues with language, to mention a few. Even socio-economic conditions play a major role in fixing the learning level of the students. Hence, the slow learners are classified by the respective mentors based upon the reasons specified and proper counseling is done on that basis.
- Slow learners with short of interest and slackness in understanding the subject are provided with special classes handled by the respective subject handling faculty after the completion of the regular classes. In this special class, individual attention is shown to the students to help them learn and get through in the semester exams.
- Remedial classes for the Unit tests, coaching classes for the internal exams are conducted regularly for the slow learning students.
- Improvement tests are conducted for the low scoring and slow learning students.
- Proper counseling and mentoring is done for slow learning students by their respective mentors.
- If required, parents of the slow learners are requested to meet the mentor, faculty members handling the subjects and HoD. Students are counseled in the presence of their parents.
- Question bank comprising questions and answers of the previous year's University semester exam question papers is provided to the slow learning students which will help them confidently face the exams.
- SHG helps to improve quality of slow learning students.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 13.42

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document
Any 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 student centric method, by its very nature, allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. Some of the student centric methods followed in institution are as follows:

- Students are encouraged to do mini projects through which they can apply the engineering concepts practically and understand them in a better way.
- Students are updated with the models and case studies for the better understanding of the theoretical subjects.
- Students are appointed as members of the respective department clubs through which they can arrange and participate in various programs like Conferences, project exhibition, workshops project competition, technical quizzes co- curricular and curricular activities .
- Every class room is equipped with overhead projector to ensure effective communication in the form of presentation and animated videos alongside interactive lectures.
- Invited talks by experts from academia and industries are arranged periodically, so that students can get enough inputs from the experts so as to prepare themselves to meet the expectations of the industry or to plan for higher studies.
- Field trips and industrial visits are arranged for the students to enhance their industrial exposure.
- Students are encouraged to publish papers in International and National Conferences and participate in Symposia to improve their ability to share their subject knowledge with confidence.
- The faculty uses chalk and board and audio visual aids for teaching. Students are also encouraged to actually interact during the lecture hour by getting the doubts clarified on the spot.
- Participation in SDA (Student Driven Activity): Students, who participate in SDA, are allowed to take lecture on particular topic / quiz /presentation with explanation etc. Marks are also awarded to those students. As well as it also enhances their learning capability as more he/she explains the topic, the concept is more clear. So it can be called as student centric method.
- Non Syllabus Project groups are created to enhance the learning experience of students.
- During the period of study; Non Syllabus project (NSP) and final year projects are given to the students and they are guided by both faculty and Industry/Research personnel. They are also encouraged to participate in various competitions.
- Internship programs in collaboration with various industries are arranged for increasing the practical knowledge. Business Intelligence, IoT are running under IBM Courses.
- Clubs are introduced where students can showcase their skills and they can also enhance some skills like presentation skills, communication skills, leadership skills etc.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.	
Response: 100	
2.3.2.1 Number of teachers using ICT	
Response: 84	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 13.42	
2.3.3.1 Number of mentors	
Response: 84	
2.3.4 Innovation and creativity in teaching-learning	
Response:	
<p>Our faculty members use innovative ideas to attract the attention of students and make learning an interesting activity so that learning stays longer in the minds of the students.</p> <p>Being brought up in an era of Information and Communication Technologies (ICT), computers and other electronic gadgets like projectors are used by our faculty members.</p> <ul style="list-style-type: none"> ◦ Faculty conducts Role- Play, brain storming sessions, Group Discussions in the class based on specified topics. ◦ Power point and video presentations are used by faculty members to explain the concepts and technologies that ensure easy understanding of the principles and concepts. ◦ ERP are also used to distribute the assignments and question bank. ◦ Interactive classes are encouraged to improve the students' creativity and also for a clear understanding of the subject. ◦ Field trips and one day industrial visits related to the particular subject are arranged by the respective faculty member to provide practical explanation that helps them understand the concept in a better manner. ◦ Faculty members and students are encouraged to attend MOOC courses like NPTEL, SWAYAM 	

through which they can learn supplementary courses and stay updated.

- Based on the nature of the subject, innovative teaching method is used by some of the faculty members. For example, project in DBMS
- Crossword concept is used by some of the faculty members to test the understanding level of the students.
- Theoretical concepts are converted into practical sessions by some of the faculty members. relationship diagrams implementation and logical data base design implementation using mysql.
- Experimental learning through outcome based labs
- Open Book Test in class room teaching .
- Feedback Questions after 20 mintes of lecture delivery.
- Viva-Voce in lab sessions.
- Regular lab record cheking.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
Response: 15.6				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
24	15	11	11	12
File Description	Document			
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document			

2.4.3 Teaching experience per full time teacher in number of years**Response:** 8.56

2.4.3.1 Total experience of full-time teachers

Response: 719

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 1.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 13.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	10	13	6

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

2.5 Evaluation Process and Reforms

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

Response:

The Institute is affiliated to RTU University, Kota (Rajasthan) and follows the examination pattern of the University.

- Regarding the attendance of the students in the class, students should maintain minimum 75% attendance as per the University norms. Attendance is taken during all the hours by the faculty member handling the particular session and entered in the faculty record.
- Laboratory records are checked regularly and marks are given on each experiment basis in evaluation sheet available in each laboratory.
- In each subjects at least five assignments are given and evaluated.
- Mid-term Examinations are conducted twice in each semester for each subject.
- College has authority to test the students for 20% of marks.
- In laboratory Examination College has authority to test the students for 60 % Marks.
- Two mid-term examinations are conducted and at the end of the semester, which mainly is a descriptive examination which tests the concept understanding, detailed mathematical analysis and applications.
- It was observed that students are able to clear University examinations with flying colors but fail to register similar success at state and national level examinations like GATE as these examinations are mostly of objective nature. It was decided that objective tests are to be introduced to help the students prepare for state and national level examinations. Apart from these examinations, class tests, surprise tests, quizzes etc. are conducted by respective subject teachers. The final internal assessment marks are calculated by considering all the tests and assignments.
- Laboratory work is assessed on a continuous basis and grades are given. Similarly, the Project work, case studies and industrial visits and internship are assessed by seminars delivered by students on a regular basis along with viva-voce.
- Non-syllabus project work and FACE is assessed on a continuous basis and grades are given.
- The Examination Committee schedules and executes the evaluation process with strict monitoring on regular basis.
- The Principal also takes stock of the progress in weekly HOD meetings.

The examination schedule is displayed in advance in the academic calendar and is followed by entire college. The quality of question paper is at par with most of the universities question papers. The objective tests include questions from GATE and other important examinations in concerned subject.

The answer books are evaluated in a given time and are displayed to the students. Their doubts are cleared if any and the results are finalized. Parents' meets are conducted in each semester to inform the progress of

their wards and to take feedback from the parents as well. After result finalization, CO, PO, PSO attainment is calculated by faculty members.

File Description	Document
Link for Additional Information	View Document

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

Response:

- The Internal Assessment system for both theory and laboratory examinations is totally transparent. Internal Assessment is carried out in a systematic manner for theory, practical and project work as described above in 2.5.1.
- All parents are given information well before start of the new semester indicating the important events including examinations with probable dates to be conducted in forthcoming academic session. The detail academic calendar is available on college website and displayed on notice-boards in the Department. Thus, students know well in advance about the dates of examination and they can plan their study accordingly. The information is available with parents also.
- Students are informed about the parameters of Internal Evaluation system well in advance. They are continuously reminded by the mentors, teachers and Tutor to be regular in all teaching-learning activities as they are continuously being monitored.
- All examinations are conducted as per academic calendar. Students are given a fair chance of good performance as examinations are conducted in small parts of the syllabus. There is a variety of pattern of examination like Sessional, objective, class test, quiz etc. conducted at different times.
- Parents are shown complete student record including attendance, marks scored in each subject, SMS and Letter.
- The answer copies of all examinations and grades of assignments or Practical examinations are displayed as soon as the evaluation is carried out. Students check answer copies. In case of any discrepancy, they are advised to bring the matter to the notice of concerned teacher and HOD get it solved. The matter can always be discussed with mentor teacher, class-in-charge or Head of the Department if remains unsolved at the subject teacher level.

Internal marks are based on assignment, class test, I & II mid-term examination, Student Driven activities, certified courses like IBM, research publication (if applicable).

It is always ensured that all students are satisfied with their internal assessment.

File Description	Document
Link for Additional Information	View Document

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

Response:

All the examinations are conducted as per academic calendar. Answer copies are shown and student queries are solved by the concerned subject teacher till their satisfaction. Marks and grades are displayed on notice boards, website and are available with tutor and Head of the Department. Thus, the whole process is very much transparent. Common pool Deca Marks are displayed through department web portal.

Mentors and Tutor continuously guide the students including informing them the process of tackling examination related grievances.

Internal Examination: Students first talk with subject teacher and get the matter sorted out. If problem is not solved, they approach the class-in-charge who in consultation with subject teacher tries to find the solution. If the matter still remains unsolved, students can always approach Head of the Department who solves the matter in consultation with higher authorities if required. As per RTU directives, all internal marks are to be submitted on-line within a stipulated time frame. Thus, the process of sorting out grievance becomes time-bound.

University Examination: Students bring to the notice of Class-in-charge problem faced in examination form submission, issue of admission card or any discrepancy in University result. The matter is handed over to the faculty- in-charge of University examination related matters from concerned Department. The faculty member in consultation with Head of the Department and Principal reports the matter to Rajasthan Technical University through concerned registrar of the college who tries to get the solution. If required, the asst. registrar personally visits RTU and gets appropriate solution.

As students can directly talk to the class-in-charge who is a subject teacher and hence is easily approachable, the process starts quickly. Class-in-charge acts as a mediator between student and higher authorities. Hence, the process becomes very efficient and student is not required to move around in the college to get the things sorted out. However, student can always approach to Head of the Department, Principal for his/her grievance and all authorities take an immediate action whenever required.

File Description	Document
Any additional information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE**Response:****2.5.4 The institution adheres to the academic calendar for the conduct of CIE****Response:**

The Institute is affiliated to Rajasthan Technical University, Kota (Rajasthan). The university sends academic calendar for whole session which includes dates for start and end of odd and even semesters, dates for university examinations for regular students and students with backlog well in advance. Vacations

are also mentioned in the calendar given by RTU, Kota. All affiliated colleges have to follow the calendar of Rajasthan Technical University, Kota (Rajasthan).

- The academic calendar is prepared prior to the commencement of the forthcoming semester based on the discussions in the HoDs meeting conducted by the Principal.
- College prepares academic calendar based on academic calendar given by RTU. Academic calendar of college shows dates for start and end of odd and even semesters, dates for internal and university examinations and probable dates for other activities apart from regular academics with sufficient time in between for the students for self-study and preparations. Follow up of this calendar depends upon the University schedule. If there is a shift in dates as per university calendar, similar shift takes place in college calendar. However, usually, the calendar is followed.
- The Institute has adopted the Continuous Evaluation Strategy for assessment of students' performance which is described in detail in 2.5.1 and 2.5.2. The assessment process consists of number of parameters which include two mid- term sessional examinations along with class tests, surprise tests, objective tests, quizzes, seminars, practical performance and viva-voce in each semester. As explained in sections 2.3.1 and 2.3.4, apart from regular teaching-learning process, students carry out many activities in each semester. Thus, it becomes imperative that all of these, i.e. academics, activities and examinations can go together with suitable time span available for self-study and preparation for examinations in between, calendar must be followed.
- Based on the academic calendar, all the faculty members have to prepare their lesson plan, topics to be handled, and ensure unit wise completion based on the internal exam dates. Hence, faculty members must strictly adhere to the academic calendar and if there be any deviation, proper alternate arrangements are to be done.

Thus, the institution tries to follow the academic calendar at its end. If extra time is available due to shift in university examinations, it is utilized for arranging extra preparatory lectures for difficult subjects, additional lectures for lateral entry students or a short term course on some advanced topic for the benefit of students.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

PIET has well defined outcome-based objectives like Vision and Mission, Program Outcomes (POs), Program Specific Outcomes(PSOs) and Program Educational Objectives(PEOs)for all the programs. All the departments of the institution have well defined Course Outcomes for every course.

Publication

Vision and Mission, POs, PSOs and PEOs are published at all prominent places and Disseminated among all Internal and External stakeholders. Faculty members and students are conversant with POs, PSOs, PEOs and COs of the programs.

These objectives are Displayed in the form of printed posters/display boards in the HoD's room, class rooms, laboratories, department library, staff rooms, corridors and department's Notice Boards.

Vision and Mission are published at the institute's web site www.piet.poornima.org. POs, PSOs and PEOs are kept available on respective department page of institute website, which is frequented by all internal and external stakeholders of the program. COs are published at the website under courses.

POs, PSOs and PEOs are printed in the Department Newsletters, PIET Dream Booklet, College Magazine, College Boucher, Course File, Student handbook and lab manuals. COs are printed in the Course files, Lab manuals and Student handbook. Institute and department objectives are mandatory part of Course file.

Dissemination

Vision and Mission are discussed by the Principal during his address in the induction program. All newly admitted students along with their parents attend this program. Head of the department, delivers address in the department specific orientation program. During his address Department Vision and Mission, POs, PSOs and PEOs are stated. At the beginning of every course, the faculty member discusses the course outcomes in the classroom as well as in the laboratory during the Zero Lecture.

- Students: Awareness Sessions are conducted periodically for the students to make them aware of the objectives. These objectives also elucidate to students at the time of joining the institution as part of the induction program and department specific orientation program.
- Parents: Parents are also explained about the objectives during induction program organized at the time of joining of their wards in the college.
- Faculty and Staff: Orientation program is conducted periodically for newly joined faculty and staff members to induct them into the institution and the department during which objectives are also explained. Department meetings are also conducted periodically in the objectives and their effectiveness is discussed.
- Alumni Members: These objectives are conveyed to alumni members during alumni meetings organized every session. Relevance of Vision, Mission and PEOs are also deliberated with alumni.
- Governing Council: All these objectives are analyzed and evaluated according to policy and governing methodology of the department during GC meeting.
- Employers: Suitability of the objectives are assessed during recruitment drives; industry interaction and developers meets. These objectives are communicated to all the employers to seek their valuable suggestions. Information brochure, college magazine, newsletters are also provided during the interaction.
- Professional Bodies: Professional bodies are associated to align their activities to achieve institute and department objectives. While organizing events under professional bodies institute and department objectives are communicated through events brochures.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Attainment of Course Outcomes

Methods used to measure the levels of course outcomes consist of Direct assessment and Indirect assessment. The assessment process is aligned with learning outcome. Formative and summative assessments are integral part of direct method. Tutorial / Assignment, Lab evaluations, Outcome based assessment are part of formative assessment while mid-term exams and university exams (for both theory and labs) are considered under summative assessment. The indirect method includes student feedback and survey conducted to gather information. The assessment process is used to evaluate the knowledge, skills and competence of the learners. Attainment of COs are measured by using Direct and Indirect Methods.

Direct Assessment Method

Direct Assessment methods determined from the performance of students in both internal and external assessments. Internal assessment includes two Mid Term Exams, Lab Internal Assessment and other components like Lab Evaluation, Tutorial/Assignment, Outcome Based Approach. External assessment is based on University examinations and Lab External Assessment. The proportional weightage of Internal Assessment : External Assessment is 75:25.

Indirect Assessment Method

Indirect Assessment methods determined from the Course Exit Survey and Feedback. The percentage weightage to indirect attainment is kept at 10%.

The attainment levels obtained by direct assessment methods and indirect assessment methods are combined to get the CO attainment. The CO attained is then compared with the set target level to identify attainment gap. The targets are enhanced when there is no attainment gap. If the gap in attainment is found, course coordinators are asked to improve the teaching-learning process and conduct another assessment tool for improvement.

Attainments of COs are calculated by using internal exam result and external (university) exam result. Attainment levels are finalized in faculty meeting at institute level. (Details are attached)

Attainment of Program Outcomes and Program Specific Outcomes

The performance of learners can be assessed with reference to attainment of POs and PSOs at the end of course. Direct assessment and Indirect assessment methods are used to measure the levels of POs and PSOs. The assessment process is aligned with learning outcome.

Direct Assessment Method

Formative and summative assessments are integral part of direct method. Tutorial / Assignment, Lab evaluations, Outcome based assessment are part of formative assessment while mid-term exams and university exams (for both theory and labs) are considered under summative assessment.

