



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		KEYSTONE SCHOOL OF ENGINEERING
• Name of the Head of the institution		Y. R. SOMAN
• Designation		DIRECTOR
• Does the institution function from its own campus?		Yes
• Phone no./Alternate phone no.		8698957711
• Mobile No:		9673548838
• Registered e-mail		virendrakumar.dhotre@keystonesoe.in
• Alternate e-mail		principal@keystonesoe.in
• Address		NEAR HANDEWADI CHOWK, SHEWALE WADI, URULI DEVACHI, PUNE
• City/Town		PUNE
• State/UT		Maharashtra
• Pin Code		412308
2.Institutional status		
• Affiliated / Constitution Colleges		Private Self Funded
• Type of Institution		Co-education
• Location		Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	Savitribai Phule Pune University				
• Name of the IQAC Coordinator	Dr. Virendrakumar A. Dhotre				
• Phone No.	9673548838				
• Alternate phone No.	9673548838				
• Mobile	9673548838				
• IQAC e-mail address	virendrakumar.dhotre@keystonesoe.in				
• Alternate e-mail address	principal@keystonesoe.in				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.keystoneschoolofengineering.com/keystone/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.keystoneschoolofengineering.com/keystone/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.14	2023-24	09/11/2023	08/11/2028
6.Date of Establishment of IQAC			22/06/2017		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
0	0	0	0	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none">• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
<ul style="list-style-type: none">• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none">• If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none">• Implementation of Industry-Integrated Mentorship Program: IQAC successfully facilitated a mentorship program connecting students with industry experts, enhancing employability and bridging the gap between academic learning and real-world applications.• Introduction of Teaching-Learning Enrichment Programs: Organized multiple faculty development programs (FDPs) and workshops focusing on innovative pedagogical techniques, including ICT tools, flipped classrooms, and experiential learning methods.• Regular Academic and Administrative Audits: Conducted comprehensive audits to assess and improve the quality of academic delivery, administrative efficiency, and infrastructure utilization, ensuring compliance with quality benchmarks.• Strengthened Feedback Mechanisms: Developed a robust feedback system involving students, faculty, alumni, and employers, ensuring actionable insights are incorporated into the curriculum, teaching methodologies, and institutional policies.• Promotion of Research and Innovation: Established research initiatives and collaborations with industry and academic partners, resulting in increased participation in projects, publications, and patents. These contributions by IQAC have significantly enhanced the overall quality of the institution's academic and administrative processes, fostering a culture of continuous improvement and excellence.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
<ul style="list-style-type: none"> Establishing linkages with industry: IQAC can establish linkages with industry. 	IQAC successfully facilitated a mentorship program connecting students with industry experts
<ul style="list-style-type: none"> Promoting innovative teaching-learning practices: IQAC can promote innovative practices to enrich the academic experience of students and teachers. 	Organized multiple programs/events focusing on innovative pedagogical techniques, including ICT tools, flipped classrooms, and experiential learning methods.
<ul style="list-style-type: none"> Collaborating with external stakeholders: IQAC can collaborate with external stakeholders and organizations to ensure quality. 	<ul style="list-style-type: none"> Strengthened Feedback Mechanisms: Developed a robust feedback system involving students, faculty, alumni, and employers, ensuring actionable insights are incorporated into the curriculum, teaching methodologies, and institutional policies.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	08/11/2023
15. Multidisciplinary / interdisciplinary	
<p>Our institute, affiliated with Savitribai Phule Pune University, has been at the forefront of engineering education for the past 12 years. With a strong commitment to holistic education, we strive to foster multi-disciplinary and inter-disciplinary approaches in our curriculum, research, and institutional practices. Curriculum Integration: We emphasize integrating knowledge from various</p>	

disciplines to prepare our students for the dynamic demands of the industry. Programs such as Artificial Intelligence, Data Science, Internet of Things (IoT), and Robotics bridge traditional branches like Computer Science, Electronics, Mechanical, and Civil Engineering. These programs enable students to tackle complex real-world problems with innovative solutions. Collaborative Research Initiatives: Our faculty and students actively participate in interdisciplinary research projects, collaborating with industry partners and other academic institutions. Research areas such as renewable energy, healthcare technologies, and smart cities demonstrate the convergence of engineering, natural sciences, and social sciences. Skill Development and Industry Readiness: To ensure students are industry-ready, we offer elective courses, value-added programs, and workshops in multi-disciplinary domains. Initiatives like hackathons and technical fests encourage cross-disciplinary teamwork, fostering creativity and innovation. Extension and Outreach: We also extend our commitment to interdisciplinary learning through community projects addressing local challenges. Examples include developing affordable agricultural solutions and leveraging IoT for water conservation. Our holistic approach underscores our belief in preparing students not only as engineers but as versatile professionals capable of thriving in a multi-disciplinary world. This aligns with the National Education Policy (NEP) 2020, which promotes inter-disciplinary education and research to nurture future-ready global citizens.

16.Academic bank of credits (ABC):

Our institution preparedness is implementation of Academic Bank of Credits conforms to be guidelines of the affiliated university i.e. SPPU, Pune. SPPU, Pune being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, SPPU Pune is in the process of uploading students mark sheet and degree certificates through the digitlocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal <https://nad.digitlocker.gov.in> platform and is currently live from academic year 2019 onwards. SPPU follows a choice based credit system (CBCS) for all its programmes. SPPU ABC is a bank for academic purposes on the patterned of commercial banks for financial purposes with students as academic account holders to whom ABC shall provide a variety of services including credit verification, credit accumulation, credit transfer or redemption and authentication of academic awards. Academic Bank of Credit shall deposit credits awarded by registered HEIs for

courses pursued therein, in the Academic Bank Account of the students and the validity of such credits shall be as per the norms and guidelines issued by the UGC from time to time.

17.Skill development:

We recognize that skill development is pivotal in preparing our students to meet the evolving demands of the industry and society. Our institute has implemented a robust framework to impart industry-relevant skills, bridging the gap between academic learning and professional requirements. **Industry-Oriented Training Programs:** We offer an array of skill development programs designed in collaboration with industry experts and professional organizations. **Workshops, certifications, and hands-on training** in areas like Artificial Intelligence, Machine Learning, Internet of Things (IoT), Robotics, and CAD/CAM empower students with practical knowledge and technical expertise. **Soft Skills and Employability:** In addition to technical training, we prioritize soft skills and employability enhancement. Dedicated training sessions on communication skills, leadership, teamwork, and time management prepare students for workplace dynamics. Regular mock interviews, group discussions, and aptitude tests are conducted to enhance job readiness. **Zensar** provides aptitude, soft skill, SQL, Python, Core Java, Advanced Java and Manual Testing training for skill up-gradation. **Entrepreneurship Development:** Through our Entrepreneurship Development Cell, we nurture innovative thinking and entrepreneurial aspirations. Students are guided on ideation, business planning, and funding opportunities, fostering a culture of self-reliance and innovation. **Collaborations and Internships:** Our institute has established partnerships with industries and corporate organizations to provide internship opportunities and live projects. These initiatives enable students to gain real-world exposure, ensuring they are equipped with practical skills relevant to their field. **Recognition and Monitoring:** Skill development efforts are regularly monitored by the Internal Quality Assurance Cell (IQAC) to ensure alignment with institutional goals and industry needs. Success stories of student achievements, such as placements in reputed companies and entrepreneurial ventures, are celebrated as benchmarks of our skill development initiatives. This comprehensive approach to skill development underlines our commitment to producing competent, confident, and socially responsible professionals.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

We are committed to fostering holistic education by integrating the rich heritage of Indian Knowledge Systems (IKS) into our curriculum.