Indirect Assessment Method

The indirect method includes student feedback and survey conducted among the stakeholders to gather information. Besides that, students' portfolio and participation in career-oriented activities are also included in the assessment process. The assessment process is used to evaluate the knowledge, skills and competence of the learners.

The direct attainment of PO and PSO is obtained by taking into consideration contribution of each course.

Direct Attainment of PO = 50% is the Average of attainments of all CO contributing to the specific PO/PSO + 15% is career oriented activities + 15% is student portfolio.

Overall attainment of PO = 80% attainment through the direct method + 20% of PO/PSO attainment through indirect method.

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

2.6.3 Average pass percentage of Students

Response: 80.56

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

Response: 232

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

Response: 288

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0.00	00

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

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

Response: 0

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

Response: 00

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

Response: 514

File Description	Document
Supporting document from Funding Agency	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

POORNIMA BUSINESS INCUBATION CENTRE

Poornima Business Incubation Centre (PBIC) is the venture arm of **Poornima Group (PG)** that nurtures, nurtures and fosters incubation of startups. It is an incubation center for startups whose objectives are to cultivate and promote entrepreneurship among talented youth, students and experienced alike. Anyone with an idea and unflinching determination to give it a shape is an ideal candidate to associate with PBIC. Poornima Business Incubation Centre (PBIC) is set up to promote innovation and entrepreneurship by converting and translating technology ideas and innovation in various disciplines of science and engineering into products, processes and services for commercial exploitation and for the benefit of society. PBIC offers incubation facilities and services to prospective entrepreneurs to their innovative ideas into commercially viable products. PBIC provides certain facilities like physical infrastructure and support systems necessary for business incubation activities, Services such as training or High-speed Internet access, links to higher education resources, accounting and financial management etc. It facilitates networking with professional resources, which include mentors, experts, consultants and advisors for the incubates. PBIC also conducts events like entrepreneurial talk series, workshops, open pitches and seminars to offer a good interface and visibility in the region.

Poornima Group has been supporting the new budding Entrepreneurs since 2014 through a club which is known as E-cell and which is now working in coordination with PBIC.

Entrepreneurship Cell- PIET

The objective of promoting entrepreneurship among the youth is to nurture a passion for self-employment. This will open gates for creation of new knowledge-based innovative hi-tech ventures, industries and new breed of techno-preneurs and more avenues of employment opportunities thus turning job seekers into job creators and in the process, leading the nation towards industrial excellence and self-reliance. The Entrepreneurship Development Cell (EDC) of our college aims towards achieving the above.

The broad objective of EDC is:

- To create awareness on entrepreneurship among the students.
- To inculcate entrepreneurial spirit and culture among the Science and Engineering graduates
- To conduct programs in Entrepreneurship enabling skills

In the modern world people can no longer expect large enterprises to guarantee them jobs for life. Individuals are increasingly expected to seek out their own opportunities, actively create value and behave ethically, rather than faithfully follow rules and routines set by others. Being enterprising involves taking responsibility for decision making, becoming increasingly self-reliant, pioneering, adventurous, daring, dynamic, progressive, opportunist, ambitious and holding your values, as well as being able to initiate ideas and see them through into action.

The main functions of EDC are:

- Organize Entrepreneurship Awareness Camps, Entrepreneurship Development Programs, Faculty Development Programs and Skill Development Programs in the college.

- Initiate five innovative student projects each year for new innovative product development.
- Organize Business Plan Competitions every year.
- Guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies of support system, information on technologies, etc.
- Arrange interaction with entrepreneurs and create mentorship scheme for student entrepreneurs.

File Description	Document
Any additional information	View Document

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

Response: 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	00	00	00

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

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

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

Response: 0.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	4	8	03

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

3.4 Extension Activities

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

Response:

The institute promotes community networking and engagement program for contribution to good citizenship, service orientation and holistic development of students, through following ways

Initiatives taken by Helping Hands Club

‘The Helping Hand, an organization managed by the students of Poornima Institute of Engineering and Technology, Jaipur, aims at facilitating the life of the needy people in the society. They mainly contribute by donating food, clothing and other necessary items in the disadvantaged and poverty stricken parts of the society with the ultimate aim of uplifting their conditions.

1. Visit to Government School

The members of Helping Hand made a visit to the Rajkiya Madhyamik Vidhyalaya, Kathwala in Chaksu district on 24th August, 2017. There, they divided themselves into groups according to handled the classes. They played games, conducted quizzes and did several other fun activities with the children. They also held counseling sessions for the students of classes 9th and 10th. Gifts that were collected through money contribution were also divided among the children. The interactive session was called off at around 12 noon and the children headed towards the old age home.

2. Visit to an Old Age Home

‘Growing old is compulsory but growing up is optional.’ This was something that taught to the students of The Helping Hand when they visited an old age home on 24th August, 2017. The students went there with the desire to bring a smile to those faces who have probably concealed it since ages.

The students described the habitants of the old age home as highly congenial and warm hearted. The students were segregated into groups who went to different rooms and had nice long talks with those destined people of god. The students who’d listened their tales considered them highly remarkable. Furthermore they also gave performances to entertain these people.

Through this trip they not only fulfilled their duty as a responsible citizen but also learned a lesson, that is, ‘Youth is the gift of nature but old age is the work of art.’

3. Visit to the Orphanage

With the aim of bringing enthusiasm in the otherwise lonely minds, The Helping Hand went to an orphanage named ‘Shri Hindu anathashram’. The members of the association collected gifts for distribution in the orphanage from the collage. At the anathashram, they derived motivational speeches, did counseling and enlightened the wonderfully aquivering minds of the children there. These children were also given basic knowledge of the networking society in order to make the aware of the advancing technologies. The team finally departed by being successful in achieving all of its goals.

4. Slum Area Visit “NayaSavera, Jaipur

The aim of this visit was to experience humanity at practical grounds. A better exposure can be achieved when something learnt from small kids. Here, the students got a chance to meet the future of India living in

slums.

5. Blood Donation Camp

Students of PIET are highly motivated for this noble task by involving themselves in **Blood Donation Camp** organized annually in the institute.

File Description	Document
Any additional information	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	01	00

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

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

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

Response: 12.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
600	25	50	60	20

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

3.5 Collaboration

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

Response: 286

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

2017-18	2016-17	2015-16	2014-15	2013-14
79	53	68	37	49

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

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	2	2	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- The building is constructed with the Green Building concept. Equipped with cooling towers which lower the temperature of the rooms inside, the college is complete eco-friendly. Natural lighting and ample air are provided to the students making their academic atmosphere completely organic and enriching their learning experience.
- The Classrooms are spacious, well built and heavily facilitated. Twenty Seven of the classrooms are equipped with technology such as projectors and in some classrooms we have wireless microphones, sound systems, marker boards. Minimum electricity is consumed by classes as light and air is naturally available.
- The central library is stacked with the necessary books pertaining to the syllabus as well as extra reference material. The students are permitted to borrow books as per the scheme and as required. Online resources that provide access to e-journals, e-magazines and research papers are made available to the students to update with the latest findings and studies. Students are also encouraged to watch NPTEL videos for enhancing the learning. Last lecture is allotted to each class so that students have easy access to browse, read and borrow books.
- Wi-Fi and LAN facilities are provided and internet for the students for instant accessibility of knowledge is issued. This allows students to surf the internet for academic purposes such as researches, doubts, project work and more. The access however is monitored.
- The laboratory is furnished according to statutory norms. Keeping the curriculum in mind, the laboratory is equipped with resources for necessary procedures designed to dispense the practical knowledge of students for a hands on experience. All safety measures are taken. Lab assistants are present during all sessions to provide necessary support. The labs are maintained in clean and hygienic manner.
- Each department is equipped with sufficient number of computers. The teachers are given access these computers. This makes all communication between departments, within departments and between student and teacher digital allowing easy access. All departmental labs are installed with the prescribed softwares.
- Several other facilities such as the seminar hall, conference hall, library and more are made available to the students to encourage them to participate in all events. These facilities are provided with a vision to help students to develop their academics and career through skill enhancement.
- To promote better teaching and learning, the Institute has facilities like LCD projectors, OHPs and also audio visual equipment through which webinars can be conducted. The college is having a digital library with 100 Mbs internet and Wi-Fi facility, which is being effectively used by the students and faculty for their academic and research activity.

- All the class rooms are Wi-Fi enabled
- Ergonomically designed furniture for the class rooms
- State of the art equipment in the laboratories
- Student – Computer ratio is approx 1:3
- Students can operate key software from remote
- Active learning laboratories
- Laboratories set up by industries like IBM
- Smart boards

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

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

Response:

We Believe in Swami Vivekananda Principle that “ **A sound mind in a sound Body**”

Extracurricular activities – The College is encouraging and providing facilities for students to participate in outdoor games like Basket Ball, Foot Ball, Volley Ball and Cricket, Indoor Games like Chess and Caroms.

Volley Ball Court: The Institution has Two Volley Ball Courts confirming standards. Students use the same in the evening hours.

Basket Ball Court: There is basket ball court confirming to standard is available to enable teams to avail the facilities in evening hours.

Sports: The College has always created a mark in the field of sports. The college has since long time, been participating in various inter University, University level tournaments, National and International level competitions.

Outdoor Games: A spacious play grounds are available for outdoor games like:

Indoor Games: Facilities for the indoor games like Badminton, Table Tennis, Chess, Caroms etc, are also provided to students in the college campus.

Auditorium: The College is having a modern, well equipped acoustic auditorium for workshops and seminars, invited talks and cultural activities.

Cultural Activities: The Institute has cultural club headed by a senior faculty member and all the activities are planned and organized under this club. The students are organizing & participating in many cultural

activities like group songs, dance, skits etc., during Annual day celebrations held every year during Arohan the tech fest of college. The Institute has also been regularly participating in the zonal and inter zonal youth festivals. The college is also organizing an Annual Day function every year where the students participate with zeal in many cultural activities.

Yoga club: The Institute regularly organizes yoga camps and special programs are organized on international yoga day i.e on 21st June during every year.

Public speaking and communication skills development: Career guidance cell of the institution headed by senior faculty member regularly organize Personality development programs which involve various activities like public speaking and communication skills development to enrich the students.

Alumini Club :- The Institute regularly organizes Alumni meeting and special programs for alumni every year.

ACHIEVEMENTS IN SPORTS :

Our students are representing in various universities in various sports events.

S.NO.	SPORTS/INDOOR GAMES/GYM/CULTURAL ACTIVITIES/ OR OUTDOOR	NUMBER OF COURTS	AREA (Sq mtrs)
	YOGA		
1.	VOLLEYBALL (ALTERNATIVELY USED)	2	934.82
2.	BASKETBALL	1	1178.42
3.	BAD MINTON (ALTERNATIVELY USED)	2	934.82
5.	BOX CRICKET	2	934.82
7.	MULTI GYM	1	227.25
8.	TABLE TENNIS	3	33.49
9.	CARROM	30	39.27
10.	CHESS	30	88.43

File Description	Document
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

Response: 80

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 28

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.013	00	00	00	00

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Library resources are used to augment the teaching-learning process in following ways:

The college library follows set norms of the competent authorities. The library of the college has special designated areas for normal use as well as for reading. Approximately 27600 volumes are available.

A dedicated staff helps the students find the necessary titles. The books are indexed, categorized according to programs and subjects and arranged alphabetically. The software contains details about the author's name, title and publishing house. Upon an enquiry, the librarian searches in the software and helps the students locate the book.

All books are bar coded and a reference ID is given. The issues and returns are also digitized.

- Name of the ILMS software – SHARP (*Systems for Handling Academic Resources and Progress*).
- Nature of automation (fully or partially) – Fully
- Dedicated FTP link (ftp://20.0.23.118/) is there from where students and faculties can download various links for various e-resources. Digital library is well equipped with 15 multimedia systems and server and uninterrupted power backup to access e-journals, e-books and International standards through databases like IEEE Digital Library and DELNET, NPTEL, NDL, Calibre

There are Library committees. The composition of each

Library Committee is as follows:

Ø Chairman - Head of Institution

Ø Secretary - Librarian

Ø Members - Heads of various departments

Ø Student representative – Invitee

The committee has taken up the initiative in collecting and development of e-Resources

(Online journals, e-books and online databases) in particular, to meet the needs of the students and faculty.

S.no	Description	Particulars	
1	Carpet area of Library	526 sqm	
2	Reading space	425 sqm	
3	Number of seats in reading space	70	

4	Number of users(Issues)	250-300/ per day	
5	Number of Users (Reading Space)	100	
6	Timings	Academic (working days) 8:30AM - pm	
7	Number of Library Staff	4	
8	Number of Library staff with degree	3	
9	Computerization for search, indexing issue/return	yes	
10	Barcoding used?	yes	
11	NPTEL & Other Multimedia	yes	
12	Print Journals	57	
13	Back Volumes	650	
14	Project Reports	932	
15	CD ROMS	1831	
16	e-books	9465(Delnet)	

Value Added Services at Library:

- Circulation Services
- Inter Library Loan
- Internet/Intranet Services
- Reference Services
- Reprography Services
- Online e-journals
- Open Source Resources
- Question bank
- Library Bulletin

POORNIMA INSTITUTE OF ENGINEERING & TECHNOLOGY

Central Library

S. No.	Library Statistics	Total
1	Total No. of Titles	3625
2	Total No. of Volume	27588
Reference material		
3	JOURNALS	57
4		
5	Total No. of Magazines	23

6	Bound Periodicals)	650	
7	Misc(newsletters)	12	
8	Project Reports (Lab Records)	932	
News Papers			
9	Total News Papers		
	Hindi		
	English		
10	Digital resources		
	IEEE & DELNET,NDL,CALIBRE(digital resources 1633 of all languages(English world -431 and Indian English Res		
11	PIET Library FTP		
12	Google drive link	https://drive.google.com/drive/folders/0B9P70BSSk4dVNG	
13	Books CDs/ DVDs	1215	
14	Magazines CDs/ DVDs	583	
13	Nptel videos	20	
16	Students project reports	932	
17	Total all world news digital resources 1633 of all languages(English world -431 and Indian English Res		
18	Research		
	Reprints	DELNET	344
File Description			
File Description		Document	
Any additional information		View Document	

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

Response:

The library is well-equipped with modern facilities such as e-learning, access to internet and web resources including online journals and e-books. Library provide a growing range of databases available in electronic form on the campus network. library services have been automated on modern lines. The library have fully computerized its collection, which could be accessed .The library is enabled with Wi-Fi technology and CCTV. Computer faculty, group study area and private study area.

Library provide open access facilities which help easy access and use of library as a learning resource. In keeping with the PIET organization mission to collect, describe, preserve, and make available the record of human knowledge, the Library acquires, cares, interprets, and promotes the use of important collections

of unique, primary source, and other material in all formats and in a variety of subject areas. Our materials support a variety of research projects and include a broad variety of collections, including local history, Indian history, literary archives and culture.

PIET Library is providing not only RTU curriculum books and also special collection, Competitive exams, soft skills and personality development books, college annual day, occasions and workshop or college events photo albums, CD's or DVD's are made available to improve knowledge enhancement, research and exploring new things of the users apart from the standard books.