Embracing the values, traditions, and languages of India enhances cultural awareness and prepares students for a globally competitive future rooted in their identity. To promote the Indian Knowledge System, we incorporate teaching in regional languages alongside English, ensuring inclusivity and better comprehension for students from diverse backgrounds. By offering elective courses on ancient Indian sciences, philosophies, and engineering practices, we connect modern education with traditional wisdom, emphasizing sustainability and innovation. We actively use online platforms like SWAYAM and NPTEL to provide access to IKS-related courses, covering topics such as Vedic mathematics, Ayurveda, and ancient architectural techniques. Faculty are encouraged to integrate Indian case studies, cultural examples, and multilingual resources into their teaching. Cultural activities, workshops, and seminars on Indian art forms, literature, and heritage further enrich the learning experience. This integration fosters a sense of pride, strengthens the cultural ethos of our students, and bridges traditional knowledge with modern technological advancements. By embedding IKS in our academic framework, we strive to nurture well-rounded engineers who are not only technically proficient but also culturally grounded.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The program outcomes document the skills that students learn. The relevant course results are linked to engineering knowledge, problem analysis, design and development of solutions, examination of difficult challenges, and use of modern tools. The majority of technical nature theoretical and laboratory courses, as well as related examinations, are connected to these program outcomes. According to their relevance, there is a suitable degree of connection between the course outcomes and the program outcomes. From the welcome for new students to the farewell, all of the activities are organized and connected to the results since they serve as platforms for the students to demonstrate their skills. Students collaborate and work individually to preserve the environment and offer suggestions for sustainable development, as detailed in organized manner. Assessments such as projects, course work, home assignments, various student activities, sports activities, cultural events are a crucible from which outcomes are demonstrated. These activities are chalked carefully, student responses are documented numerically or categorically and systematically used for quantifying the outcomes.

20.Distance education/online education:

The Institute in its current status and affiliation does not conduct distance education and / or online education activities.

Extended Profile

1.Programme

1.1 166

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 1019

Number of students during the year

File Description	Documents
Data Template	View File

2.2 147

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 143

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 65

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2	36
Number of Sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution	
4.1	16
Total number of Classrooms and Seminar halls	
4.2	300
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	338
Total number of computers on campus for academic purposes	

Part B

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:

Institute follows the Choice Based Credit System (CBCS) curriculum as prescribed by the University. Our institution ensures seamless curriculum delivery through a meticulously planned and well-documented process. At the start of each academic year, we prepare an academic calendar outlining schedules for classes, assessments, and extracurricular activities. Faculty members design comprehensive lesson plans and course files, aligned with university guidelines, to deliver content effectively.

Regular faculty development programs are conducted to enhance teaching methodologies and integrate innovative pedagogical approaches, including ICT-enabled tools. Periodic reviews, through departmental meetings and academic audits, ensure adherence to the planned curriculum and address any gaps.

To support experiential learning, we incorporate practical sessions,

case studies, and industry visits into the curriculum. Continuous internal assessments and feedback mechanisms enable timely evaluation of student progress and instructional effectiveness.

By maintaining a structured and adaptable process, we ensure that students receive a quality education, fostering both academic excellence and professional readiness.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.keystoneschoolofengineering.com/keystone/about/collegeprofile.html

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Response:

With reference to curriculum, subject distribution is made based on expertise of faculty members and their respective subject choice. In addition to this, the norms of Internal Continuous Assessment (ICA) and In-Semester Evaluation (ISE) are prepared. ICA consists of term work part of the subject, seminar and project. ISE consists of internal tests and assignment. The calendar and norms are then communicated to every stakeholder. Faculty members prepare the course file for each course based on Blooms' Taxonomy and map it with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for activities of Training and Placement cell. The subject teacher prepares a comprehensive teaching and practical plan with reference to time-table. The academic committee monitors effective implementation of curriculum at regular interval through feedback mechanism and implements corrective measures on need basis. With reference to ISE, Internal tests are conducted before final examination. Further, the subject teacher identifies the slow and advanced learners based on their continuous internal evaluation. Remedial classes and counseling support are provided for slow learners.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.
Academic council/BoS of Affiliating University
Setting of question papers for UG/PG programs
Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
Assessment /evaluation process of the affiliating University

C. Any 2 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

22

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement

for year: (As per Data Template)

18

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1041

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

1041

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

1.3 - Curriculum Enrichment

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

Response: Institute follows the curriculum provided by the Savitribai Phule Pune University, Pune. Institute integrates cross cutting issues through regular or elective courses, project activities, seminars, co-curricular and extra-curricular activities, conference, Value addition programs and various competitions. Gender Equity: Curriculum consists of mandatory subject Democracy, Elections and Good Governance to address the issue of gender equity. All the theory, practical and project sessions of the curriculum are conducted without any gender discrimination. An equal opportunity is given to all the students to participate in events of co-curricular and extra-curricular activities without any gender bias. Human values: First year induction program is planned by considering concepts of Universal Human Values. The efforts are taken by the

institute to make student sensitive towards social issue through activities such as visits to historical places, Blood donation camp, tree plantation, pollution awareness camps, Old age home, orphanage home, etc. NSS unit take remarkable efforts to celebrate Constitutional day. Voting awareness program is conducted to make students aware about voting rights and also help them to enroll their names in the voters' list.

Environment and Sustainability : Awareness programs and events are organized on national and international days of importance such as World Water Day, World Environment Day, World Health Day, World Cancer Day, World AIDS Day, International Women's Day, Mother's Day, Teachers Day, Engineers Day, Republic Day, Independence Day, Yoga Day, Sports Day etc.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

32

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships**640**

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

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

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	View File
URL for feedback report	Nil

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment Number Number of students admitted during the year****2.1.1.1 - Number of sanctioned seats during the year**

360

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

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

238

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

These students come from diverse socio-economic, rural-urban, in state-out state, Foreign National backgrounds and this is reflected in their basic knowledge of English, communication skills and Mathematics. In order to bring all the students on one platform and to confirm uniformity in the basic knowledge of Mathematics and English, the institute has decided to identify the weak students. These students are given home, class assignments and personal guidance is provided. Appreciation of bright students is done by motivating and scholarships by funding. Slow learners are motivated to perform better by continuous guidance by faculty members.

File Description	Documents
Link for additional Information	https://shorturl.at/TQ7IN
Upload any additional information	View File

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

Number of Students	Number of Teachers
1019	65

File Description	Documents
Any additional information	View File

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

The institute takes efforts to ensure the use of student-centric methodologies for overall development and to enrich the learning experience of students. These methodologies are adapted for better understanding and involvement of students. Institute provides an effective platform for students to develop skill, knowledge and attitude. All department conduct innovative programs to encourage the creative ability and cognitive levels of the students and provide them a platform to develop their problem-solving ability, experiential learning practices and ensure participative learning. Internal assessments are planned so as to encourage students to work independently. Faculty members take efforts in making the learning activity more interactive using ICT based learning tools by adopting the below-mentioned student-centric methods.

Experiential Learning: Institute provide platform by conducting seminars, webinars, hands-on workshops, and industry expert lectures through student association forum. Students are encouraged to participate in these activities with the effective use of technology. Students undergo internship, to get hands on training while working in the Industry. To get exposure of industrial environment and enhance their conceptual understanding and practical knowledge Industrial Visits are organized. Software and simulation tools, video demonstration, animations are made available for implementing Laboratory Sessions. To develop programming skill, Spoken Tutorial platform is provided to the students.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Our institute is committed to leveraging Information and Communication Technology (ICT) to enhance the teaching-learning experience. Faculty members effectively integrate ICT tools into their pedagogy to cater to diverse learning needs and make education more engaging, interactive, and accessible.

Key tools include Learning Management Systems (LMS) like Google Classroom, and Microsoft Teams, which facilitate seamless sharing of course materials, assignments, and feedback. Interactive platforms such as Kahoot, Mentimeter, and Google Forms are used to conduct quizzes, polls, and assessments, fostering active student participation.

ICT-enabled classrooms equipped with projectors and smart boards aid in delivering visually engaging lectures. Faculty use simulation tools, coding platforms, and industry-standard software like MATLAB, AutoCAD, and ANSYS for hands-on learning in specialized subjects. Recorded lectures and e-content libraries allow students to revisit concepts, ensuring self-paced learning.

Additionally, online courses through platforms like NPTEL, Coursera, and Udemy are encouraged to supplement the curriculum with cutting-edge industry trends. ICT tools also enable effective communication through forums, emails, and virtual mentoring sessions.

This integration of ICT ensures a student-centric approach, promoting innovation, accessibility, and academic excellence, thus preparing our students for a technologically advanced future.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://www.keystoneschoolofengineering.com/keystone/Comp/labs.html

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

2.3.3.1 - Number of mentors

55

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

65

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

6

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

5

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Our institute ensures a transparent and robust mechanism for internal assessments, aligned with academic objectives and fostering a fair evaluation process. The assessment system is meticulously planned and executed to maintain consistency, objectivity, and transparency.

Internal assessments are conducted frequently, adhering to the academic calendar. Components such as class tests, assignments, practical evaluations, and project reviews are systematically scheduled. Clear guidelines regarding the assessment process, including weightage, marking criteria, and deadlines, are communicated to students at the beginning of each semester through orientation sessions and course handbooks.

The use of ICT-enabled platforms, such as Learning Management Systems (LMS), enhances transparency. Students can access their assessment schedules, submission deadlines, and grades online. Faculty members provide constructive feedback on assignments and projects, ensuring students understand their performance and areas for improvement.

A robust grievance redressal mechanism is in place, allowing students to address any concerns related to assessment outcomes. Regular audits and peer reviews of assessment processes further strengthen the system's integrity.

This systematic and transparent approach ensures that assessments effectively measure student learning outcomes, encouraging academic excellence while fostering trust and fairness in the evaluation process.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

Our institute has established a transparent, time-bound, and efficient mechanism to address internal examination-related grievances, ensuring fairness and prompt resolution.

Students are informed of the grievance redressal process at the start of each academic session through the academic handbook and orientation programs. A dedicated Examination Grievance Cell (EGC) operates to handle all grievances systematically.

Post-examination, students can review their evaluated answer sheets within a stipulated time frame to verify marks and address discrepancies. Grievances such as errors in marking, miscalculations, or missed entries are immediately communicated to the concerned faculty through a formal process. ICT-enabled systems, including online grievance portals, facilitate seamless submission and tracking of complaints.

To maintain efficiency, strict timelines are adhered to for filing and resolving grievances. Faculty members review and rectify errors promptly, while complex cases are escalated to the examination committee. The final resolution, along with any corrective action, is communicated to the student within a predefined timeline.

Periodic reviews of the grievance redressal process ensure its effectiveness and transparency. This structured mechanism fosters trust, minimizes discrepancies, and upholds the integrity of the internal examination system.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the

Programmes offered by the institution.

Our institution ensures that both teachers and students are well-informed about the stated Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs offered. This alignment fosters a shared understanding of the academic and professional goals integral to each program.

The POs, PSOs, and COs are formulated in alignment with the institution's vision, mission, and regulatory standards. They are prominently displayed on the institution's website, department notice boards, and included in the academic handbooks provided to students.

Faculty members play a vital role in disseminating this information by discussing the outcomes during course orientations, lectures, and mentoring sessions. Detailed outcome mappings are also included in course syllabi and communicated at the beginning of each semester.

Students' awareness is reinforced through regular assessments, including assignments and projects, designed to align with specific outcomes. Furthermore, activities such as workshops, guest lectures, and industry interaction sessions are linked to achieving these outcomes, ensuring practical relevance.

Periodic surveys and feedback from students and faculty help evaluate the awareness and effectiveness of outcome dissemination. This structured approach ensures that all stakeholders understand their roles in achieving the desired academic and professional benchmarks.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	View File

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

Our institution has a systematic and robust mechanism for evaluating the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). This ensures that academic objectives are met and the quality of education aligns with

the institution's vision and mission.

The attainment process begins with the definition of measurable outcomes for each course, aligned with the POs and PSOs. These outcomes are mapped to specific assessment tools, such as assignments, quizzes, practicals, mid-semester exams, end-semester exams, and project evaluations.

The institution employs a combination of direct and indirect methods for evaluation:

1. **Direct Assessment:** Marks scored in internal assessments, end-semester examinations, and practical evaluations are analyzed to determine the extent of outcome attainment. Rubrics are developed for projects, assignments, and lab work to ensure uniform assessment.
2. **Indirect Assessment:** Feedback from stakeholders, including alumni, employers, and students, is gathered to assess the relevance and application of the learning outcomes in real-world scenarios.