Rare Books List

S.No.	Acc. No.	Author	Title	Publisher	C
1	309308	THOMOS M. SIEBEL	CYBER RULES	currency doubled	2
2	313474	Arvind Kalia	RAJASTHAN: PRIDE OF RAJASTHAN PATRIKA RAJASTHAN		2
3	319828	FAYEZ GEBALI	ANALYSIS OF COMPUTER AND COMMUNICATION NETWORKS	OF SPRINGER	5
4	323644	JERRY D. GIBSON	THE MOBILE COMMUNICATIONS HANDBOOK	CRC PRESS	3
5	323667	TURAN GONEN	ELECTRICAL MACHINES WITH MATLAB	CRC PRESS (TAYLOR AND FRANCIS GROUP)	9
6	323682	MOHAMED IBNKAHLAS, Ed.	SIGNAL PROCESSING FOR MOBILE COMMUNICATION HAND BOOK	CRC PRESS (TAYLOR AND FRANCIS GROUP)	3
7	323836	HUBREGT J. VISSER	ANTENNA THEORY AND APPLICATIONS	WILEY	5
8	324091	N.B.JONES	DIGITAL SIGNAL PROCESSING: PRINCIPLES, DEVICES AND APPLICATION	PETRE PEREGRINUS LTD. UK.	7
9	324102	SACHA KRAKOWIAK, SANTOSH SHRIVASTAVA	ADVANCES IN DISTRIBUTED SYST. ADVANCED DISTRIBUTED COMPUTING: FROM ALGORITHMS TO SYS.	SPRINGER	9
10	324133	J. DUNLOP, D.G. SMITH	TELECOMMUNICATIO	CRC PRESS	5

			N ENGINEERING		
11	324156	GERD MROZYNSKI, MATTHIAS STALLEIN	ELECTROMAGNETIC FIELD THEORY: A COLLECTION OF PROBLEMS	SPRINGER	3
12	324157	HARRIS PAPADOPOULOS, ANDREAS S. ANDREOU, MAX BRAMER	ARTIFICIAL INTELLIGENCE APPLICATIONS AND INNOVATIONS	SPRINGER	9
13	324177	ENCYCLOPEDIA BRITANNICA	BRITANNICA REFERENCE ENCYCLOPEDIA	ENCYCLOPEDIA BRITANNICA	2
14	325020	ALAN D. WILCOX	ENGINEERING DESIGN FOR ELECTRICAL ENGINEERING	PRENTICE HALL OF INDIA PVT LTD	3
15	326203	kathryn Thornton	ANSWER BOOK 10,001 FAST FACTS ABOUT WORLD	NATIONAL GEOGRAPHIC	2
16	326294	S.S.GUPTA	TAXMANN'S SERVICE TAX : HOW TO MEET YOUR OBLIGATIONS VOL-.i	TAXMANN PUBLICATION PVT.Ltd.	2
17	326295	S.S.GUPTA	TAXMANN'S SERVICE TAX : HOW TO MEET YOUR OBLIGATIONS vol.2	TAXMANN PUBLICATION PVT.Ltd.	2
18	327024	L.RON HUBBARD	SCIENCE OF SURVIVAL : PREDICTION OF HUMAN BEHAVIOUR	BRIDGE PUBLICATION	3

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 18.17

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

Response: 220

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently updates its IT facilities including Wi-Fi

The Institute is having a total 440 Computers with 05 servers to cater to the need of students and faculty. Institute is also having various Systems and Application Software's. As and when the systems are obsolete we are replacing them. The newest update of systems takes place in 2017 with 45 computers in various departments and 5 systems in 2018 for Administration and Mathematics & Humanities department. Institute is having an Internet with 100 Mbps capacity. Campus is also having a Wifi facility to cater to the need of students and faculty, also surplus Ethernet ports are provided for laptops or other devices in need of internet connectivity. A separate team with in-house staff is formed to take care of the IT & related needs of the campus such as Software Development, Hardware & Networking, Website designing & hosting, Email solutions, SMS solutions, etc.

Following tables shows hardware as well as software facility provided by institute

Hardware facility:-					
Particulars	2013-14	2014-15	2015-16	2016-17	2017-18
Computers	221	271	301	350	440
Wi-Fi	Nil	Yes	Yes	Yes	Yes
Projector	7	9	11	12	13
Server	2	3	3	3	5
Printer	12	15	18	20	22
Scanner	1	2	3	3	4
Dot Matrix Printer	1	2	2	2	2
Switch	18	22	28	35	43
Bandwidth	20mbps	40 mbps	60 mbps	70 mbps	100 mbps
Photocopier Machine	Nil	Nil	1	2	3
Attendance Machines	Nil	Nil	Nil	2	3
Smart Board	Nil	Nil	Nil	1	2

Software :

OS (System software):-

- Windows 7
- Ubuntu 12.04
- Ubuntu 13.04
- Ubuntu 14.04

- Ubuntu 15.04
- Ubuntu 16.04
- Ubuntu 17.04
- Ubuntu 18.04

Application Software (Win7,Win10) :-

- MS Office 2007
- Open office 4.1.5
- Adobe Reader 9 & 10
- Turbo C++ 3.0, Dev C++
- Mozilla Firefox , IE, Chrome
- IBM Rational Rose 7
- Cambridge Dictionary 1.0
- MS Visual Studio2008
- MS SQL Server 2005 & 2008
- Win Rar 4.1
- Auto cad
- Pspice
- Matlab
- Raid(IBM Rational® Software Architect)
- XAMPP 1.7.3 CONTAINS:-

(Apache 2.2.14 MySQL 5.1.41 PHP 5.3)

Software: Ubuntu

- Java jdk7

Open office

Pgadmin3

Postgresql-9.1

Flex

C, C++

XILINX

MICROFOST WINDOWS etc.

4.3.2 Student - Computer ratio

Response: 2.74

File Description	Document
Any additional information	View Document

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 88.19

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)

2017-18	2016-17	2015-16	2014-15	2013-14
511.72	421.35	320.06	300.66	254.16

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:

Labrotaries

- The laboratories in the college are fully furnished as per the statutory rules.
- Necessary equipment and material is procured to deliver to the students the best standards of education.
- Procedure for installation of new machinery or software
- Inquiry is made based on the requirement
- Quotations are compared and best suitable is selected and recommended in order of preference.
- Machinery or software is received by respective departments.
- Preferred location is identified for installation and computer specifications are identified for making the required software compatible.
- Installation is done in the lab area in the presence of the concerned lab in-charge.
- Lab-in-charges record the details of consumable and non-consumable equipment in respective registers duly verified by competent authority and HoD's.

Utilization

- With respect to the time table, the students conduct experiment in their assigned labs with assistance and supervision from the lab-in-charges and lab technicians.
- Consumable and non consumable materials registers are updated periodically.
- Regular cleaning of the machines is done by the support team in the presence of lab technicians. This cleaning is monitored by the lab technician concerned and is recorded in a check list.
- Fire Safety equipment is maintained in labs as precautionary measure.
- Auto Cad facility of MCB is implemented.

Maintenance

Before the commencement of the academic year, a inter department lab audit is conducted and a report on the requirement of new equipment, replacement of the old equipment and modernization of machines/software is prepared along with requirement of consumables, non-consumables as per the guidelines to conduct experiments. Regular inspection of machines is organized. The following is displayed on the notice board of the lab.

- List of experiments
- List of equipment
- Student roll number along with batch number
- Timing of lab hours
- Lab in-charge & lab technician's name
- Do's & Dont's of the lab
- Other necessary information is displayed in labs with charts.

Procurement of learning resources :

- The librarian recommends the list of learning resources to be procured
- Systematic effort is put into stocking the Library. This is done so by careful identification, evaluation and selection for the students' convenience.
- Any book, journal, online database or any learning resource is added only after selection process by subject experts.

Procedure of procurement Books/Reports Initiation of Acquisition:

Concerned faculty/student recommends desired books to the head of the department, which is forwarded to the Library Committee. Students recommended are to be endorsed by the concerned faculty member.

Invoice Processing:

All indents made by the department are verified and approved by Library Committee and are routed through the Principal to the Chairman for approval. The order is made online, by print or via email. Reliable vendors are chosen based on their response to queries, availability of books and adherence to terms and conditions. Vendor panel is updated from time to time based on performance.

Accessioning:

Entries are made in the bill register at the security point of the college. Bills together with the books are sent to Library. The details of the Invoice and books are made in the Accession Register and accession numbers are given to the books. Bill Files are maintained at Library with librarian.

Classifying:

As per the Dewey Decimal Classification (DDC) schedule books are classified and class numbers are assigned.

Processing books:

Stamping – Library Stamp is put on the backside of the title page, on secret page and on the last page. Bar Codes and Round labels are pasted on the title page and are laminated with Cello tape. Due Date Slip and book cards are prepared. New arrivals are sent to New Additions Rack, Reference Section or Reserve Shelf.

- The environment of students when they study plays a pivotal role in their performance. It therefore becomes extremely necessary to provide them with a surrounding that is peaceful, comfortable and spacious. The college takes necessary steps to make this possible.

Utilization

- Before the commencement of the academic year, depending on the intake of students, head of departments propound the requirement of classrooms to the Principal.
- The classroom allocation is done by the Principal and the HoD's in a meeting and the same is communicated to the faculty and students of the respective departments.

Maintenance

- The benches and windows are cleaned and mopping of the class rooms is done every day.
- In case of any damage to the projector, internet or the audio systems, the class mentor brings it to the notice of the HOD by registering the problem in the breakdown register. The necessary follow up is done by the department and steps are taken to fix whatever is broken.
- A sports committee is created to handle the matters and concerns related to sports. This committee consists of students as well as concerned faculty. Issues like the following are discussed in these meetings:
 - Financial - Budget preparation, allocation of budget
 - Organization - planning, executing and conduct of competition

Procurement process

The college requires sporting gear for all the sports practiced. It follows the given procedure to procure the same :

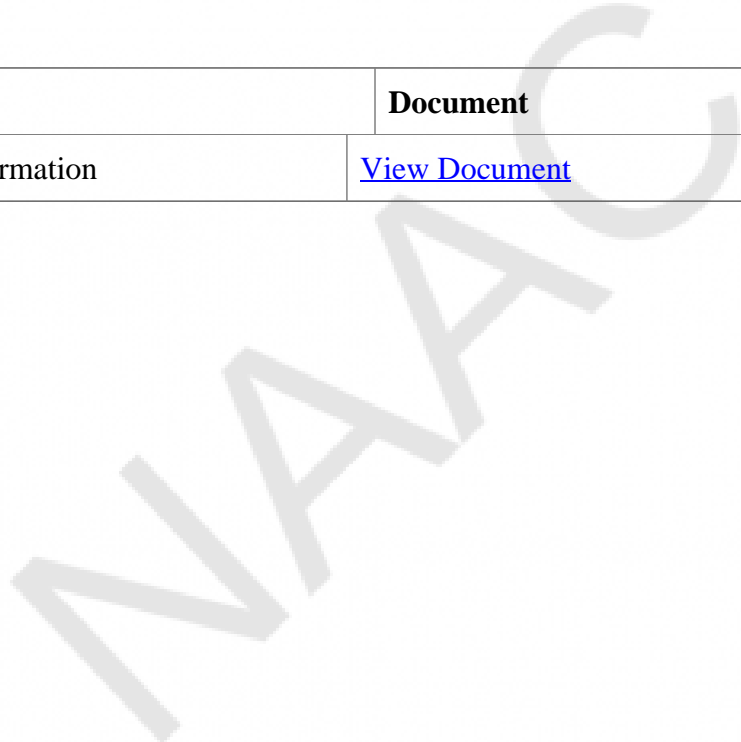
- A list of the required sports equipment is prepared by the concerned department for each academic year separately and submitted to concern authorities.
- A copy of the same list is also submitted to the principal for further approval from the chairman.

- On approval, a purchase order is placed to a supplier.
- On receiving the materials, the same are entered in the stock register after verification of the invoice with material supplied.

Utilization process

- Students are permitted to play only during the sports hours and to practice for any competition.
- Students are permitted to utilize and take sports material with prior notice to the Procter.

File Description	Document
Link for Additional Information	View Document



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
189	207	202	234	283

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 25.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
275	345	441	356	436

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 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 0.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	2	1	1

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

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

Response: 28.49

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

2017-18	2016-17	2015-16	2014-15	2013-14
143	118	100	95	85

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: 2.78	
5.2.2.1 Number of outgoing students progressing to higher education	
Response: 08	
File Description	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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)				
Response: 14.18				
5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
15	25	24	18	4
5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
121	127	114	124	123
File Description	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 for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response:

Our Institution creates a platform for active participation of students in various academic & administrative bodies including cultural activities. This empowers the students in gaining leadership qualities; understand rules, and academic regulations. The topper of outgoing students from each branch of engineering is awarded with gold medals and second topper is awarded with a silver medal.

College has created a set of councils for benefit of students, with each council having a representative. The representative brings forward the views and suggestions of the entire class with respect to teaching, difficulties in subjects, framing of syllabus and other things related to the class. The composition of student members is of one topper, one average and one slow learner (the one who has more integrity with other students) of each section is nominated as class representative, for all the sections from I Year to Final Year. The Student Council helps students share ideas, interests, and concerns with faculties and administration. They often also help to raise funds for -wide activities, including social events, community projects, helping people in need and college reform. Various programs like paper presentations, workshops and seminars are organized by these bodies every year.

Institute has student committees such as:

- Class review committee
- Anti ragging Committee
- Food committee
- Alumni
- Entrepreneur Development Cell
- Placement committee
- Literacy & Cultural Committee
- Sports & Games Committee
- ISTE students chapter
- Women welfare committee
- Committee on grievances and sexual harassment
- Tech Fest
- Feedback

Features of some of the committees

Tech Fest: Students organize the technical fest every year- Aarohan. For this initially a web site is created which contain a lots of technical and non technical events.

Feedback: team members are responsible for providing feedback related to any issue that occur in institute. Positive feedback helps the management to conduct those activities for student wel fare. Negative feedback allows the management to take strict decisions.

Cultural Activities: Students are actively involved in organizing cultural activities such as annual gathering, sports events, and festival celebrations.

Technical Activities: Student council conducts various technical activities like Guest Lectures, seminar, workshop, student development programmes, etc . Every department conducts various programs such as Expert lectures, Industrial visits to name a few. College organizes technical symposium “Department day” for each department every year consisting of various technical competitions such as Paper Presentation, Technical Quiz, Projects exhibition, culture competition etc. Each department organizes these events which motivate students to take part and enhance their technical ability.

Student Grievance: Student council addresses student grievances and maintains harmony and discipline among the students.

Sport: Student council organizes various sports event like cricket, football etc which take place at inter-department level as well as inter-college level. Our students actively participate in various sports in intercollegiate, interuniversity, state, national and International level.

Class representatives: Once in a month, a meeting of the CRs is held by the the HODs to discuss academic, co-curricular & extracurricular issues including inadequacy in maintenance of existing facilities and additional requirements needed, if any.

File Description	Document
Link for Additional Information	View Document

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

Response: 0.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
04	00	00	0	00

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / 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 non financial means during the last five years

Response:

The institution is extremely proud of every member of its alumni. Most of them are successful in their careers as jobs, higher education and in the field of entrepreneurship. We successfully draw on their support through Annual Alumni meets. The Alumni meets with the current batches and mentors them through the networking forums to the best of their abilities. They share their experiences, knowledge and advice the students. Through these alumni meets, a strong bond is created between the pass out students and the current batch. Alumni share their accomplishments and their success mantras.

With the help of the face book page, graduate students can post what they do in detail at their discretion. They also share their journey and personal experience in the field. They discuss the educational path chosen; the obstacles they overcame, the choices they made that benefitted them and much more. From their recent findings to their collaborations, they can freely discuss their work with the other students of the college. This helps the current batches learn from their alumni and allows them to contact them for any help needed. It inspires the students to see their theoretical work being used practically by someone they can relate to. They find in the alumni their mentors whom they can approach for any educational and/or personal query.

Several guest lectures are organized where the alumni are invited to share their experience. This gives students a window of opportunity to learn from people in the working field. Those who are in fields that interest the students can be requested to help students with their projects. Many field visits are also organized to these industries hosted by support of the alumni.

Alumni meet once in a year. An alumni body is created to organize and regulate these meetings of Poornima Alumni Association (PAA). The alumni are also an active part of the governing body and IQAC of the college. As part of several committees, make a considerable impact on the functioning of the college. Their views are respected and taken into consideration. Including the alumni in the administrative decisions and inviting them to inspire young minds has proven to be highly beneficial as students are seen to relate to their seniors thereby helping them progress in their individual fields.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

NAAC

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:

Vision

Our vision is to create knowledge based society with scientific temper, team spirit and dignity of labor to face global competitive challenges

Mission

Our mission is to evolve and develop skill based systems for effective delivery of knowledge so as to equip young professionals with dedication and commitment to excellence in all spheres of life.

- 1.To provide an environment that will allow students and faculty members to be skilled in creation and implementation of new ideas.
- 2.To provide platform to improve questioning, observing, testing, analyzing and communication skills.
- 3.To provide qualitative education and generate new knowledge with integration of emerging technologies and research.
- 4.To practice and promote high standard of potential ethics, transparency and accountability.

We believe in providing quality education through faculty development, updating of facilities and continual improvement for meeting norms laid down by AICTE, keeping the stakeholders satisfied.