The collected data is analyzed to calculate attainment levels using predefined thresholds. These levels are then discussed during departmental meetings to identify gaps and suggest improvements in teaching methodologies, curriculum updates, and co-curricular activities.

This cyclical evaluation and feedback process ensures continuous improvement and alignment of academic goals with industry standards and societal needs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

143

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

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://shorturl.at/MnOLx>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

7.40

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

3

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

10

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

29

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

7

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Our institution actively organizes and participates in extension activities to engage with the neighborhood community, fostering a sense of social responsibility among students. These initiatives aim to sensitize students to pressing social issues while promoting their holistic development.

During the year, the institution collaborated with local organizations, NGOs, and government agencies to address issues such as environmental sustainability, health awareness, digital literacy, and rural development. Notable activities included:

- **Environmental Drives:** Tree plantation programs and cleanliness campaigns under the Swachh Bharat Abhiyan encouraged ecological responsibility among students and the community.
- **Digital Literacy Workshops:** Students trained community members, particularly in rural areas, on the basics of computers and internet usage, contributing to the national goal of a digitally empowered society.
- **Awareness Campaigns:** Activities such as road safety drives, women empowerment seminars, and anti-plastic awareness campaigns helped students engage with diverse social challenges.

The impact of these activities is reflected in students' enhanced interpersonal skills, teamwork, and empathy. They gain practical exposure and a broader understanding of societal issues, preparing them to become responsible citizens and professionals. The institution remains committed to integrating extension activities as a vital component of its educational philosophy.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

2

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

6

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/

NCC/ Red Cross/ YRC etc., during the year**700**

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year****3**

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year****2**

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Response:

Our institution, with its 12-year legacy, is committed to providing state-of-the-art infrastructure and physical facilities that foster an engaging and effective teaching-learning environment. The institution ensures that the physical resources meet the academic requirements of all programs offered, enabling holistic development and seamless delivery of knowledge.

- **Classrooms:** Spacious, well-ventilated total 16 classrooms equipped with modern ICT tools such as smart boards, projectors, and high-speed internet ensure an interactive learning experience.
- **Laboratories:** Specialized, well-equipped laboratories for engineering and technology programs provide hands-on learning opportunities, reinforcing theoretical concepts through practical application. Regular upgrades of lab equipment align with advancements in technology and curriculum needs.
- **Computing Facilities:** The institution houses advanced computing equipment, including high-performance computers, dedicated servers, and licensed software to cater to the requirements of courses like programming, simulation, and design.
- **Library:** A resource-rich central library with a vast collection of books, journals, e-resources, and online databases supports academic pursuits and research.
- **Wi-Fi Connectivity:** High-speed internet access across the campus ensures uninterrupted learning and research activities.

Periodic maintenance and audits ensure the functionality and relevance of infrastructure, reflecting our commitment to providing a conducive environment for academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.keystoneschoolofengineering.com/keystone/Comp/labs.html

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

Response:

Our institution recognizes the significance of cultural, sports, and wellness activities in the holistic development of students. We have invested in comprehensive facilities to nurture students' creativity, physical fitness, and mental well-being, complementing their academic pursuits.

- **Cultural Activities:** The institution has a dedicated auditorium and multipurpose halls equipped with advanced audio-visual systems for hosting cultural events, competitions, and seminars. Music and drama clubs are supported with practice rooms and requisite equipment to encourage students' artistic talents.
- **Sports and Games:** We provide well-maintained playgrounds for outdoor sports such as cricket, football, and athletics, along with courts for basketball, volleyball, and badminton. Indoor game facilities include table tennis, chess, and carrom to ensure year-round access to recreational activities.
- **Gymnasium and Fitness:** A state-of-the-art gymnasium equipped with modern fitness equipment is available for students and staff to promote physical fitness.
- **Yoga Centre:** A dedicated yoga and meditation hall is available, fostering mental peace and physical well-being. Regular yoga sessions and workshops are conducted to instill mindfulness and healthy living habits among students.

By maintaining and upgrading these facilities, the institution emphasizes the importance of cultural enrichment, physical health, and mental well-being, fostering an environment for well-rounded development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

16

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities**16**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****93.286**

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)****Response:**

Our institution has a fully automated library powered by an advanced Integrated Library Management System (ILMS), ensuring seamless library operations and improved accessibility for students and faculty. The ILMS enhances efficiency in cataloging, circulation, acquisition, and overall management of library resources.

- **Automation and Accessibility:** The ILMS enables online catalog searches, reservation of books, and real-time status updates,

providing users with 24/7 access to library resources. The system is designed to handle a wide variety of materials, including textbooks, reference books, e-books, journals, and multimedia content.

- **Streamlined Operations:** Automated workflows for book borrowing, returning, and overdue reminders have significantly reduced manual errors and enhanced user satisfaction.
- **Digital Integration:** The library offers access to digital resources such as e-journals, online databases, and e-learning platforms. Integration with platforms like INFLIBNET and NDL ensures that students and faculty have access to global academic resources.
- **User-Centric Features:** User accounts allow personalized tracking of borrowed items, transaction history, and notifications. Barcode-based inventory management simplifies tracking and ensures accuracy.
- **Capacity and Infrastructure:** The library houses a spacious reading room, computer terminals for accessing digital content, and Wi-Fi connectivity for uninterrupted research and study.

By adopting ILMS, the library supports a modern learning ecosystem, enhancing academic engagement and fostering a culture of research and innovation.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)****8.78**

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year****56**

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi****Response:**

Our institution is committed to maintaining cutting-edge IT infrastructure to support a dynamic teaching-learning environment. The IT facilities, including Wi-Fi, are regularly upgraded to meet the evolving academic and administrative requirements, ensuring seamless connectivity and access to digital resources for students and faculty.

- **High-Speed Wi-Fi:** The institution provides campus-wide high-speed Wi-Fi connectivity, enabling uninterrupted access to online learning platforms, research databases, and academic tools. The Wi-Fi infrastructure is periodically upgraded to ensure better bandwidth, faster speeds, and increased coverage

in all academic and residential areas.

- **Modern IT Equipment:** The computer labs are equipped with the latest hardware and software, regularly updated to ensure compatibility with emerging technologies. Smart classrooms feature advanced audio-visual systems, interactive boards, and digital learning tools to enhance teaching methods.
- **Cybersecurity:** Robust firewalls and antivirus systems are implemented to protect data integrity and ensure a secure digital environment. Regular audits and updates safeguard against cyber threats.
- **Technical Support:** A dedicated IT support team ensures the smooth functioning of IT services, promptly addressing technical issues and providing training sessions for users.
- **Student-Centric Features:** Online portals for academic management, library services, and examination systems are frequently updated for improved user experience.

These updates ensure that the institution remains at the forefront of digital transformation, fostering an efficient, connected, and innovative learning ecosystem.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

338

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

105.542

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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:

Our institution has established comprehensive systems and procedures to ensure the effective maintenance and utilization of physical, academic, and support facilities, including laboratories, the library, sports complex, computers, and classrooms.

- **Laboratories:** All laboratories are maintained through a scheduled calibration and servicing system to ensure equipment functionality and accuracy. Lab technicians are responsible for routine checks, and any repairs or upgrades are promptly addressed. Proper utilization is ensured through user guidelines and schedules monitored by faculty members.
- **Library:** The library operates under an Integrated Library Management System (ILMS), streamlining cataloging, lending, and resource access. Regular audits are conducted to update

resources and maintain facilities. Students and faculty receive training on utilizing digital resources, ensuring optimum usage.

- **Sports Complex:** The sports complex and gymnasium are maintained by dedicated staff. Periodic maintenance of equipment and grounds ensures they are in excellent condition. Usage schedules are devised to accommodate students and staff, promoting active participation in physical activities.
- **Computers and IT Infrastructure:** The institution ensures regular updates to hardware and software, with an IT team managing maintenance and addressing technical issues promptly. Antivirus and cybersecurity measures are in place to safeguard systems.
- **Classrooms:** Smart classrooms and lecture halls are equipped with modern teaching aids and are regularly maintained to ensure cleanliness and functionality. Annual inspections and feedback mechanisms guide improvements.

These systems foster an efficient, resource-rich environment, supporting academic and extracurricular excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1500

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

8

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills
Language and communication skills Life skills
(Yoga, physical fitness, health and hygiene)
ICT/computing skills**

A. All of the above

File Description	Documents
Link to institutional website	https://www.keystoneschoolofengineering.com/keystone/industryconnect/training.html
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

37

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

37

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

60

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

3

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

2

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

2

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Our institution emphasizes the active participation of students in administrative, co-curricular, and extracurricular activities through well-established processes and norms. Students are integral to the decision-making process, fostering a sense of ownership and leadership among them.

The Student Council, formed as per university guidelines, acts as a bridge between students and the administration. It represents the student body in academic and administrative discussions, ensuring that their voices are heard. Members of the council collaborate with faculty and management in organizing key institutional events, such as annual cultural festivals, technical symposiums, and sports meets.

Students are also part of various committees like the Anti-Ragging Committee, Grievance Redressal Cell, IQAC (Internal Quality Assurance Cell), and Library Advisory Committee, where they contribute their perspectives and ideas. Their involvement in co-curricular activities is facilitated through active participation in clubs, technical societies, and associations aligned with their academic programs.

Extracurricular engagement is encouraged through platforms like the NSS (National Service Scheme) and Incubation Centers, where students take part in community service, skill development, and entrepreneurial initiatives.

This structured engagement develops leadership, teamwork, and organizational skills among students, ensuring a holistic development approach while enhancing institutional processes and events.

File Description	Documents
Paste link for additional information	https://www.keystoneschoolofengineering.com/keystone/industryconnect/training.html
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

666

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

5.4 - Alumni Engagement

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

Response:

Our institution takes immense pride in its registered Alumni Association, which plays a pivotal role in supporting the institution's growth and fostering a robust connection between past and present students. The association acts as a platform for alumni to actively engage in various developmental initiatives, contributing both financially and through other significant support services.

The alumni contribute financially by establishing scholarship programs, sponsoring infrastructure upgrades, and supporting research and development initiatives. These contributions help provide students with enhanced learning opportunities and better facilities, directly improving the academic environment.

Beyond financial aid, the Alumni Association organizes mentorship programs, where alumni share their professional experiences, guiding students in career planning, skill development, and networking. They frequently conduct guest lectures, workshops, and seminars, offering industry insights and trends that keep the students updated and career-ready.

Additionally, alumni actively participate in placement drives by connecting the institution with recruiters and providing job referrals, significantly boosting the placement opportunities for students. Their collaboration with the Incubation Center helps foster entrepreneurial ventures, encouraging innovation and start-ups among students.

The strong involvement of the Alumni Association strengthens the institution's vision of holistic education, ensuring a lasting impact on its academic and professional ecosystem.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Response:

The governance of our institution is a direct reflection of its vision and mission, ensuring that all policies, decisions, and actions align with the overarching goals of academic excellence, holistic development, and societal contribution. Guided by a student-centric approach, the institution promotes transparency, accountability, and inclusivity in all aspects of governance.

The vision to create competent professionals with ethical values is embedded in our governance structure, which prioritizes quality education, skill development, and research. The institution's mission to nurture talent and foster innovation is translated into actionable strategies by encouraging academic rigor, supporting faculty development, and implementing state-of-the-art infrastructure.

To achieve these goals, the institution has established a robust governance framework comprising well-defined committees such as the Internal Quality Assurance Cell (IQAC), Academic Council, and Governing Body, which actively monitor and guide institutional processes. Decisions are made in consultation with stakeholders, including faculty, students, and alumni, ensuring a participatory and collaborative approach.

In line with the mission, the institution emphasizes ethical governance practices and ensures adherence to regulations and quality standards. Regular audits, reviews, and feedback mechanisms are in place to sustain continuous improvement, making the governance not only reflective of but also integral to achieving the institution's vision and mission.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

Response:

Effective leadership plays a pivotal role in fostering institutional growth and sustainability. At our 12-year-old engineering institute, leadership manifests through well-defined practices of decentralization and participative management, creating an inclusive

and collaborative ecosystem.

Decentralization empowers various departments, committees, and individuals by delegating authority and responsibility, enabling swift decision-making and localized problem-solving. This approach ensures that every stakeholder actively contributes to achieving institutional objectives. Heads of departments, faculty members, and administrative staff are encouraged to take ownership of their roles, fostering a culture of accountability and innovation.

Participative management further strengthens the institution's leadership framework by involving all stakeholders in the decision-making process. Regular meetings, brainstorming sessions, and feedback mechanisms ensure that diverse perspectives are considered while formulating policies and strategies. Faculty, students, alumni, and industry experts are encouraged to provide inputs that shape academic and operational initiatives, ensuring alignment with contemporary educational needs.

These leadership practices have led to the effective implementation of quality education, research initiatives, and community engagement programs. By embedding a culture of inclusivity, trust, and collaboration, our institute has not only achieved academic excellence but also built a robust foundation for continuous growth and adaptation to emerging challenges. This dynamic leadership approach remains a cornerstone of our success.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Response:

The institution ensures the effective deployment of its strategic and perspective plan through meticulous planning, consistent monitoring, and collaborative execution, all aligned with its vision and mission. The strategic plan serves as a roadmap, guiding the institution toward achieving long-term goals while addressing immediate priorities.

Key focus areas of the perspective plan include academic excellence, infrastructure development, industry collaboration, research promotion, and holistic student development. For instance, under the strategic objective of enhancing teaching-learning quality, the institution has implemented Outcome-Based Education (OBE). This initiative is supported by regular faculty training programs, curriculum revisions, and robust mechanisms to evaluate program and course outcomes.