Over the years, students have been immensely benefitted by it in their personal endeavors, skills and while facing placement interviews. Tutor system, Internet use and talks by experts have provided edge to students as well as faculty members in problem solving and global awareness. In addition, there is improvement in communication skills and ethical behavior. Orientation programs have made Poornima family more disciplined and integrated to work as a team, a team member and a leader.

1. To create scholarly and vibrant environment for professional excellence.
2. To contribute to advancement of knowledge in basic and applied areas of engineering and technology.
3. To be an institute of choice in the region by developing, managing and transferring contemporary technologies.
4. To build mutually valuable terms with industry, society and alumni.

The executive committee decides broad policies about land and buildings. The executive committee provides funding to the Institution during crisis. Executive Committee itself is a principal owner, which is constituted every three years. A Local Management Committee as per University ordinance is

constituted and issues discussed are put forth to the Executive Committee for sanction. Sanction for creation and utilization of infrastructure and fund is obtained in the meeting. Meetings are normally held twice in a year.

Perspective plans and future plans:

1. To cope up with contemporary technical education.
2. To set up industry – institute collaboration.
3. To make available the job opportunities to every student for placement in organizations of rich repute.
4. To create entrepreneurs by inculcating entrepreneurship skills in the students.
5. To foster academic and research collaboration with institutions of repute.
6. To carry out research activities for benefit of the society.
7. To evolve as a model institution in the region.
8. To inculcate sense of social responsibilities amongst students.

There are teacher representatives in various decision making committees like:

Different Committees for resolving student issues.

1. Anti-Ragging committee
2. Student Grievance Redressal committee
3. ST/SC Monitoring Cell for Redressal of Grievance
4. OBC Cell
5. Minority Cell
6. Women Development Cell
7. Redressal of Sexual Harassment Committee.

Some Other committees are-

<ol style="list-style-type: none"> 1. Local Management Committee 2. Civil Construction Committee 3. Purchase Committee- 	<ol style="list-style-type: none"> 4. Grievance Committee 5. Library Committee
--	--

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

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization in working

A well decentralized pattern of working is followed at PIET. Though the Principal is the academic head of the institution, many of his powers are delegated to Heads of Departments and other officers for efficient functioning. The Heads of Departments are in charge of their departments.

The institute has a very vast structure by having four branches and one thousand four hundred plus students. The single ended controlling and managing can neither be prolific to the students nor to the staff members. In the light of the same, the delegation of duties and responsibilities has well been exercised to monitor each and every activity very minutely and to comply the goal, the authority has been decentralized.

Campus Director and his team of Deans, HODs, Dy. HODs and other academic & administrative officers ensure efficient execution of academics . The aforementioned team is responsible to execute institutional policies effectively, to run the campus including hostels in most efficient manner, to monitor and guide faculty and activities of campus and take positive steps for institutional growth and to ensure academic growth in tune with group policies.

PROTOCOL HIERARCHY FOR PIET

s.no	Name	Designation
1	Dr. S.M. Seth Poornima Group	Chairman (Emeritus),
2	Sh. Shashikant Singh	Chairman, Poornima Group
3	Er. Hari Singh Shekhawat	Director (Infrastructure)
4	Mr. M.K.M. Shah	Director (Administration & Finance)
5	RenuSinghi	Advisor, Poornima Alumni Associat
6	Dr. Dinesh Goyal	Principal & Director, PIET
7	Ar. Rahul Singhi	Director, Poornima
8	Dr. sama Jain	Dean (Admissions)
9	Ms. DiptiLodha	Dean (Alumni & Corporate Re (Training & Placements),

10	Mr. PushendraMudgal	Assistant Director, Poornima Group
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Principal supervises the functioning of all the departments. Daily academic activities of the departments are taken care of by the respective HOD. There are frequent meetings of Principal with the HODs, Section In-charges and other administrative staff. The decisions made on the crucial issues in Principal's meeting are submitted to the management for approval. HODs conduct meetings regularly with faculty members and staff in department to discuss the academic planning, course delivery, reviews, etc. The resolutions made in these meetings are communicated to Principal for further information and necessary approvals in certain cases. All the faculty members and staff are involved in the decision making on new initiatives as well as in regular academics.

Many committees and cells are formed to decentralize the academic and administrative activities. For example-

Local Management Committee

1. Civil Construction Committee
2. Purchase Committee-
- 4 Anti-Ragging committee
- 5 Student Grievance Redressal committee
- 6 ST/SC Monitoring Cell for Redressal of
- 7 Grievance

8. Grievance Committee

9. Library Committee
- 10 .OBC Cell
11. Minority Cell
- 12 Women Development Cell

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The institute is dedicated to ideal of providing quality education to the rural backward area that can be compared with the quality of education given in urban sophisticated area. Institute has the perspective plan to achieve its vision:

- Introducing new UG courses (Mechanical Engineering).
- Induction of more number of Ph.D. faculties.
- Enrichment of ICT based teaching-learning process
- Obtaining grants for research projects from various Government funding agencies and patents.
- Enhancing consultancy assignments with the industry and Governmental organizations.
- Plan for extensions in the building, and renovations to meet the growth requirements.
- NBA accreditation.
- Establishment of centers of excellence in various technology domains with industry support such as IBM.
- Collaborations with foreign universities.
- Enhancing number of entrepreneurs by supporting them through PBIC.
- Enhancing employability skills of students through regular preparation sessions in collaboration with FACE.
- Foreign student exchange through AISEC.
- Established Machine learning lab in computer science department.

One example of activity successfully implemented based on the strategic plan:

The institute was started in the year 2007 with 4 branches of engineering only. As per the strategic plan of the institute, it was decided to apply for the addition of one UG programme Mechanical Engineering and increase intake in computer science and engineering, prevailing trends in the industry. In September 2017 a pre-qualifier along with Self-Assessment Report (SAR) was prepared to evaluate the status of the institute with respect to NBA guidelines. After satisfactory findings in the self-evaluation report, it was decided to apply for pre-qualifier in November 2017 and the positive result of the pre-qualifier was announced in 2017. The SAR was prepared meticulously after several rounds of discussions with all concerned and submitted to NBA successfully. The Institute reviewed its preparedness on all aspects of NBA so that it could present all the positive aspects of the Institute. The NBA expert team visited the institute from December 21-22, 2017, which thoroughly inspected the institute as per the NBA guidelines. The NBA announced the result in the month of July 2017 stating that the five programs have been accredited for three years.

This clearly demonstrates the implementation of the strategic plan successfully by the institute.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Response:

The Poornima Institute and its advisory board provide guidance and direction through the office of Chairman. Shanti Education Society that is represented by PIET runs all its institutions under overall direction of Chairman. Office of Director (Administration & Finance), and Director (Infrastructure Development). At the same time Campus Director and his team of Deans, HODs, Dy. HODs and other academic & administrative officers efficiently. Society authorities directly administer facilities that are common to all institutions.

PROCEDURE FOR RECRUITMENT

Poornima not only employ diversify of people like doctorates, post graduates and graduates but also helps in achieving and exploiting your immense potential and grow remarkably creating a better world for yourself. The applicant has to apply through the career tab available at the website and he/she can Send the Latest Resume; set of photocopy of all relevant documents with a cover letter, clearly indicating the position you have applied for in CAPITAL LETTERS. Interview process is being performed with an expert panel for selection.

Promotion Policies

All full-time or part-time faculty/staff receive semester appraisal based on the previous semester's performance (based upon July 1 – Dec 31 and Jan 1 to June 30). The appraisal form filled by the Faculty and Staff members is being scrutinized at various levels of reporting and reviewing officers. Based upon this review process appraisal or promotion of the Faculty and Staff members takes place.

Grievance Redressal mechanism

The employees and students of the Institute are welcome to submit their appeals or grievances if any to the Grievance Cell for review and redress. Following Grievance Cell will be constituted with their objectives & Responsibilities:-

Anti Ragging Committee and Squads Women Development Cell Redressal of Sexual Harassment Committee. Poornima Women Welfare Association (PWWA) Committee: Student Grievance Redressal

Committee/ST/SC Monitoring Cell for Redressal of Grievance

Some Other committees are-

1. Local Management Committee 2. Civil Construction Committee 3. Purchase Committee	4. Library Committee
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Responsibilities of HOD

To plan all academic, extra and co-curricular activities and assign responsibilities for effective execution; To ensure that theory classes / practical / tutorials are conducted as per time table and maintain attendance discipline and punctuality in the department. To recommend leave of faculty members after alternate arrangement have been made; To ensure syllabus coverage as per deployment plans and allocate extra classes to needy faculty members To ensure proper functioning of labs per manuals and lab plans; To closely monitor projects, NSP's, special lectures, SHG, open book tests, library related activities online tests, placements activities, P-PROSKEP, PEEM, Technical P-PROSKEP, Alumni memberships, industrial tours, department day etc.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

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

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

Response:

Various committees are in force for the smooth conduction of the day to day work of the institution such

S. N.	Committee	Headed by	Remark (if any)
1	Central NBA	Dr.Puneet Mathur	Sample MoM
2	Research & Development	Dr.PranDhadich	
3	Examination	Dr.Gautam Singh	
4	IQAC	Dr.Dinesh Goyal	
5	Anti-ragging Committee	Dr.Dinesh Goyal	
6	Student Grievance Redressal committee	Dr.Gautam Singh	
7	Sports	Dr.Gautam Singh	
8	Cultural	Dr.Pooja Gupta	
9	Admissions	Dr.Sama Jain	
10	Alumni	Dr.Priya Mathur	
11	Professional Bodies	Dr.MukeshChandra	
12	Website	Dr.Praveen Gupta	
13	ST/SC Monitoring Cell for Redressal of Grievance	Dr. Dinesh Goyal	
14	Women Development Cell	Dr. Sama Jain	
15	OBC Cell	Dr Dinesh Goyal	
16	Minority Cell	Dr Dinesh Goyal	

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

At Poornima Institute of Engineering & Technology, its faculty members, whose dedicated focus is on teaching learning process and inspiring the students, shape the academic facet of institution. Devoted faculty members are instrumental for imparting world-class education. PIET balanced commitment to scholarship, teaching, and research attracts some of the finest scholars of the state. With a faculty student ratio of 1:13 and supportive hand of committed staff that strongly believes in quality education, our esteemed, innovative, and caring faculty guides our students to become change agents of the future.

The faculty at Poornima believes in GURU-SHISHYA heritage of Indian Tradition. This allows for a closer student-professor relationship and contributes to the sense of community in campus. Professors also make themselves available to students outside of the classroom, even beyond office hours, such as meeting in the staff rooms / cafeteria or before or after class or at hostels.

Over the years the faculty has contributed to research and publication in both national and international conferences.

Faculty is the realm of any educational organization. This teaching and guiding factor acts as a backbone of any learning & career development. The faculties are periodically trained in house & out house to pin point focus to our curriculums requirements.

FACULTY FELICITATION PROGRAM (PIET): It's been a tradition of PIET to appreciate the utmost efforts of its hard working faculty members and technical staff members for giving the supreme results. A faculty felicitation program, therefore, is conducted either on Independence Day or Republic Day and faculty members & staff members are awarded under various criteria. The scheme was introduced to appreciate efforts made by the department and individuals for the betterment of academic performance standard and to encourage them to contribute in a positive and competitive environment.

GROUP INSURANCE SCHEME FOR PIET EMPLOYEES

Every staff/faculty/students that are on roll (regularly updated) and are in age group of 18-65 years are covered under Group Personal Accident Insurance Policy. Students are insured for 50000/- against risk of Accidental Death and Dismemberment, Permanent Total Disability and Permanent Partial Disability. The Faculty/Staff is insured for 100000/- against risk of Accidental Death, Dismemberment, Permanent Total

Disability and Permanent Partial Disability. The Faculty/Staff are also be eligible for claiming Accident Medical Expenses @1000/- per week for a maximum period of 52 weeks. The claims are entertained by TATA AIG.

TRANSPORT FACILITY FOR FACULTY & STAFF

All employees of PIET are provided with free transport facility from all corners of Jaipur. 14 dedicated buses are providing comfortable and time bound travel to more than 160 employees.

MENTORING / TRAINING

- Name of mentors is decided by Campus Directors in consultation with HODs.
- New faculty members are be attached with a mentor at first meeting with Campus Director/HOD.
- Mentors undertake weekly meeting with each mentee to discuss difficulty areas.
- Minimum one PPT / Special Lecture is prepared by each faculty member every semester & its documentation be insured in library.

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: 12.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	12	11	13	02

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 2.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	05	01	03

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

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

Response: 13.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	12	10	10	04

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

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

Response:

A well-defined, faculty and non-teaching staff appraisal system is adopted in the institute. The faculty appraisal contains the following salient features to capture all the aspects of academic performance.

1.Semester end results and feedback from the students

2.Paper publications by the faculty

3.HODs/Principal report covering

- .Professionalism
- .Attitude
- .Attendance & punctuality
- .Adaptability/Response to change

GUIDELINES FOR COMPLETING FACULTY/STAFF SELF APPRAISAL FORM

Introduction:

The faculty and staff self-appraisal process contains three steps:

- Faculty/ staff completes a self-appraisal form
- Reporting officer completes a self appraisal form after discussion with faculty/staff
- Reviewing officer conducts a self appraisal discussion with the reporting officer

Purpose of the self-appraisal process:

- To examine, discuss, and evaluate the previous semester's performance. This includes the opportunity to discuss performance strengths and areas that need improvement. Completing the form also provides an opportunity for the reviewing/ reporting officer and faculty/staff to identify professional development needs and, if necessary, an "action plan" for improving performance. "

Frequency of self-appraisals:

- All full-time or part-time faculty/staff receive semester appraisal based on the previous semester's performance (based upon July 1 – Dec 31 and Jan 1 to June 30).

Reporting officer's preparation:

- Ask the faculty/staff to complete a self-appraisal form as per academic calendar instructions.
- Make sure you have the faculty/staff job description handy as a reference for required duties and responsibilities.
- Gather relevant information (e-mails, observation, previous discussion notes, faculty diary etc.) You have collected throughout the semester regarding performance of the faculty/staff from his diary.

Guidelines for reviewing officer:

- Incorporate, if appropriate, information included in the self-appraisal form provided by the faculty/staff into the self-appraisal content.
- Seek performance information from other sources (students, colleagues etc.) If you feel you need clarification or additional information.
- Include any final notes or comments regarding the faculty/staff appraisal.

Completion steps:

- Sign and date the faculty/staff self-appraisal form and have the employee sign and date the form
- Submit signed faculty/staff self-appraisal to Director
- Schedule a meeting to discuss self-expectations with faculty/ staff for upcoming semester.

Final decision will be taken by the Board which consist Director, respective HOD's. mid semester review process is also implemented in the campus.

Promotion Policies

All full-time or part-time faculty/staff receive semester appraisal based on the previous semester's performance (based upon July 1 – Dec 31 and Jan 1 to June 30). The appraisal form filled by the Faculty and Staff members is being scrutinized at various levels of reporting and reviewing officers. Based upon this review process appraisal or promotion of the Faculty and Staff members takes place

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External audit

Our institute is strictly bounded by the current norms of audit procedure. Following to that we conduct regular audit as required and a qualified and responsible auditor, **R sogani and associates, by Mr. Naresh Kumar Kabra** during the month of August and September. After all peruse and analysis of financial details of institute we were expected to follow standard procedure. All the specifications, statistics and figures were analyzed and verification of vouchers, bills, deposit receipts bank balance and stock registers. More often than not, the perceptions made by the external auditor are talked about with director of finance. The records are evaluated normally and there are no major error have been occurred till date. On account of minor review complaints, the record segment illuminates the issue to the administration of the organization, and afterward it is sent to the external auditor for discussion. The activities recommended by the external auditor to review complaints are pursued entirely. The institute has maintained proper records showing full particulars, including quantitative details and situation of assets. The institute has managed a regular physical verification of its assets by which it is verified in a phased manner over a period. In

accordance with this programme, certain assets were verified during the year and no material discrepancies were noticed on such verification. In our opinion, this periodicity of physical verification is reasonable having regard to the size of the institute and the nature of its assets. According to the information and explanations given and on the basis of examination of the records of the institute, the title deeds of immovable properties are held in the name of the institute.

Internal audit

The internal audit is carried out by director of finance and accounts team of the insitute.It is conducted every year. The Registrar and director of finance audit every one of the insights about bank parity, installments, payments and other expenditure, exchanges with the assistance the Tally programming on month to month premise. Internal auditor is responsible to express an opinion on the Institute internal financial controls over financial reporting based on audit. Internal audit involves performing procedures to obtain audit evidence about the adequacy of the internal financial controls system over financial reporting and their operating effectiveness. Internal financial controls over financial reporting included obtaining an understanding of over financial reporting, assessing the risk that a material weakness exists, and testing and evaluating the design and operating effectiveness of internal control based on the assessed risk.These audits help to keep appropriate checks and guarantees that the systems of the record area are pursued.

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) (INR in Lakhs)

Response: 0.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0.40

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Institute maintain a well process for the mobilisation of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rule for the funds usage and resources utilization some example are given below

Chief Finance Officer

To plan, execute and improve working at institutional and group level in areas of (a) general administration (b) matters related to Shanti Education Society (c) purchases (d) finance, audit and accounts (e) automation (f) transport (g) day-to-day maintenance (h) mess and hostels (i) housing Principal (j) security (k) budgeting at institution and group level

1. Financial Power Policy:-

(AS APPROVED IN 1ST GOVERNING COUNCIL MEETING HELD ON

S.NO.	COMMITTEE	ROLE OF COMMITTEE	MEMBERS	LEVEL OF AUTHORITY FOR FINANCIAL APPROVAL PER REFERENCE
1	Board of Governance	Policy Making	Governing Council	Unlimited Authority
2	Finance Committee	Budgeting, Accounts and Finance	CFO, Director, All HODs	Rs. 25,00,000/-
3	Office of Campus Director	Campus Level Activities	Campus Director and HoDs	Rs. 2,00,000/-
4	Departmental Administration	Departmental Level Activities	HOD & Faculty Members	Rs. 30,000/-
5	Office of Registrar	Administrative Activities	Registrar and HoDs	Rs. 40,000/-

Management of Poornima Institute of Engineering & Technology is pleased to introduce the revised guidelines for participation in conference/ seminar/ workshop/ trainings/ symposia (to be termed as activity) etc. by faculty & staff of Poornima Institute of Engineering & Technology. The guidelines are aimed to provide opportunity to all Faculty & Staff members to interact at international and national level.

2. Criteria for participation –

- **Each Faculty & Staff member will normally be allowed to attend one activity from either of the categories in a session** excluding those internally hosted by Poornima Institute of Engineering & Technology itself by filling complete format: E-18A & E-18B available on website under download section.
- Under category B, for any paper having more than one author from Poornima Institute of Engineering & Technology only first author would be allowed to attend the activity.
- For any exceptional situations, participation in more activities over & above of what is stated in the guidelines may be allowed but subject to the approval of Head of the Institution.
- the department) in case of categories B1, B2 & B3 and paid by finance department shall be as under:

3. Promotion of Research Activities

- The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.
- The faculty, who exhibit initiative and receive substantial grants for R & D works or for strengthening the infrastructure in the institute will be suitably be encouraged and receive special commendations.
- Travel grants can be sanctioned to faculty to present research papers at or to attend National or International Conferences in India or abroad, depending on availability of funds.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

An institutional commitment to quality teaching at top leadership level and departmental level calls for leaders and staff to identify benchmarks, promote good practices and scale them up across departments, and provide effective support that meets teacher and student expectations. Institution policy reflects the will of the leaders and heads of departments to better understand the teaching process and the experiences initiated by teams or individual faculty. A quality teaching framework allows the institution to monitor support, student satisfaction, study the impact on learning process

Support for quality teaching in the organization encompasses a wide range of initiatives that are grouped under six major headings:

1. Academic Assessment Audit: It is carried out by Internal Quality Assurance Cell (IQAC) in the Institute and the objectives of IQAC are to develop a system for pragmatic and consistent action to improve and sustain the academic and administrative performance of the Institution. IQAC also recommends measures for institutional functioning towards quality improvement through internal quality culture and institution best practices.

2. Institution-wide and quality assurance policies: Including overall projects planned to develop a excellence culture at institutional level, like policy design, and support to organization and internal quality assurance systems. Every program is evaluated based on the set criteria as mentioned below and the points are awarded. Based on the recommendations of the IQAC, the merits & areas of improvement for each program are highlighted for further action. In addition, incentives are given away to the best performing department.

3. Outcome based education: IQAC conducted meetings with all the faculty members to adopt this practice for effective teaching-learning. The guidelines were given to all the faculty members for drafting the Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Educational Objectives (PEOs) and to determine the attainment of POs. COs were defined as per syllabus using Blooms Taxonomy and mapped with POs and PSOs according to correlation level. CO attainment were calculated at the end of each course using direct and indirect methods. The outcomes were communicated to both teachers and students.

4. R&D, Industry Institute Interaction, Consultancy, Incubation: To establish entrepreneurship development center/incubation center and sign MoUs collaborations with a number of industries for mutually-beneficial interaction and organise at least 10 joint programmes

5. Feedback System: Including actions to measure the design, content and delivery of the programmes

(through programme evaluation process), Students Feedback is collected and analyzed to improve the quality of teaching and necessary action taken.

6. Training & Placement: A dedicated training & placement department has seen tremendous growth with respect to the number of effective training programs conducted and corresponding placements in leading companies

7. IQAC ensures the use of Learning Management System (iCloud) in the institute. The importance of ICT based teaching-learning was focused by IQAC. It played crucial role in implementing the use of Module by motivating faculty and students. The faculty members offered the ICT blended courses to the students to have significant learning outcomes.

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

Response:

The IQAC has been monitoring the quality of teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals during its quarterly meetings in every meeting it includes to discuss the learning outcomes in agenda in each semester. The IQAC has prepared a strategic plan and defined targets for the academic and infrastructural development of the institute. These targets have been set with extensive consultation with all stakeholders which includes students, staff, faculty, alumni, management and the industry. The IQAC takes care to maintain the quality in the process of teaching learning and evaluation.

Academic Assessment Audit: The institution continuity improves the effectiveness of the quality management system through the use of quality policy, quality objectives, audit results, analysis of data, corrective and preventive actions and management review.

- Review of the faculty member is taken at the end of the semester again to compare the levels – what was at the beginning and after the various feedbacks and training received.

Action taken by the faculty members:

- Faculty members incorporate changes suggested by the academic committee, if any gaps are found, to ensure quality deliverables.
- Faculty members have to match the pace of their deliverables as per the students' requirements as well as they have to schedule the lecture plans in such a way that the syllabus is completed on time. To achieve this they can arrange extra lectures and cope-up the syllabus.
- Regular analysis of the results of internal assessment examination of all subjects is done and concerned faculties are guided to take necessary actions. Remedial classes are scheduled in reference to academic progress of the student.
- Faculty members attend FDP as required for the overall development of teaching skills in terms of communication, methods and technical.
- The academic audit is carried out at the beginning of the semester as soon as the faculty members are ready with their course files.

- The academic observation is carried out considering two criteria – feedback from students (requested to the authorities) and randomized observation.
- FDP for communication skill development and improving methods of teaching-learning are being carried out regularly by the learning and development department.
- Technical FDP, expert lectures, seminars etc. are being arranged by the individual departments at least once in a semester.

Outcome based education: The institution ensures effective curriculum delivery through a well planned and documented process. The Heads of Department present the ppt about road map of total program courses with the curriculum of core subjects, the course outcomes and how the supportive subjects are enjoined at different stages as prerequisites. Each department exclusively has set of Vision and Mission, which are aligned with the Vision and Mission of the College. As per OBE, Program Educational Objectives (PEO) and Program Outcomes (PO) are scripted for each program and Course Objectives and Course Outcomes (CO) are defined for each course (Theory & Practical). Course In-charge Plans & Delivers the course contents, takes care of designing of course objectives & Outcomes, Mapping COs with POs, setting benchmark/targets for student performance, preparation of Teaching Plan, identifying delivery modes, developing the teaching materials and aids, ascertaining the content beyond syllabus relevant to the course scheduling and executing remedial classes for weak students.

Industry Interaction / Collaboration : Signing of MOUs with industries for research projects, consultancy, placement, internship and interactive sessions like seminars, webinars and workshops take place. Mutually-beneficial activities (based on the MOUs) are organised in every department for every semester. Total placement offers issued to students during this academic year is more than 100.

Research and Development: The institution provides extensive opportunities to the faculty and students for research and development. The vibrant research and development activity in the college has resulted in receiving grants from organisations like DST, AICTE, TEQIP etc. and also a few industries. The institute has been recognised as RGNV for doing industrial research and EDP trained students by the Government of India.

- The centres of excellence focus primarily on applied research, product development, industrial training, development of multimedia resources and publication. The centres are equipped with advanced equipment and technology.
- All faculty are encouraged to present their innovative ideas, file patents, publish research papers in journals / conferences and the team helps and guides them in this initiative. Faculty involved in funded research projects are lauded with appreciation and cash.

Feedback System: Methodologies of operations IQAC collect feedback from students in a specially designed format in ERP and taken feedback twice in a year. Feedback is collected on curricular aspects, teaching learning methods, faculty programs and institutional programs. Steps are taken to improve overall performance of the college by analyzing the feedback from the students. The suggestion/complain box are placed in every sections such as DEPARTMENT, ADMINISTRATIVE BLOCK, LIBRARY and also in some important place to get the feedback of the students.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 0.8**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	01	01	01

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

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

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

Response:

Teaching –Learning process of our department can easily be understand by the below mentioned knowledge wheel in which inner circle denotes essential skills that are developed by the year long activities mentioned in the outer circle. All Poornima'iets follow the practices of Poornima Knowledge Wheel for better careers. All teaching techniques, methodologies and innovations are based on Poornima knowledge Wheel. Management of Poornima Institute of Engineering & Technology ensures that faculty members transform philosophy into action.

Apart from the above activities the followings initiatives has been taken to bridge the gaps identified.

1. OPEN BOOK TEST (OBT):

Open book test means, reinforcing the knowledge that students has gained, as the type of questions students find in an open-book test are not straight out of the book rather test will require students to use the information they find in the book and apply that information to the questions. Students review the course material and pay attention to new terms as well as to the concepts and topics within each section. Students might take a second look at the course syllabus

2. ONLINE ELIGIBILITY TEST (OET):

OET is a mandatory eligibility criterion for appearing in First and Second Mid Term Examinations for all the students. It enables students to go for a self-assessment about academic preparation at any stage till they clear the exam. It is of 1 hour duration, consists of 60 questions and held at weekly basis. Students are required to clear the exam of each unit of their course.

3. MOCK INTERVIEWS:

Mock Interviews help to nail down traditional interview questions as well as behavioral type questions and to get a dream job. Many of us think, we have mastered most of the traditional interview questions, but what is more important is how our answers sound to the other party. It helps to evaluate students' preparation and to ascertain how experts rate our students. Experts, Alumni or successful candidates can guide our students to sail through the Personality Test. People share their own experiences or may be what other candidates faced during interview earlier and how they were rewarded for that particular performance.

4. HOME ASSIGNMENTS:

Home assignments are one of the most common ways to assess student learning. The type and number of assignments we design depends on our course learning objectives and teaching goals. Assignments are used to assess interpersonal, communication, and collaborative skills of students. It also helps us to evaluate the knowledge and learning of students. This exercise helps students to synthesize the material from group member of their Self Help Group (SHG) and this kind of help create a group solution or product. We promote development of higher level thinking skills and demonstration of writing skills for a variety of student learning styles by assigning them home assignment in the SHG.

5. ALUMNI SURVEY:

Alumni play an important role in the growth of any organization. A survey form is filled by alumni each time when they come for the meet. Survey forms are further analyzed for knowing the weaknesses in the current system. Their interaction sessions with the current students are organized and their suggestions for further improvement in the organization are recorded. Every year alumni meet is organized for taking feedback from alumni and interaction of alumni with current students.

6. QUIZ:

The primary function of frequent classroom quiz is to evaluate student learning in relation to the teacher's instructional methods. Quick quiz throughout the semester help teachers to assess the effectiveness of their instruction, as well as students understanding of the concepts. It measure students' understanding and our teaching effectiveness, and allow us to see where we stand. Looking at the question(s), students answered incorrectly, will help us determine where there might have been a gap in instruction, or where students became confused.

7. INDUSTRIAL SURVEY:

It is the fact that industry-institute linkages are important to ensure campus placements and draw updated curriculum keeping pace with the needs. With the help of technical seminars, alumni, industrial tours, industrial training and workshops, our institute try to bridge the gap between industries and institute.

8. FEEDBACK SYSTEM:

This is a very important tool in engineering education to identify drawbacks of the system on regular interval. The aim is to find out the issues and improve them to achieve the decided goals quite smoothly and effectively. We have the feedback system of faculty members at different level on monthly basis to improve quality of the education.

9. RESULT ANALYSIS:

To improve results of the institute in university exam, result analysis plays a crucial role. Department set target of university result on the basis of subject category as well as on the previous year result. We do have monitoring system like midterm result, online exam etc to achieve the targets.

10. PLACEMENT ANALYSIS:

To achieve high placement ratio of students in different industries, the institute organizes a training programme specifically designed for the placement activities for III year and IV year students. The classes on numerical ability, reasoning, aptitude, English language and interview skills are conducted by respective experts. We also provide industry oriented technical training as per the needs of various companies like Infosys, L&T, IBM, Wipro, Nagarro, Accenture, etc.

11. QEEE:

It is direct to student program which is a Pilot project by MHRD , GOI and IIT, Madras in which some live classes, live labs, tutorials , bridge course would be provided by professors of IIT's and NIT's.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	01

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

7.1.2

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

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

Response:

The Institute gives highest priority on safety & security of staff & students. It also provides facilities like common room and counselling services as it believes supportive, safe and conducive environments are critical to one's growth.

A. Safety & Security:

The institute has taken the following safety & security measures

- Constitutional committees like Anti-ragging committee, College Internal Complaint Committee and Anti sexual harassment committee are constituted as per the university guidelines and are functioning successfully.
- Institute has installed 100 CCTV Cameras at different locations such as Institute Entrance, Library, Workshop, Student Section, Principal's Office, Parking, all corridors and Computer Centre.

- Two Pan Tilt and Zoom (PTZ) cameras also installed near institute entrance and at Play Ground.
- Fire Rescue path and fire rescue coordinator for every floor has been appointed to will take care of rescue operation at the time of emergency.
- All corridors and laboratories are equipped with fire extinguishers.
- Do's and Don'ts are displayed in each laboratory and students are briefed on safety precautions to
- prevent any incidence of accidents.
- Awareness programs on safety & security like self-defense program for girls are also conducted.

B. Counseling

The girls are encouraged through counseling to participate in various activities like Annual Social Gathering, NSS, Sports, Youth Festival etc. as per their comfort and interests. The Institution has a well-defined student mentoring system for all the programs starting from the first semester. The main objective of mentoring is to help each student in taking right decisions for their academic and personal growth. In addition, mentoring will help to boost student's morale and improve their learning abilities. In mentoring sessions, students discuss their problems regarding academics, general issues and lack of facilities in the college with their respective mentors. Each faculty who mentors the student tries to help the individual regarding their academic and personal issues. A faculty is assigned a total of 15 to 20 students to monitor once in a month and record their progress.

- Professional male and female counsellors are appointed at the institute level for addressing issues of staff and students.
- The institute has established Students Counseling Cell for the overall development of the students through interaction
- The activities like Tutor interaction, mentor interaction and women empowerment programe , Women's Grievance Cell (WGC), and Women's empowerment programs develop the courage and confidence amongst the girls.
- Under tutor system,
- The students are monitored, understood along with their personal issues and guided accordingly by their respective Tutor through proper counseling.
- Women's Grievance Committee (WGC)
- Grievances of female Staff and students are redressed through Women's Grievance Committee (WGC)

- A Committee for Prevention of Sexual Harassment of Women is formed as per the guidelines of AICTE, New Delhi.

Common Room: -

Common Rooms facility for Boys' and Girls' are available. Separate sick rooms are also available in college premises.

- Girls common room is available with essential facilities like first aid box, bed, wash basin etc.
- Free Hemoglobin checkup camp are conducted for girls to make them aware of health issues.
- International Women's Day is celebrated every year to boost the morale of female students.
- Awareness on Medical Fitness" are also organized in the institute.
- Awareness session on prevention of sexual Harassment are also conducted .