To strengthen industry collaboration, the institution has signed multiple MoUs with leading companies, enabling skill development, internships, and research projects for students and faculty. Infrastructure upgrades, such as modern laboratories, smart classrooms, and enhanced IT facilities, reflect the commitment to creating a conducive learning environment.

The deployment process is monitored through periodic reviews by the IQAC, ensuring that goals are met within stipulated timelines. Stakeholder feedback is incorporated into the planning cycle, ensuring adaptability and relevance. This structured and participative approach ensures that the strategic plan drives continuous improvement and institutional growth effectively.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

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

Response:

The functioning of institutional bodies at our 12-year-old engineering institute is marked by effectiveness and efficiency, reflected in our robust policies, administrative framework, and clearly defined procedures. Guided by principles of decentralization and participative management, the institute ensures seamless governance and operational excellence.

Our administrative setup is structured to promote clarity in roles and responsibilities, empowering various departments, committees,

and staff to perform efficiently. Policies governing the institution are well-documented, transparent, and aligned with regulatory norms, fostering a culture of accountability and trust. Appointment and service rules are designed to attract and retain talent, ensuring merit-based recruitment, career growth, and fair treatment of all employees.

Procedures for academic and administrative activities are streamlined to eliminate redundancies and ensure prompt decision-making. Regular meetings of governing and advisory bodies enable comprehensive planning and review of institutional initiatives. Feedback from faculty, staff, students, and external stakeholders is actively incorporated to refine policies and practices.

The efficient functioning of institutional bodies is evident in our ability to achieve strategic goals, maintain accreditation standards, and continuously improve our offerings. By fostering collaboration, adhering to best practices, and adapting to dynamic challenges, we uphold our commitment to delivering quality education and institutional excellence.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://shorturl.at/S6mth
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

Response:

Our 12-year-old engineering institute is dedicated to the well-being and professional growth of its teaching and non-teaching staff through a range of effective welfare measures. These initiatives are designed to foster a supportive and motivating work environment, enabling employees to achieve their personal and professional goals.

For teaching staff, the institute provides opportunities for continuous professional development, including sponsorship for attending conferences, workshops, and pursuing higher education. Performance-based incentives, research grants, and awards for excellence in teaching and research further motivate faculty to excel in their roles. Additionally, academic leave policies ensure that faculty members can participate in knowledge-enhancing activities without compromising their responsibilities.

Non-teaching staff are equally valued, with skill enhancement programs, training sessions, and workshops aimed at improving their technical and administrative capabilities. Both teaching and non-teaching staff benefit from comprehensive welfare measures, including provident fund contributions, medical insurance, financial assistance during emergencies, and support for children's education.

The institute also promotes a healthy work-life balance through recreational facilities, periodic team-building activities, and a congenial work environment. Grievance redressal mechanisms and transparent communication channels ensure that employee concerns are promptly addressed. These welfare measures not only enhance job satisfaction but also strengthen institutional loyalty, contributing to the overall growth and stability of the organization.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**12**

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year****01**

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	View File
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year****50**

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Response:

Our institute has implemented a transparent and robust performance appraisal system for teaching and non-teaching staff, designed to foster professional growth, accountability, and excellence. This system aligns with institutional goals and promotes a culture of continuous improvement.

For teaching staff, the appraisal process evaluates multiple dimensions, including teaching effectiveness, research contributions, student feedback, and participation in academic and administrative activities. Faculty members are encouraged to set annual performance goals, which are assessed through self-appraisal forms, peer reviews, and periodic evaluations by department heads. Research publications, conference participation, innovative teaching methods, and contributions to institutional development are recognized and rewarded through promotions, awards, and incentives.

For non-teaching staff, the appraisal system focuses on efficiency, skill enhancement, and role-based responsibilities. Regular assessments, feedback sessions, and performance reviews by supervisors ensure that non-teaching staff are aligned with institutional objectives. Training and skill development programs are integral to the appraisal process, enabling them to adapt to evolving roles and technologies.

The performance appraisal system is supported by a fair and structured feedback mechanism, ensuring clarity and transparency. Constructive feedback helps employees identify areas of improvement and provides guidance for career advancement. This approach enhances

motivation, job satisfaction, and overall institutional efficiency, driving sustained excellence.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Response:

Our institute ensures financial accountability and transparency through regular internal and external financial audits. These audits are integral to our governance framework, reinforcing effective financial management and compliance with statutory requirements.

Internal Financial Audits

Internal audits are conducted periodically by a designated internal audit team or external professionals appointed by the institute. These audits focus on verifying compliance with institutional financial policies, accuracy of accounting records, and efficiency in fund utilization. Key areas include the scrutiny of departmental budgets, project expenses, procurement processes, and payroll management. Audit findings are documented and shared with the management for prompt resolution.

External Financial Audits

External audits are carried out annually by certified auditors appointed in compliance with statutory regulations. These audits involve a comprehensive review of financial statements, funding utilization reports, and adherence to regulatory guidelines, including government grants and accreditation bodies. The findings are compiled into an audit report, which is presented to the governing body for approval.

Mechanism for Settling Audit Objections

Any discrepancies or objections raised during audits are addressed

through a structured process. A dedicated committee reviews the observations, identifies corrective measures, and ensures timely implementation. Follow-up audits verify compliance, ensuring that financial integrity and accountability are upheld consistently.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

130000

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Response:

Our institute has established effective strategies for mobilizing funds and ensuring the optimal utilization of resources to achieve institutional goals and maintain financial sustainability. These strategies are aligned with our commitment to academic excellence, infrastructure development, and stakeholder engagement.

Mobilization of Funds

The institute mobilizes funds through diverse sources, including tuition fees, government grants, research funding, and industry collaborations. Alumni contributions and philanthropic donations also play a significant role in funding various initiatives. To strengthen research and innovation, the institute actively applies

for grants from funding agencies such as AICTE, DST, and UGC. Partnerships with industries and consultancy services further enhance resource generation while fostering knowledge exchange.

Optimal Utilization of Resources

Resource allocation is guided by the institutional strategic plan and is monitored to ensure alignment with priorities. Budgets are meticulously planned for academics, infrastructure, research, and staff welfare. Regular audits and reviews ensure funds are utilized efficiently and for intended purposes. Sustainable practices such as energy-efficient infrastructure and waste management systems optimize resource usage, reducing operational costs.

By combining innovative fund-raising approaches with a transparent and accountable financial system, the institute ensures that resources are effectively mobilized and utilized to support its vision of holistic development and excellence.

File Description	Documents
Paste link for additional information	https://shorturl.at/PvGhk
Upload any additional information	View File

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:

The Internal Quality Assurance Cell (IQAC) of our institute plays a pivotal role in institutionalizing quality assurance strategies and processes, ensuring continuous improvement across academic and administrative domains. Established as a part of our commitment to excellence, the IQAC operates as a dynamic system that aligns institutional goals with national and international quality benchmarks.