7.1.3 Alternate Energy initiatives such as:

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

Response: 0.01

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

Response: 100

7.1.3.2 Total annual power requirement (in KWH)

Response: 1026536

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 45.81

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 107.23

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 234.06

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

7.1.5 Waste Management steps including:

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

Response:

The campus maintain its clean & tidy with full of greenery in campus. A number of positive steps to reduce its environmental impact. The institute ensures the green environment by a dedicated team of gardeners & sweepers to take care of lawns, gardens and planting maintenance. The institute has RO water plant from where waste water are supply to gardens and lawn. The Institute has conducted the Green Audit and strives to implement the suggestions. The intention of organizing Green Audit is to upgrade the environment condition in and around the institution. It is carried out with the aid of performing tasks like solid waste management, energy conservation, and sewage treatment plant to turn the campus into a better environmental friendly institute.

Solid Waste: SolidWaste from kitchens, messes, canteens, snack-bars and leftovers known and picked up individually. These wastes at the side of biomass obtainable from the field once grazing trees and lawns are taken for composting. Remaining organic waste from sanitary annexes of employee quarters, hostels and institute's premises is collected exploitation cutting line. College has solid treatment plant is for solid waste management. There are 24 workers for the waste management in the campus. Dustbins are kept at different locations in the college area. Dustbins are kept in the faculty rooms and laboratories also. Dustbins are also placed in front of cafeteria and in the corridors. These bins are emptied frequently during the day between 10:00 am to 2.30 pm. The waste is collected in hand carts and transported to the disposal sites. The sensitive solid waste such as invalid answer sheets of students are provided to the local vendor for shredding purpose under the supervision.

Liquid waste: The liquid waste of the campus is discharged into underground facility. Chemicals used for practicals in labs are purchased as per requirement and are used during academic session itself and hence less management of disposal of chemicals is required. Machining waste and coolants are collected properly and disposed off.

E-waste management: The e-waste management is done by a proper mechanism, the used e-components like computers, mouse, keyboards and UPS are given to sister and different indigent establishments.

Different e-waste generated within the campus are given to e-waste collectors. E-waste management is done by collecting all the electronics waste generated in institute premises to storage and recycling through an E-waste recycler.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Response:

Poornima Institute of Engineering and Technology is located at latitude of 26.768535 km and longitude of 75.8484933 km. at Jaipur. Jaipur has a hot semi-arid climate (Bsh) under **Koppen's climate classification**. It receives over 63 cm of rainfall annually. But most rains occur in the monsoon months between June and September. Temperatures remain relatively high during summer from April to early July having average daily temperatures of around 27.6' C (82' F). During the monsoon there are frequent, heavy rains and thunderstorms, but flooding is not common. The winter months of November to February are mild and pleasant, with average temperatures ranging from 18' C (64' F) and with high humidity, but with occasional cold waves. Jaipur is a high urban heat island zone with surrounding rural temperatures occasionally falling below freezing in winters.

All the buildings within the PIET campus are under roof water harvesting. The details of roof area are as under.

S.N.	Name of Building	Terrace Area in Sq. Ft.
1.	BLOCK A	11142.5
2.	BLOCK B	4902.16
3.	BLOCK C	31938.11
4.	BLOCK D	10620.42
5.	Gurushikhar Boys Hostel- GS-1	4412
6.	Gurushikhar Boys Hostel- GS-2	5730
7.	Gurushikhar Boys Hostel- GS-3	4416
8.	Gurushikhar Boys Hostel- GS-4	4416
9.	Gurushikhar Boys Hostel- GS-5	4416
10.	Gurushikhar Boys Hostel- GS-6	4416
11.	Gurushikhar Boys Hostel- GS-7	4416
12	Faculty Apartments	5442
Total terrace area		96267.19

On the basis of above data about lacs of liters of water is harvested every year.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Institute encourages all faculties and students to use college transport which will save energy resources and reduce environmental pollution. There are varied trees and plants beautifully positioned everywhere the field. The tree plantation remains current. The nourishment method includes watering trees by drip irrigation system and providing timely and optimum fertilizers and pesticides for higher growth. To promote the attention of environmental conservation, institute offers/presents within the kind of plants/shrubs (instead of bouquets) to guests and consultants invited to the institute. The institute believes in "Save trees, save atmosphere, save environment"

Air Pollution is controlled by encouraging use of bicycles, Shared cars,buses .

1. Plastic free campus

Plastic free campus is practiced by following activities:

- 1.Use of plastic carry bags is banned.
- 2.Water coolers are situated at every building; hence use of plastic water bottles is minimized.

2. Paperless office

The paperless office is maintained by executing following activities:

- 1.Soft copies of notices are served.
- 2.Minimal printing that too on both sides of papers.
- 3.Leave records through ERP Software.
- 4.Students' response/data collected through Google forms.
- 5.GATE/FACE exam practice tests are conducted online

6. One sided paper are reuse for Xerox purpose.

3. Creating Awareness & Implementation

Students have conducted variety of awareness programs particularly Swachh pakhwada and Plastic free campus. The Institute has with success enforced the ERP software system to form paperless workplace to sure extent. The field is formed pedestrian friendly. Energy saving different initiatives are taken to reduce power wastage

4. Tree plantation activity is done every year on Environmental Day.

5. College provide bus facility to staff and student.

6. Campus land is properly utilized for plantation, and gardening.

Green Lawn area(front)= 2300 sqft, Green lawn area(back)=1014 sqft

7. Institute has setup a solar panel for solar water heater.

8. Institute has a IOT based power saving management developed by students themselves which help in reducing power wastage.

9. Institute has a RO water plant and due to current water shortages and changing water policy, at the institute, recycled water is used for gardening purpose.

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

Response: 0.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.883	0.334	0.800	0.457	0.394

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	00	01

File Description**Document**

Report of the event

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal / Officials and support staff****Response:** Yes**File Description****Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)**7.1.13 Display of core values in the institution and on its website****Response:** Yes**File Description****Document**

Provide URL of website that displays core values

[View Document](#)**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

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

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

Response: Yes

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

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

Response: No

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	00

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

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

Response:

Every year, the college organizes several events on Republic day, Independence day, Teacher day, Engineers Day, National Youth day, Women's day, Vasant panchami, yoga day, Gandhi jayanti. etc. some of which are mentioned below.

INDEPENDENCE DAY CELEBRATION

PIET celebrate its Independence Day on 15th August every year. The entire environment infused with patriotic zeal during the Independence Day celebration at Arbuda Convention Centre. PIET celebrated Independence Day with very high feelings of patriotism and sincere gratitude for the Martyrs.

TEACHERS DAY 5th SEPTEMBER

Teacher's day is a special day for appreciation of teachers which includes celebrations to honour them for their special contribution in various fields. On this occasion, in PIET special activity was conducted. To show the gratitude towards the gurus of the institution, students came forward to show their gestures.

SWACHHTA PAKHWADA

Prime Minister Shree Narendra Modi exhorted people to fulfil Mahatma Gandhi's vision of Clean India. PIET has also contributed in this Abhiyan by celebrating Swachhta Pakhwada is an occasion to pledge the support of the higher educational institution for spreading the message of cleanliness not only among the students but also in the surrounding areas.

MANTHAN AND THE GREAT BRITAIN DEBATE

Debate develops higher level thinking skills through application, analysis, synthesis evaluation and creativity. PIET successfully organized GREAT BRITAIN DEBATE at Arbuda Convention Centre, Poornima Institute of Engineering & Technology, Jaipur on the occasion of Engineers day.

VASANT PANCHAMI

Vasant Panchami is an important Indian festival celebrated every year on fifth day of Magh according to Hindu calendar. This holy day signifies the devotion to Maa Saraswati, Goddess of wisdom, knowledge and art. The day also calls an onset of spring season. Like every year, this year on 22nd January, , Vasant Panchmi at PIET celebrated with great devotion. Holy rituals were performed by Dr Ajay Kumar Bansal, Director, PIET with the pious shlokas by the students and faculty members. Maa Saraswati blessed everyone with wisdom, happiness and prosperity.

REPUBLIC DAY CELEBRATION

In order to align with national objective of fostering nationalism among students, on the faithful morning of 26 Jan, Republic Day was celebrated in PIET premises with fanfare and gaiety.

YOGA DAY CELEBRATION 21ST JUNE 2018

Yoga day is celebrated in college by organising yoga event by professional yoga trainer

NATIONAL YOUTH DAY CELEBRATION- 12TH JANUARY

The college celebrated the National Youth Day by organising Debates and Speech competition in respective departments.

WOMEN'S DAY CELEBRATION 8TH MARCH

Every year women's day is celebrated in college by organising different activities of Girl's students and female staff

WORLD ENVIRONMENT DAY-5TH JUNE

On World Environment Day, the faculty and students planted tree on the college ground.

File Description	Document
Any additional information	View Document

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

The Institute believes strongly in maintaining complete transparency in its financial, academic, administrative and auxiliary functions. All the decisions that are taken in the Institute are discussed in the appropriate administrative bodies and everyone is taken into confidence before their implementation.

Financial transparency

The decisions pertaining to financial budget provisions are resolved in the Local Management Committee meeting comprising of staff representatives. The financial features are made available to all stakeholders on relevant demand. Transparency in financial system is ensured through, Annual Financial audit by external agencies and internal checks by the accountant and Director Finance.

Monthly message's are sent to staff regarding their salary credit to their account and working days.

Academic System

1. Academic Audit are regularly done by HOD and Dy HoD. The IQAC visits every department once in a

semester and evaluates academic and administrative performance and gives its recommendation.

2.Feedback on teaching performance of the faculty members is taken from the students on regular basis.

3. Regular Attendance can be checked by the use of ERP.

4. Internal exam answer papers are given to the students after evaluation.

5. Call and SMS are done to the parents when student is absent. Attendance report are sent to the parents through letters in the case of low attendance monthly.

6. Academic calendar and academic activity plan are designed by taking into consideration department wise programmes to be conducted during the academic session and displayed accordingly for everybody's access.

Administrative Transparency

1.Details of all activities/charts/norms/policies are displayed on the website and mentioned in faculty diary

3.Teaching feedback is circulated to respective teacher.

4.Every employee is heard before finalizing the appraisal by reviewing authority

5.A open system is adopted where in any stake holder can reach any authority and can resolve issues under critical circumstances.

Auxiliary functions

Auxiliary functions such as conduct of workshops, training programs, seminars, FDPs, conferences, guest lectures /Refresher courses/ counseling programs/ Career guidance programs/exhibitions/ technical events etc., are conducted through proper bodies and well manage publicity is done

7.2 Best Practices

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

Response:

7.2 Best Practices

7.2.1

A. Title of the Practice: Faculty, staff & Student Reward & Motivation Scheme

B. Objectives of the practice: The scheme was introduced to appreciate efforts made by the department and individuals for the betterment of academic performance standard and to encourage them to contribute in a positive and competitive environment. The reputed faculty members of PIET Jaipur leaves profound influence by their expertise at the major national & international conferences, seminars and refresher courses and help shaping the future trends in technical education.

C. The context: It's been a tradition of PIET to appreciate the utmost efforts of its hard working faculty members and technical staff members for giving the supreme results. A faculty facilitation program, therefore, is conducted either on Independence Day or Republic Day and faculty members & staff members are awarded under various criteria.

D. The Practice

1. **KALANIDHI:** It's the Annual prize distribution ceremony "KALANIDHI 2K15" celebrated on 2nd October every year to felicitate & give prizes to various class toppers, branch toppers and subject toppers who excel in field of academics and non-academics. The students are awarded with gold, silver and bronze medals respectively and certificate of appreciation is also given to them. Parents of the awardees are also invited for the ceremony as it is the precious and memorable moment for every student. The prize distribution ceremony includes all kinds of awards like best student, best hosteller, best attendance, best project, best seminar etc. Students wait for this event eagerly & are always excited to receive appreciation and cash awards from the college authorities.

- Arun Chandra Singhi Memorial Award:
 - Cash Award of INR 7500 To the Best Boy of the final year from Institution
 - Cash Award of INR 7500 To the Best Girl of the final year from Institution
 - Gold Medal with 5100 Cash & Certificate:
 - One boy and one girl topper of B.Tech First year PIET.
 - One topper of B.Tech. II, III & Final year each of PIET.
 - Silver Medal with 2100 Cash & Certificate:
 - Toppers of each section of B.Tech First Year at PIET.
 - Toppers of each section of B.Tech II, III & Final Year at PIET.
 - Outstanding Contribution Award of 2100 Cash & Certificate:
 - One boy & one girl of B.Tech Final Year at PIET.
 - One boy & one girl of B.Tech Third Year at PIET.
 - One boy & one girl of B.Tech Second Year at PIET.
- Final Year Projects with a Cash Award of 5100 & Certificate:
 - One Best project of CS/ ECE at PIET.
 - One Best project of Civil/ EE at PIET.
- Non-Final Year Projects with a Cash Award of 2100 & Certificate:
 - Best one non-syllabus Projects of B.Tech. First year of PIET
 - Best one non-syllabus Projects of B.Tech. Second year of PIET.
 - Best one non-syllabus Projects of B.Tech. Third year of PIET.
- Best Coding Award of 2100 & Certificate

- Two best coder (Individual/ Team) of PIET.
- Best IBM performance Award of 2100 & Certificate:
 - One best performer in IBM (Business Intelligence)
 - One best performer in IBM (Cloud)
 - One best performer in IBM (Internet of Things)
- Best sports person Award of 2100 & Certificate:
 - One boy & one girl of PIET.
- Best Cultural Award of 2100 & Certificate
 - One boy & one girl of PIET.
- Best Attendance Award of 1100 & Certificate
 - Highest attendance holder from each teaching department of PIET
- Hostel Awards:
 - Cash Award of 3100 each & Certificate to outstanding hosteller (1 boy & 1 girl) from PIET
- Alumni Felicitation:
 - Special awards (Not to be included in academic award category)
- Basant Kanwar Seth Memorial Award (sponsored by Dr. S. M. Seth, Chairman (Emeritus), Poornima Group):
 - Cash Award of 3500 to one girl overall topper of B.Tech. First year PIET.
- Anushree Gopalia Memorial Award : Awards on department day
- Best Non Syllabus Projects:
- Best Non Syllabus Seminars:

PERFORMANCE INCENTIVE SCHEME FOR FACULTY & TECHNICAL STAFF

For Faculty Members Involved In Teaching (Theory Subjects)

Star Category:

1. (*) **One Star** will be awarded to faculty member whose result is 3% more than the Average Factor (Average factor + 3%).
2. (*) **One Star** will be awarded to faculty member whose result is 10% more than the Average Factor (Average factor + 10%) subject to maximum of 100%. A subject wise average factor list will be prepared on the basis of average of past three years results of each subject. In case, results of previous years are not available due to any reason, average factor criteria decided by the management will be final.
3. (*) **One Star** will be awarded, if 25% of the total number of students of a class/ section secures more than 70% marks in RTU theory component.

Incentives:

1. For classes/sections having student strength **more than or equal to 30:**
 1. One star (*) performer will get Rs. 3000, two star (**) performer will get Rs. 4000 and three Star (***) performer will get Rs.5000.
2. For classes/sections having student strength **less than 30:**
 1. One star (*) performer will get Rs. 2000, two star (**) performer will get Rs. 2500 and three

Star (***) performer will get Rs.3500.

1. Maximum of Rs. 10000/- for a semester (best two subjects) and Rs. 20000/- for a session shall be granted as incentive.

1. Incentives For Other Categories

- All faculty members with no theory RTU subject will be graded on the basis of recommendation and feedback reported by HoD & Campus Director (for 26th January) and on the basis of self-appraisal grading (for 15th August). The faculty members will then be graded A/B/C by the management. The faculty members who are graded "A" will be eligible for incentive with a maximum limit of Rs.3600 per semester and Rs.7200 per session.
- Technical Officers with no theory subjects will also be eligible for incentive with a maximum limit of Rs.3600 per semester and Rs.7200 per session

E. Evidences of success: after launching the scheme for awarding students and faculty we find that RTU result improved continuously from last 10 years. We are able to retain most of the well qualified faculty. We have also seen huge Improvement in Placements of this activity

F. Problems Encountered and Resources Required Participation of individual faculty and students would strengthen the interaction with wide spectrum of industries and academics in an prearranged manner. For implementing this practice, Institute offers support by providing funding, travelling allowances etc. to be in association with the industries and for organizing various activities

7.2.2

A. Title of the practice: Student Mentoring & Support system

B. Objectives of the practice-To support the weak students and to monitor the performance of all the students and sharing the same to their parents

C. The Context- faculty regularly organizes various activities under this to improve study & reading habit in weak students for their healthy nurturing. Despite of rigorous academic schedule SHG is successful in averting the students towards these programs.

D. The Practice:

TUTOR SYSTEM: It creates learning and assessment opportunities in which a tutor performs the combined role of a friend, philosopher, and guide for a group of students under his or her tutorship. The responsibility of a tutor includes helping, guiding, admonishing as well as caressing for a student in studies, a person whom you can confide your problem of any type. He is guide, a teacher, mentor, second parent, an authority and a friend. Here a student can share their problems related to study, other faculties and management to get it solved and also anyone can share their non academic talents with others. This system plays a vital role for students struggling to get academic help from others to excel. Our current average Tutor students ratio is 1:15 and we are able to address individual issues of all the students.

SELF HELP GROUPS:It focuses entirely on learning teaching strategies through education, practice, feedback, and coaching including analysis, modeling, demonstration and discussion etc. Self-Help Groups give members an opportunity to discuss their experiences share their thoughts & ideas to give support, hope, and educate others. Its main objective is to involve higher performance students for improving question answering skills of weaker students and make the group a high achievers group. Asst. Dean-I year and HOD's-Higher Classes are responsible to implement this procedure with tutor as facilitator of the group & coordinators of the group help members so that quality of tutorials, assignments, lab records, results & attendance improves.

- They form self-help groups for each tutorial batch in a class. 6 self-help groups are formed in one tutorial batch, each group gets a separate tutorial sheet comprising of 4/5 students.
- Teacher checks copy of the coordinator 100% and guide them as required so that he/she can help other students.
- In lab classes, coordinator or its nominee checks the accuracy of calculations and lab records of the group number & help him. If required, he can consult the teacher or lab technician.
- If required, the group members can stay over on Tuesday; Thursday & Saturday after college hours up to 4:10 PM and mutually help.
- Tutor of the class shall be the facilitator of the groups formed for the batches and shall pass on the relevant information as desired by Asst. Dean/HOD to the groups.

E. Evidences of success: student feels safe and motivated in the Institution. They discuss their personal and academic problems with tutor and get solutions. By self help groups, good bonding is being developed amongst all the students and biggest achievement is we are having very low drop rate per year.

F. Problems encountered and resources required: During initial time, it was not possible to handle few cases where just discussion and guidance was not sufficient. Counseling person was called to help in such cases which resulted in increased understanding in dealing with students

7.2.3

A. Title of the practice- Project Oriented Labs & Non syllabus Projects

B. Objectives of the practice-To utilize the untapped talent & potentials of the students of Engineering and to provide, hands on learning to the students

C. The Context- Streamthrough implementation of short duration projects (Max one year) in priority

areas. Under this program, financial support is provided to the student during the course of studies under the supervision of a guide teacher of the institution

D. The Practice

Project Oriented Lab

1. Also every semester there should be at least one lab which is 100% project oriented
2. In the above said lab, the student will be awarded credits only if he/she is able to commercialize his developed project.
3. It will be responsibility of the concerned faculty/ Course coordinator to monitor the performance of the students in that lab on weekly bases and should give regular feedback for the same.
4. The students may form a group of 2-3 members and not bigger than that.
5. Except in pre final semester and pre-pre final semester, the entire project lab should be on specific technology only.
6. In pre final semester and pre-pre final semester, Students should be given flexibility to choose technology of their choice, under the banner Minor Project and Major Project.
7. In this course faculty should train students for almost 10 hrs (3-4 days) and then students should start working on project.
8. There should be no project lab in Final semester.
9. The training of the students shall be awarded from either by faculty who are expert in project development or we can even outsource the task to experts from industry.
10. HOD's are given flexibility to introduce this course by reducing theory credits as per their choice.

Non Syllabus Project:

Engineering is not mean to clear exams, learn all the theories and acquired degree. There is no meaning of degree without practical applications, whatever they are learning. For that purpose we include Non Syllabus activity in the regular syllabus so that our student will able to apply practical knowledge. It is also helpful to show his/her creativity and innovative mind. Besides all that he/she also learn to team work, documentation and gather experiences which help him in final year projects.

PRAYOGAM (NSP)-A PROJECT EXHIBITION: It's a 3 day technical event of PIET which creates awareness about contemporary technological scenario. Prayogam is organized in November every year at PIET wherein students of other institutions are invited along with their parents to interact directly with the makers of technical projects and models to know about their application. Each of the projects exhibited and presented in Prayogam reflects technical knowledge and skills acquired by the students in their course of engineering. Along with the display of 2500 selected technical and engineering working projects and models covering the fields of electronics, instrumentation, mechanical, civil, computer and electrical several others on the spot competitions, quiz, workshops and trials of various projects exhibited is also conducted through activities like Hands –on Practice

E. Evidences of success: project exhibition conducted every year and the best projects awarded with certificate and cash prize at KALANIDHI. More than 100 projects exhibited every year. School students were also invited in the exhibition.

F. Problems encountered and resources required: students are not able to work regularly for their projects due to busy schedule of classes. Sometimes it is very difficult for us to force students to take part in NSP as this is not the part to syllabus. Budget is also problem for the students to make full use of it.

7.2.4

A. Title of the practice- Student Club and Communities

B. Objectives -The objectives of clubs are to improve the technical abilities of students as well as the reputation of institute as a leader in innovation and creativity.

C. The Context - For attaining above objectives various clubs are formed at institute level, which are active in college and also outside the college. To develop the personality of student, to increase the cognitive level of students, to develop creativity in students, to increase their confidence level and also to improve their behavior when working in groups, various clubs are developed.

The Practice:

These clubs are:

1. Electri Infinity Club
2. Engineering & career awareness club
3. Yantram” (research & project club)
4. Jazba theatrical club
5. Literary club
6. Technical club
7. Placement club
8. Green club
9. Shikhar club
10. Aptineus Club
11. Cytron Club
12. Origin Club
13. Pupil Club
14. Goodminds Club
15. Robotics/ IOT club
16. Udaan Vikramajit Aeromodelling club

17. Gurushikhar mentorship

18. Helping hands

E. Evidences of success: students take interest in the club activities. All clubs are run by the students. After routine classes, student spare time for clubs and conducted different activities under the club. Better Placements and high reputation of our alumni in Industry

F. Problems encountered and resources required: To complete the needs with available resources. To manage the time for club activities with technical activities.

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

7.3 Institutional Distinctiveness

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

Response:

To achieve our vision and to provide highly motivated and skilled manpower to the society, we as our mission are providing many opportunities to our students for skill enhancement. We want to create knowledge base society and the aim is targeting in different ways. Major activities of skill development are describing here-

P-PROSKEP (POORNIMA PROFESSIONAL SKILLS & KNOWLEDGE ENHANCEMENT PROGRAM) : It's a beyond-syllabus activity to provide professional skills to students which fills the gap

between the university syllabus and the demands of the industry/society from an engineer. The program is directly related to the Holistic Development & Grooming and Placement Process of the engineering students to make them excel in all spheres of life, personal or professional.

Thrust Areas of P-PROSKEP

Technical Seminars and Projects: Team work and Presentation skills	Behavior pattern during Placement Drives: GD, PI & Overall preparation	Representation of PIET at various levels
Summer Internship	Communication style	Stage coordination – Anchoring and Comparing

Objectives: To influence the performance and behavior of the student, the following objectives have been set:

- To create a conducive atmosphere for the Holistic development of the students and to equip them with skills like communication skills, mannerisms and professional etiquettes.
- Maintain good linguistic competence among the students through accuracy in grammar, pronunciation and vocabulary
- Train students to use language effectively to face interviews, GDs and public speaking so as to increase the chances of placements
- Generate awareness of current industry trends and current affairs
- Sensitize the students to the burning environmental and social issues at national and global level
- Provide exposure to the students a variety of self-instructional, learner – friendly modes of language learning.
- To assist engineering students in metamorphosing into an industry ready professional
- Three-tier working model: The scope of the department's influencing area is very wide. To achieve greater success the department functions in three-tier model, as explicated below:

POORNIMA EMPLOYABILITY ENHANCEMENT MISSION (PEEM in collaboration with Focus academy for career enchantment) & CAMPUS RECRUITMENT and TRAINING (CRT)

PEEM was introduced in July 13 from academic session 2013-14. Its main aim is to prepare the budding engineers to face challenges in cracking the job interviews. It was introduced for students to crack written exam of companies, to instill confidence in them during interviews, to provide an opportunity to explore themselves beyond the academic curriculum. PEEM help students to be to be successful in their placements.

The results were encouraging and it was decided to introduce PEEM & P-PROSKEP classes from V SEM onwards for B.Tech session 2014-15 in order to make students more competitive. To screen out the disinterested students a token amount is charged from the student which is refunded to them at the conclusion phase of PEEM.

The PEEM team consists of:

- (a) The Chief TPO.
- (b) The Training Officers PEEM, PIET

(C) Final Year Tutors

PROFESSIONAL CERTIFICATE COURSES: All students can opt for a PCC course along with the regular Degree. integrates Certificate Courses along with Regular Degree in all disciplines. These courses are designed by industry experts of all fields to ensure employability and to enhance technical skills of students in their areas of professional interest. These are strategically placed in the teaching schemes according to the requirements of students to gradually inculcate competencies among them. Certificates for these courses are also awarded to the students.

PCC Features

- Study PCC as regular course
- Technical Career Oriented Courses
- Recognized Certificate Courses in market
- Designed by Industry experts

PCC Benefit

- Study PCC as regular course
- NO EXTRA FEE
- NO EXTRA TIME
- Gain additional technical skills to fetch a good placement.

PCC Outcomes

- Award of Certificate for PCC along with regular degree
- Earn up to 4 certificates without additional Fee
- Prepare to Face Global challenges

SPECIAL CLASSES FOR SKILL DEVELOPMENT: Special Training classes are organized for the final year students so that they can excel in the upcoming Placement drives. These classes are meant for:-

- Guidance to Students for Increasing Placement Chances.
- Experience Sharing by Selected Students

Discussion on Exam Pattern and Previous Year Placement

SPECIFIC FOCUS AREAS -Apart from these areas, there are some specific set of concerns which we want to propagate amongst all levels of governance. These areas need to be dealt with precise outcome generating approach and the execution needs to be swift, effective and fruit bearing at the same time. These are:

1. **Adopting Outcome Based Education (OBE) procedures:** We wish to modify our systems in such a way that each part of system is based around goals (outcomes). By the end of the course each

student should have achieved the desired goal. The lectures, lab sessions, complete teaching-learning-evaluation processes, outside participation, opportunities for self-grooming, training & placement opportunities and activities and the overall environment of the institution must be conducive for students in achieving the specified outcomes.

2. **Skill/Application based Learning:** From our experiences of last year regarding incorporating an application based question in midterm question paper and after receiving feedback from different ends, we are set to move further in this direction. In this regard, two case studies of application based aspect of any subject (of respective branch) will be conducted at each campus for all students under direct supervision of HODs and Campus Director.
3. **Effective and efficient use of IT and Multimedia resources in teaching Learning processes:** In terms of Internet resources, we have achieved a landmark in reaching to students through his/her mobile phone. For using this advantage meticulously, we emphasize that teachers and administrators use Internet resources such as Google Classrooms, Blogs, Websites, Research related portals, Android apps, YouTube videos, webinar lectures etc.
4. **Students' Involvement in teaching learning practices:** Since the inception of Poornima, students have played a major role in each and every phase with which the institution passed by. Be it mentorship at hostels or software classes at college or guidance in placement activities, students have always proved themselves as a resource of strong knowledge transformation.

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

5. CONCLUSION

Additional Information :

Poornima Institute of Engineering & Technology, apart from providing excellent academic environment to its students and faculty, providing quality and high package placements, regular merits and ranks in RTU, has also taken many social initiatives for uplifting the society and its local neighbourhood by the technology harnessed by its students and faculty members. Some of these initiatives are :

A. School Electrification:

While electrification of cities and homes has existed since the late 19th century even today about 1.3 billion people lack electricity, mostly in Africa and the Indian Subcontinent. One estimate (2010) suggests that as many as half of India's households lack electricity.

With this motivation our Electrical Engineering students electrified a school (**Rajkiya, Prathmik Vidyalaya, Mahaveer Colony, Sanganer, Jaipur**). With the help of solar energy they light the ideas of students of this school.

B. Village Adoption:

Our vision to adopt the village is to equip and familiarize the people, with the socio-economic dimensions of the rural communities, status of sustainable use of natural resources, changing perceptions & aspirations, priorities and innovative effort of the rural communities, for this we adopt a village Saligrampura, Saligrampura village is located in Sanganer Tehsil of Jaipur district in Rajasthan, India. It is situated 15km away from sub-district headquarter Sanganer and 25km away from district headquarter Jaipur.

C. Atal Seva Kendra:

In line of village adoption, PIET did plantation of 200 trees & cleanliness of about 1.5 km executed by PIET students at Atal Seva Kendra, Saligrampura village. Students also did NUKKAD NATAK to spread information for the awareness about cleanliness, health issues, education & equality at Atal Seva Kendra.

Apart from above all, Institution encourages its stakeholders in all the Government Initiatives like, Swachh Bharat Abhiyan, Smart India Hackathon, Digital Literacy, Skill Development and many more.

Institution inculcates at core, the professional and moral ethics to be inculcated amongst its students, and thus conducts maximum activities for IPR Awareness, Social Causes (Like Poornima Pathshala, Blood Donation Camps) etc,

The objective of the Institution is to become a great venue of learning, research & technology generation in upcoming future

Concluding Remarks :

The Institute has state of art Infrastructure to facilitate academics from experienced and quality Faculty & staff, state of art laboratories, Industrial Association, with high retention. The Institute gives highest priority to teaching- learning process. Emphasis is given on extra and co-curricular activities for holistic development of students. The attempt to deliver the best quality in Teaching Learning and overall development of our students, Faculty and Staff members are achieved through following initiatives & achievements:

1. NBA Accreditation for two Programs B.Tech EE & CSE
2. Ranked 3rd by RTU, Kota, under QIV assessment
3. Hands on Learning with Project Oriented Lab & Non Syllabus Projects
4. Focus on outcome based education with proper mapping through, PO's, PSO's & CO's
5. More than 10 SCI/Scopus & around 80 UGC Publications in 5 years
6. Research Grants of more than 30 Lac in 5 years
7. Regular and quality placements in all Major MNC's like Infosys, Capgemini. IBM, Adani, etc.
8. Industry oriented labs for quality education IBM, Wipro, FACE, Redhat, CESA etc.
9. ISTE Chapter, Institute of Engineers Chapter, IEEE Students Chapter
10. Activities in association with NEN, AICTE, DST, RTU
11. Regular conduct of National & International Conference/Workshop/Seminar etc
12. Students oriented activities through Clubs & Student council
13. ICT Tools available for innovative Teaching learning practices
14. Placement oriented initiatives for skill development and Outcome of quality placements
15. State of Art of Infrascture for innovative Teaching Pedagogy and ICT based learning
16. Rigorous and transparent Continious Internal Examination System
17. Within in the ambit of University Syllabus, offering quality academic flexibilty
18. Tutor Mentor system for support & Stress management
19. Faculty Falicitation & Reward system and similar systems for students
20. Concerned for Enviornment & sustainability, Waste Management, Rain Water Harvesting,
21. Value Added courses & Certification courses offered across all desciplines
22. Well laid down Teaching Learning Process, with extreme focus of quality delivery
23. Established ERP system for Feedback mechanism
24. Catering to diverse category of students from all regions of nation
25. Faculty members getting recognised and National & International level
26. Catering to society under CSR activities
27. Facilities for Sports, Gymnasium, Cultural Activities, Auditorium
28. Rich library with IEEE subscription
29. Well established IQAC & QIC
30. Quality hostel & accomodation facility

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI has claimed IBM (Business Intelligence), IBM(Cloud Computing) and Skill Development through FACE under VET courses in 1.3.2. These are hence considered in 1.3.2 and attendance in 5.1.5. The HEI has not attached any approval of the courses under this Metric.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	6	2	1	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	01	1	1	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	2	1	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	1	1	0	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>00</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	4	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	01	00	00	00	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	4	2	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	00	00	00	1																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 113</p> <p>Answer after DVV Verification: 274</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p>																				

1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1127	1291	1148	1592	1753

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
500	20	20	0	0

Remark : The HEI data of student attendance repeats itself. The HEI has not provided any summary. As per Metric 1.1.2 the courses "The HEI has claimed IBM (Business Intelligence), IBM(Cloud Computing) and Skill Development through FACE under VET courses in 1.3.2. These are hence considered in 1.3.2 and attendance in 5.1.5. The complete skill development is covered under part 5. Only STAAD and IBM programs have been considered in 2017-18. As per the HEI data.