Strategic Contributions

IQAC formulates strategies to enhance teaching-learning methodologies, research output, and administrative efficiency. It develops quality parameters for all institutional activities and fosters a culture of excellence through systematic monitoring and

evaluation. Regular academic and administrative audits, facilitated by IQAC, help in identifying strengths and addressing gaps, ensuring compliance with accreditation standards such as NAAC and NBA.

Quality Enhancement Initiatives

The cell organizes capacity-building programs, workshops, and seminars for faculty and staff, aimed at upgrading skills and adopting innovative practices. It facilitates feedback mechanisms involving students, parents, and alumni to identify areas for improvement. Based on feedback, IQAC drives initiatives such as curriculum revisions, infrastructure upgrades, and the adoption of ICT tools to enhance teaching-learning experiences.

Monitoring and Documentation

IQAC maintains a robust documentation process for all quality assurance activities, serving as a repository of evidence for accreditations and audits. It ensures that best practices are institutionalized and shared among departments.

Through proactive strategies and collaborative efforts, IQAC has significantly contributed to fostering a quality-centric environment, helping the institute achieve milestones in academic excellence, research, and stakeholder satisfaction. Its ongoing efforts ensure that quality remains a cornerstone of institutional growth.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Response:

Our institute systematically reviews its teaching-learning processes, operational structures, and learning outcomes at periodic intervals through the Internal Quality Assurance Cell (IQAC), ensuring alignment with quality benchmarks and fostering continuous improvement.

Review Mechanisms

IQAC conducts regular academic reviews to evaluate the effectiveness of teaching methodologies, curriculum delivery, and student learning outcomes. These reviews involve feedback from students, faculty, and external stakeholders such as alumni and industry experts. Based on this input, IQAC recommends improvements in pedagogy, curriculum design, and the integration of emerging technologies like ICT tools to enhance the learning experience.

Periodic Interventions

The cell organizes workshops, seminars, and faculty development programs to promote innovative teaching practices and equip faculty with modern tools and techniques. Regular audits of academic and operational processes ensure adherence to quality standards, while reviews of student performance in internal assessments, placements, and extracurricular activities help in identifying trends and areas for enhancement.

Incremental Improvements

As a result of IQAC's efforts, the institute has recorded significant improvements, including higher student engagement, better academic performance, and increased employability through industry-aligned programs. Enhanced infrastructure, the introduction of value-added courses, and interdisciplinary projects are notable outcomes of these reviews.

Documentation and Monitoring

IQAC meticulously documents all reviews and outcomes, creating a robust framework for continuous monitoring. This ensures that incremental improvements are sustained, contributing to the institution's overall growth and maintaining its reputation for delivering quality education.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of

A. All of the above

**Internal Quality Assurance Cell (IQAC);
Feedback collected, analyzed and used for
improvements Collaborative quality initiatives
with other institution(s) Participation in NIRF
any other quality audit recognized by state,
national or international agencies (ISO
Certification, NBA)**

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Response:

Our institute is committed to fostering an inclusive environment that promotes gender equity through various initiatives and strategies. These measures ensure equal opportunities for all genders in academic, professional, and extracurricular spheres while cultivating a culture of respect and empowerment.

Awareness and Sensitization

The institution regularly organizes workshops, seminars, and awareness programs on gender equality, women's rights, and prevention of gender-based discrimination. Special sessions on gender sensitization are conducted for students, faculty, and staff to promote an understanding of diversity and inclusion.

Support Structures

A dedicated Gender Equity Cell and an Internal Complaints Committee (ICC) are operational to address gender-related issues, provide

guidance, and ensure a safe and respectful environment for all. Grievances are addressed promptly and confidentially, fostering trust among stakeholders.

Facilities and Resources

The institute provides gender-friendly infrastructure, including separate restrooms, a well-equipped common room for female students, and maternity leave provisions for staff. Security measures such as CCTV surveillance, anti-ragging committees, and a harassment-free campus policy further reinforce safety and well-being.

Empowerment Initiatives

Leadership and skill-development programs are designed to empower female students and staff, encouraging active participation in decision-making processes and career advancement opportunities.

Through these measures, the institute not only ensures gender equity but also creates a supportive and empowering environment, contributing to holistic institutional growth and societal progress.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1CaU602grosobWr39ZMT-U0aa0bPfbuMV/view?usp=drive_link

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Response:

Institute is committed to sustainable practices and has established effective facilities for managing degradable and non-degradable waste, aligning with its mission to promote environmental responsibility. These systems ensure proper segregation, disposal, and recycling of waste while minimizing environmental impact.

Degradable Waste Management

Biodegradable waste, including food waste and garden clippings, is processed through composting units installed on campus. The compost generated is utilized as organic fertilizer for maintaining the campus greenery. Awareness programs on reducing food waste are also conducted to encourage responsible behavior among students and staff.

Non-Degradable Waste Management

Non-degradable waste, such as plastics, metals, and glass, is segregated at the source using color-coded bins strategically placed across the campus. E-waste, including outdated electronic equipment and batteries, is collected separately and disposed of through authorized e-waste recyclers. Paper waste is recycled internally or sent to external recycling agencies, reducing landfill contributions.

Sustainability Practices

The institute has adopted measures to reduce waste generation, such as promoting digital documentation to minimize paper usage and encouraging the use of reusable materials. Periodic audits by the IQAC help monitor waste management practices and identify areas for improvement.

These facilities and practices reflect the institute's dedication to creating an eco-friendly campus while instilling sustainable values in its stakeholders.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	Nil
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

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

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit

A. Any 4 or all of the above

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Response:

Our institute is committed to fostering an inclusive environment that embraces and celebrates cultural, regional, linguistic, communal, socioeconomic, and other diversities. This approach ensures that every stakeholder feels valued, respected, and empowered to contribute to institutional growth.

Cultural and Regional Inclusivity

The institute organizes cultural festivals, regional celebrations, and diversity-themed events that highlight the richness of various traditions. Activities such as language learning workshops, food festivals, and intercultural dialogues promote mutual respect and understanding among students and staff from diverse backgrounds.

Linguistic Inclusivity

Language support programs, including English proficiency and vernacular language workshops, help bridge linguistic gaps. The medium of communication in campus activities is inclusive, ensuring everyone can participate effectively.

Communal and Socioeconomic Harmony

Scholarships, fee waivers, and financial aid are provided to students from economically weaker sections, ensuring equitable access to education. Counselling and mentoring sessions are conducted to address individual challenges, fostering a supportive ecosystem.

Tolerance and Harmony Initiatives

Awareness programs, seminars, and workshops on communal harmony, gender sensitization, and conflict resolution instill values of tolerance and empathy. Anti-discrimination policies and grievance redressal mechanisms ensure a harmonious campus environment.