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 6

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 639

Answer after DVV Verification: 332

1.4.1 Structured feedback received from

1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise

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

Answer After DVV Verification: B.Any 3 of the above

Remark : The HEI was advised that it had not attached forms filled by any element of the feedback system. The HEI was requested to provide 05 filled forms from each category together with the action taken on each of these. The HEI, however has not provided filled forms. The access to the cloud is not provided for Xcheck of the feed back process. There is no analysis of the employer data. The statement of numbers does not carry a meaningful interpretation. The HEI has provided the college policy and the structure of the feedback system but the feed back is more on system and academic delivery rather than the curriculum. The HEI has not provided a visible working link on the website. Feed back, from Students, Alumni and Faculty considered.

1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed Remark : The HEI has attached only ATR in respect of the faculty assessed for teaching effectiveness. However there is no follow up with the university for amendments to the curriculum or provision of better facility etc. The HEI has analysis available but the same is not shared on the website.</p>																														
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 669 1048 801"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>196</td> <td>208</td> <td>243</td> <td>268</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 882 1048 1014"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>63</td> <td>47</td> <td>42</td> <td>42</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	185	196	208	243	268	2017-18	2016-17	2015-16	2014-15	2013-14	35	63	47	42	42										
2017-18	2016-17	2015-16	2014-15	2013-14																											
185	196	208	243	268																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
35	63	47	42	42																											
2.1.2	<p>Average Enrollment percentage (Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1294 1048 1361"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1442 1048 1574"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>420</td> <td>420</td> <td>420</td> <td>420</td> <td>480</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1655 1048 1787"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>504</td> <td>504</td> <td>504</td> <td>504</td> <td>576</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14						2017-18	2016-17	2015-16	2014-15	2013-14	420	420	420	420	480	2017-18	2016-17	2015-16	2014-15	2013-14	504	504	504	504	576
2017-18	2016-17	2015-16	2014-15	2013-14																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
420	420	420	420	480																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
504	504	504	504	576																											
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 84 Answer after DVV Verification: 84</p>																														

2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 84 Answer after DVV Verification: 84</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 551 1046 685"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>15</td> <td>17</td> <td>11</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 763 1046 898"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>15</td> <td>11</td> <td>11</td> <td>12</td> </tr> </tbody> </table> <p>Remark : As per the attached data. The HEI has not attached copies of the PhD of Mrs Ranu Sharma, Megha Gupta and Ms Divya. While the certificate of Divya is dated Sept 2017 and from Ranchi, the others are of 2014 and 2016. The degree in case of Mrs Ranu and Ms Megha would have been surely issued.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	26	15	17	11	13	2017-18	2016-17	2015-16	2014-15	2013-14	24	15	11	11	12
2017-18	2016-17	2015-16	2014-15	2013-14																	
26	15	17	11	13																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	15	11	11	12																	
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 704 years Answer after DVV Verification: 719 years</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1615 1046 1749"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>25</td> <td>15</td> <td>11</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1827 1046 1962"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>01</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the applicability of the data attached with the Metric by the HEI in response. The POSOCO award is by virtue of and in recognition of the PhD in Power Systems. (An efficient Hybrid</p>	2017-18	2016-17	2015-16	2014-15	2013-14	41	25	15	11	7	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	01	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
41	25	15	11	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	01	00	00																	

Energy System for Rural Application). Considered since award of an enterprise of the Power Grid of India and IITD. <https://posoco.in/side-menu-pages/posoco-power-system-awards/> It is not an award in the sense of special achievement. Similarly the Texas award is also by the Company for generating ideas for development of their product. Rajasthan Hackathon <http://itday.rajasthan.gov.in/hackathon.aspx> is an event of start-up conducted annually by the IT department to generate ideas for start-up. It is not an award of achievement for service etc.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	13	15	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	10	13	6

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7.65	0	19.07	11.33	13.95

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0.00	00

Remark : The HEI was advised that NONE of the attached documents with the SSR was a valid grant, neither from govt agency nor industry, corporate houses, international bodies, endowment. These were task based students projects for a specific purpose. The HEI was requested to attach only genuine cases of Grants for RESEARCH PROJECTS sponsored by the govt/non-government sources if any. The HEI was also advised to provide extract of the relevant FY balance sheet signed by the CA and the principal, showing (high lighted) receipt of the funds from the source. This however. has not been provided. A scrutiny of the Audited balance sheets attached with Metrics in the SSR do not exhibit an entry of the amounts.

3.1.2	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 15 Answer after DVV Verification: 00</p> <p>3.1.2.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 514</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 748 1046 882"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4</td> <td>6</td> <td>7</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 963 1046 1097"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric in response. The Guest lectures by Experts on 17 Jan 2018, 03 Feb 2018 and 10 Mar 2018 only are eligible. The HEI has included activities of 2018-19 that are not eligible.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	7	4	6	7	11	2017-18	2016-17	2015-16	2014-15	2013-14	03	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	4	6	7	11																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	00	00	00	00																	
3.3.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : The HEI link shows an error 404. The attached pdf is not a policy page but a statement. The policy has no reference, no stamp of the signatory, no date. The link does not work.</p>																				
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p> <p>Remark : The attached pdf is a statement to appreciate and recognize efforts made by departments and individuals for betterment of academic performance and standards, and encourage faculty/staff members to contribute in a positive and competitive environment. However it does not support the HEI claim whether the institution provides incentives to teachers who receive state, national and international recognition/awards.</p>																				
3.3.3	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five</p>																				

years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
58	78	46	8	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

Remark : The HEI was advised that the HEI had large number of data of 2018-19. HEI was advised to provide AY rather than calendar year for claim. the month and year of the publication may also be given. The HEI requested to clean up its data and provide only authenticated and complete information in the NAAC prescribed format with ugc website details in Excel file. However this has not been done.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	4	12	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	4	4	8	03

Remark : As per the HEI data attached in response. Despite request for data in Excel format the HEI has attached only pdf. Large number of ISBN are invalid. These were probably local only.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	1	3	3	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	01	00

Remark : Only Rajasthan Energy Conservation Award can be considered. While even Energy Conservation is not completely an extension activity, it is considered as an environment protection effort. None of the other claims are extension activities and hence not eligible under this Metric.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	17	17	12	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

Remark : The HEI has again claimed activities that have not been performed through NSS, under this Metric. The HEI was advised that Activities conducted through NSS/ NCC/RC/YRC ONLY can be considered here. THE HEI HAS NO QUALIFIERS FOR THIS METRIC. BLOOD DONATION as per the attached reports has been considered. The HEI claim of adoption of village falls under 7.1.10 or 7.1.11.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1052	1205	1205	846	890

Answer After DVV Verification :

--	--	--	--	--

2017-18	2016-17	2015-16	2014-15	2013-14
600	25	50	60	20

Remark : The HEI claim of Women Empowerment Programme, International Woman's day etc. fall under purview of 7.1.1. Helping hand 2013-14, CSR in 2014-15, Pathshala and Orphanage visit in 2015-16-17. Bharat Yatra, school visit and Swachhta of 2017-18 considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	2	2	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	02	2	2	0

Remark : The MOU with Infosys and Hitosh are considered in 2014-15-16-17. In the year 2017-18 IBM and FACE join in to make it 04. The other data pertains to 2018-19 and is not eligible.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 31

Answer after DVV Verification: 28

Remark : As per the HEI data attached, the HEI has claimed board room, Conference Room and lounge also in the category of class rooms.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
49.13	94.59	47.50	25.44	32.18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.013	00	00	00	00

Remark : The HEI was requested to reconcile and provide extract of the balance sheet highlighted for the expenditure on infrastructure augmentation. The certificate was requested to be duly certified by the CA and counter signed by the principal. However the required information has not been provided by the HEI. As per the attached audited sheets the entries do not have any expenditure for infrastructure augmentation. The Annual expenditure for infrastructure augmentation year-wise during the last five years (INR in Lakhs) as per the attached data is 00 for all years.

4.2.3 Does the institution have the following:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.54	1.51	1.45	1.40	1.36

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI was requested to reconcile and provide extract of the balance sheet highlighted for the expenditure on purchase of books and journals. The certificate was requested to be duly certified by the CA and counter signed by the principal. However the required information has not been provided by the HEI. The Annual expenditure for purchase of books and journals year-wise

during the last five years (INR in Lakhs) as per the attached data is 00 for all years.

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 350

Answer after DVV Verification: 220

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The attached document and the photograph do not support the HEI claim of the Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS). The HEI has shown one photograph of video recording facility but this does not form LCS. None of the facilities in the referred link show existence of Media Centre and lecture Recording capability.

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
511.72	421.35	320.06	300.66	254.16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
511.72	421.35	320.06	300.66	254.16

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	4	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

00	00	00	00	00
----	----	----	----	----

Remark : The attached data does not contain number of students benefited by scholarships, freeships, etc. provided by the institution in an open scheme. These scholarships are far the relatives of the staff and are incentives to the staff with a motif. These are not open to other students. The number is hence 00 during the last five years

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: A. 7 or more of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1113	703	961	896	826

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
275	345	441	356	436

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	5	2	1	1

5.2.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
143	163	151	117	85

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
143	118	100	95	85

Remark : As per the HEI data attached with the Metric in the lists with stamp signatures.

5.2.2

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 26

Answer after DVV Verification: 08

Remark : As per the HEI data attached with the Metric. The HEI has not provided the list containing names of the students going for highre Education.

5.3.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	5	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI was advised that its list does not include any awards/ medals for outstanding performance in sports/ cultural activities at national / international level. Items included were of participation and at inter college level. These do not qualify under this ID. The HEI was also advised that Participation, Certificate of Merit, university level events do not qualify as awards /medals for outstanding performance in sports/cultural activities at national / international level. HEI was to reconcile and propose and IF there is a genuine case. E-copy of the National/I'ntl certificate signed by the principal could be attached. The HEI has not provided any additional document confirming NO genuine case.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	10	11	10	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	00	00	0	00

Remark : The HEI was requested to provide complete data with the reports corresponding to the SI number in the Excel sheet. A table of the activities is also to be attached in pdf format signed and stamped by the principal. Such data to be attached direct as Excel and as pdf. Each activity must be supported by the applicable photograph (no repetitions). However The HEI has not provided any report except for Arohan 2018 which is Tech Fest and is Inter College activity. It is not sports and cultural activities/ competitions organised at the institution level, hence not considered. Based on the data with SSR activities of 01 Feb 18 considered.

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

Answer before DVV Verification : 1 Lakh - 3 Lakhs

Answer After DVV Verification: <1 Lakh

Remark : The HEI was requested to provide account statement of the Alumni Association account while the HEI has not provided the same. HEI has attached college balance sheet which has no head Alumni.

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

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

years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	00	00	00

Remark : As per the HEI calendar on the Alumni link the Alumni association meeting was only one and on 27 Jan 2018. The other dates are blank where some other activities of the college are included. The attached reports are also of the same meeting. The HEI was requested to provide reports & photographs along with proceedings of the alumni meetings signed by the president of the assoc and the principal. However only the unsigned brochure has been attached. Considered.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All 5 of the above

Answer After DVV Verification: A. All 5 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21	24	22	19	04

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
17	12	11	13	02

Remark : The HEI cleaned up data has claim of Dr. Sama Jain 03 times in 2014-15, 03 ties in 2015-16, 03 ties in 2016-17 along with claims pf Dr Priya Mathur, Dr Anurika Mehta and others. The HEI data is unreliable.

6.3.3 Average number of professional development /administrative training programs organized by the

institution for teaching and non teaching staff during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	11	9	14	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	05	01	03

Remark : The HEI reports are mixed up chronologically and do not correlate to the summary sheet. Activities like passport_n is not a professional development activity. Mission 10X was in 2013-14. Repetition of the same is not professional development. IBM Blue Mix has been covered under 1.2.3 and 1.3.2. ENERGY AND POWER SYSTEM OPTIMIZATION USING GAMS, Workshop on MATLAB considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
28	49	49	46	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27	12	10	10	04

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	40000

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0.40

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	13	12	7	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	01	01	01

6.5.4 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : The HEI has attached AAA during response while with the SSR only structure and frame had been provided. The HEI report of AAA has details but not an analysis and ATR. Considered.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	4	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	01

Remark : The expert talk by Dr Pramila Sanjay is on CSR and not gender equity promotion. The HEI has included this in 7.1.1 as the speaker was a female. The activity of 20 Apr 18 is NOT but is Well Educated Mind vs Well Informed Mind. The topic and the content do not match. There seems to be lack of synchronicity in the dates as report of 08 March 2018, of 2015-15, 26 July 2016 ALL have been conducted on 08 March 2015. The report of 2013-14 and 2014-15 are idem.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19.64	8.34	18.54	11.44	9.79

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.883	0.334	0.800	0.457	0.394

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

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

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: C. At least 4 of the above

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	5	4	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	5	6	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	00	01

Remark : As per the HEI data attached with the Metric in response. Awareness on Importance of rated Electronic Appliances. Use of Head Phones while Crossing Railway Line 2015-16, Food and Cloth Donation at Slum 2016-17 and Martyrs at Border 2017-18 all considered. Tree plantation has been considered in 7.1.17 and also 3.4.4. Career guidance is a subject under 5.1.3

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : The HEI was advised that it did not have a visible working link on its website leading to the regulatory bodies. The HEI has not provided the same. regulations of AICTE, RTU, ugc etc are well documented. Providing a link under SSR and NAAC does not convey the same meaning. This link is temporary and will not be available to all visitors as it is hidden in 7.1.16.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	5	5	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	01	00	00

Remark : The HEI has attached general write up without any specific outcomes of the events. Only on 14 Sep 2015 has the topic been Expert talk on Universal Human Values. There is no description of the other activities and they are not activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 389</p> <p>Answer after DVV Verification : 276</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	5	5	5	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	5	5	5
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	5	5	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	5	5	5																	
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1127</td> <td>1291</td> <td>1448</td> <td>1592</td> <td>1753</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1127</td> <td>1295</td> <td>1462</td> <td>1583</td> <td>1742</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1127	1291	1448	1592	1753	2017-18	2016-17	2015-16	2014-15	2013-14	1127	1295	1462	1583	1742
2017-18	2016-17	2015-16	2014-15	2013-14																	
1127	1291	1448	1592	1753																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1127	1295	1462	1583	1742																	

2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 309 986 421"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>162</td> <td>162</td> <td>162</td> <td>191</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 499 986 611"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>162</td> <td>162</td> <td>162</td> <td>191</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	162	162	162	162	191	2017-18	2016-17	2015-16	2014-15	2013-14	162	162	162	162	191
2017-18	2016-17	2015-16	2014-15	2013-14																	
162	162	162	162	191																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
162	162	162	162	191																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 775 986 887"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>90</td> <td>90</td> <td>118</td> <td>132</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 965 986 1077"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>90</td> <td>82</td> <td>111</td> <td>127</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	84	90	90	118	132	2017-18	2016-17	2015-16	2014-15	2013-14	84	90	82	111	127
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84	90	82	111	127																	
4.3	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1238 986 1350"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>560.85</td> <td>515.94</td> <td>367.56</td> <td>326.1</td> <td>286.34</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1429 986 1541"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>560.85</td> <td>515.94</td> <td>367.56</td> <td>326.1</td> <td>286.34</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	560.85	515.94	367.56	326.1	286.34	2017-18	2016-17	2015-16	2014-15	2013-14	560.85	515.94	367.56	326.1	286.34
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