By embracing these initiatives, the institute nurtures an atmosphere of inclusivity, promoting unity in diversity and preparing stakeholders for a globalized world.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

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

Response:

Our institute actively sensitizes students and employees to their constitutional obligations, fostering awareness of values, rights, duties, and responsibilities as citizens. These efforts aim to instill a sense of national pride, ethical responsibility, and commitment to democratic principles.

Awareness Programs and Workshops

The institute organizes regular workshops, seminars, and guest lectures on constitutional values, including justice, equality, liberty, and fraternity. Events on days of national significance, such as Constitution Day and Republic Day, are celebrated to emphasize the importance of understanding and upholding the Constitution.

Curricular and Co-Curricular Activities

Courses and modules on ethics, human rights, and governance are integrated into the curriculum. Debates, quizzes, and essay competitions on constitutional themes encourage active participation and deeper learning among students.

Community Engagement

Students and staff participate in community outreach programs, such as legal aid camps, voter awareness drives, and environmental conservation initiatives, promoting civic responsibility and social service.

Policies and Code of Conduct

The institution enforces policies aligned with constitutional

values, including anti-discrimination, gender equity, and inclusivity, ensuring a safe and respectful campus environment. Periodic orientation sessions highlight the rights and duties of stakeholders.

Through these initiatives, the institute nurtures responsible citizens who are not only academically proficient but also committed to contributing to the progress and harmony of society, reflecting the core values of the Constitution.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Institute actively celebrates and organizes national and international commemorative days, events, and festivals to foster patriotism, cultural awareness, and global perspectives among students and staff. These initiatives aim to instill values of unity, inclusivity, and respect for diverse traditions and global milestones.

National Commemorative Days

The institute commemorates important national events, including Independence Day, Republic Day, and Gandhi Jayanti, with flag hoisting ceremonies, cultural performances, and lectures by eminent speakers. Constitution Day is observed to highlight the importance of constitutional values, while National Science Day and Engineers' Day celebrate the contributions of Indian scientists and engineers to nation-building.

International Observances

To promote global awareness, the institute celebrates International Women's Day, World Environment Day, International Yoga Day, and World Peace Day. Activities such as awareness campaigns, workshops, and seminars engage students and staff in meaningful dialogues about global challenges and sustainable practices.

Cultural Festivals

Cultural festivals like Diwali, Christmas, Eid, and regional harvest festivals are celebrated on campus, fostering unity and respect for India's cultural diversity. International students are encouraged to share their traditions, enriching the campus experience.

By organizing these events, the institute creates an inclusive and vibrant environment, encouraging stakeholders to appreciate their heritage while embracing global diversity. These celebrations reinforce the institution's commitment to nurturing responsible and culturally aware global citizens.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice 1: Mentorship Program by Industry Experts

1. Title of the Practice: Industry Mentorship Program for Holistic Development 2. Objectives of the Practice:

- To bridge the gap between academic learning and industry requirements.
- To provide students with insights into real-world challenges and professional expectations.
- To enhance employability by fostering industry-relevant skills and competencies.

3. The Practice: Industry experts from leading organizations are invited to mentor students through interactive sessions, workshops, and project-based learning. Regular one-on-one and group mentoring sessions help students gain practical knowledge and build networks.

4. Problems Encountered and Resources Required: Scheduling conflicts with mentors and logistical challenges in hybrid sessions. Collaboration with industry bodies for seamless execution was necessary.

Best Practice 2: Teaching-Learning Enrichment Program

1. Title of the Practice: Enhancing Academic Delivery through Innovative Pedagogy 2. Objectives of the Practice:

- To improve faculty teaching effectiveness and student learning outcomes.
- To integrate technology and experiential learning methods into pedagogy.

3. The Context: Traditional teaching methods often limit engagement and creativity. The program focuses on enriching teaching methods through ICT tools, flipped classrooms, and problem-based learning.

4. The Practice: Faculty members are trained through workshops and FDPs on advanced teaching techniques, including the use of simulation tools, virtual labs, and collaborative learning platforms. Students actively participate in peer-to-peer learning and project-driven assignments.

Both practices reflect the institute's commitment to academic excellence, employability, and lifelong learning.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Response:

Our institute stands out for its distinctive focus on industry-integrated education, aligning with its priority to produce future-ready graduates. Recognizing the dynamic demands of the modern workforce, the institute has prioritized bridging the gap between academia and industry through innovative practices and strategic initiatives.

Key Features of the Initiative:

- **Industry Mentorship Program:** Students gain practical insights and career guidance through structured mentorship by industry professionals. These sessions focus on technical skill enhancement, real-world problem-solving, and career readiness.
- **Industry-Aligned Curriculum:** Regular updates to the curriculum ensure alignment with emerging trends such as Artificial Intelligence, IoT, and Data Analytics, incorporating real-world applications.
- **Hands-On Learning Opportunities:** Collaborative projects, internships, and hackathons are integral to the learning process, providing students with exposure to live industrial challenges.

Impact on Institutional Performance: This focus has significantly improved placement outcomes, with students securing roles in leading organizations. The institute's partnerships with industry leaders have also enhanced research opportunities and innovation. Faculty members benefit from continuous professional development, fostering a culture of lifelong learning.

By making industry integration a cornerstone of its strategy, the institute ensures that its graduates are not only academically proficient but also equipped with the skills and experiences required to excel in the competitive global market.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Response:

The plan of action for the next academic year focuses on academic innovation, infrastructural enhancement, sustainability, and inclusivity, aligned with our commitment to holistic development.

1. Academic Excellence

- Revise and update the curriculum to include emerging technologies such as AI, IoT, and Data Science.
- Strengthen research initiatives by establishing dedicated centers of excellence and securing funded projects.
- Organize more workshops, seminars, and FDPs to enhance teaching-learning methodologies and promote lifelong learning among faculty and students.

2. Student Development

- Introduce value-added and skill-based courses to improve employability.
- Expand career counselling and placement support services, targeting higher placement rates and entrepreneurial opportunities.
- Encourage interdisciplinary projects and promote participation in national and international competitions.

3. Sustainability and Infrastructure

- Expand eco-friendly initiatives, including additional waste management systems and energy-efficient infrastructure.
- Upgrade laboratory facilities and establish smart classrooms for a more interactive learning environment.

4. Inclusivity and Outreach

- Strengthen gender equity measures, financial aid programs, and support systems for underrepresented groups.
- Organize events to celebrate cultural and national diversity, promoting tolerance and harmony.

5. Governance and Quality Assurance

- Enhance the role of IQAC by conducting regular audits and ensuring compliance with accreditation standards.
- Implement a robust feedback mechanism for continuous improvement in institutional processes.

These focused actions will ensure sustainable growth, academic excellence, and a supportive campus environment.