



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**TALLA PADMAVATHI COLLEGE OF ENGINEERING**

**SOMIDI, KAZIPET, WARRANGAL-506003**

**506003**

**ee.in**

**SSR SUBMITTED DATE: 30-03-2019**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2019**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Talla Padmavathi college of Engineering is an institution situated at Somidi, Kazipet, Telangana. Our motto is "towards technological excellence!" All infrastructure, human resources and facilities reflect this motto. The Talla Padmavathi college of Engineering was established in the year 2008 for providing technical manpower initially in the fields of Electronics & Communication Engineering, Computer Sciences Engineering, Electrical Engineering, Mechanical Engineering and Business Administration. It is a self financing institution which owes its foundation to the bold and inspired vision of the management. Since its inception, the college has made rapid strides towards academic progress and development. It caters to the needs of the students in honing their all-round personality, making them better engineers and entrepreneurs.

### Vision

To achieve quality and need oriented technical education making technical education more purposeful and prosperity oriented with realistic and practical approaches to learning, thereby, ensuring student success.

To equip ourselves with all facets of professional Engineering and Technology and to have a modest Engineering industry base, which should act as a model for students enabling a comprehensive outlook of Engineering and Technology with a strong basic sciences base.

### Mission

To create an approved Design & Development Centre with latest Design Tools enabling Research and Development and establishment of a healthy Industry-Institution interaction in a phased manner, aiding in technology that is affordable and available at ease to common man.

## 1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

### Institutional Strength

- Good infrastructure, research facilities and good academic interaction with multi-disciplinary departments.
- Good educational reputation.
- A good number of students are admitted into prestigious foreign Universities for their higher studies
- Campus is provided with Wi-Fi Internet facility.
- Caters to the neighborhood through NSS, NCC and NGOs such as Helping Hands

### Institutional Weakness

- Core faculty strength has to be improved.

- Departmental library facilities have to be improved.
- Industry institution interaction needs to be strengthened.
- Consultancy and extension activities need improvement.
- Student enrolment has to be further increased.
- Collaborative approach within the department and outside the state and nation is at initial level.
- Student-staff interaction on thrust areas of research.
- Lack of qualified technical support staff.

### **Institutional Opportunity**

- There is enough scope for development and expansion
- Provisions to get research grant from various funding agencies, involvement of industries in the collaborative research work.
- Facility to attend national and international conferences
- Recognition for the academic advancement
- A good number of core and software companies are located around Warangal which provides employment opportunities for many of our students
- There is an active Innovation Center and Incubation facility, an in-house company TP Solutions which is grooming the entrepreneur skills of the students
- There is an active MBA program in the campus where collaborative approach towards industry is possible.
- Faculty members are highly motivated.

### **Institutional Challenge**

- Patent earning level of research
- Qualitative and quantitative expansion of the departments/units.
- Modernization of all the laboratories of departments/units.
- Having full-fledged manpower in the departments/centres.
- Motivating students towards Innovation.
- Attracting quality students for BTech and MBA.
- Motivation of students towards core branch employment.
- Exploring collaboration with industries of relevance.
- Research outcome should be linked to industry applications.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

We have planned and effective delivery mechanism for curriculum. Academic Council meets two months ahead of every academic year to discuss the upcoming regulations, courses and faculty requirements. Faculty are recruited in advance. Subjects pertaining to both semesters are allocated on the last working day of the previous semester. For electives and Choice based credit system, students are given the opportunity to select electives of

their choice. Faculty are asked to give their choice of subjects for the upcoming semesters. Courses are allotted based on their experience in teaching the subject, their strengths and weaknesses and their choice. After this, faculty study the COs and the Outcomes of each course as presented in the syllabus book of JNTUH, the affiliating University, refining them wherever required. Further, they design the teaching schedule for the given syllabus with appropriate focus on the teaching-learning mechanism and ICTs that can be utilized for the various topics. Teachers also discuss individual student needs and their plan-of-action, their resource requirements, plans for revision, assignments and class slip-tests and preparatory or fundamental classes.

### Teaching-learning and Evaluation

Teachers also discuss individual student needs and their plan-of-action, their resource requirements, plans for revision, assignments and class slip-tests and preparatory or fundamental classes. Every student's individual learning methodology is discussed and the teaching pedagogy is planned accordingly. In class, faculty follows the principle – “from known to unknown”, i.e., faculty ascertains the knowledge-levels of the students using various means. Various teaching methods are followed, many of them including the use of ICT tools and online learning with QEEE interactive classrooms, NPTEL, Swayam, Youtube lectures and Udsm to name a few. Student feedback is taken twice a semester, once after two weeks of classwork to ascertain additional learning requirements of students. Faculty meeting is then held to discuss and improve upon the same. Oral feedback is taken from sample students from various learning groups every fortnight for mid-course corrections. Syllabus coverage, assignments and tests are documented in the attendance registers, duly presented to heads every week, who advise faculty on areas requiring improvement. Deviations are documented along with syllabus coverage and corrective measures such as additional class work, seminars and flipped learning methods are planned in consultation with Head of the Department and implemented. Faculty also meet the Principal once a month to discuss action taken for ensuring student success in their respective courses. Every slip-test, online test, class quiz, technical JAM, assignment and related activity is discussed before-hand with the Head of the Department and the experience is shared in Departmental meetings for the benefit of all.

### Research, Innovations and Extension

TPCE has established an incubation centre in 2016 for encouraging young, budding entrepreneurs from ideation to marketing. The centre works from 9:00 am to 7:00 pm and has a faculty mentor from each Department. These faculty scout for students from II and III year with talent and invite them to present ideas. The mentors also analyze the ideas to determine if they are worthy of implementation. If so, students are given all the necessary expertise and support to carry their ideas to implementation. Mentors collaborate with industry giants through organizations like T-Hub for knowledge transfer and progression.

TPCE conducts several extension activities every year to sensitize students to the various social issues in our local area. Every year, we adopt a rural area around us. Students camp at the site for a week and follow a series of well-defined and documented processes. Students visit the local sarpanch well in advance and collect data about the various areas requiring immediate attention. Each day is dedicated to an activity. Students meet every family and enquire about their well-being. A list of people requiring medical attention is taken and a health camp is arranged with five Government physicians. Door-to-door campaign is done to encourage education of girl child and to build awareness against dowry system. A day is dedicated to planting trees and cleanliness campaign. Apart from this, blood donation camp is held at the institution twice a year. Students collect clothes and money to donate to the old age homes and orphanages in the area.

## Infrastructure and Learning Resources

TPCE has all facilities including many smart classrooms with ICTs, fully-equipped laboratories, computers - one for each student attending the computer lab, additional computers for Communication skills and so on. Our Central Library has over 18300 text books and adequate number of journals and newspapers. The library also has internet facilitated computers for e-journal and e-book database access. We have our own cricket ground, basketball court and adequate arrangements for volleyball, throwball and tennicoit. Our kho-kho ground is equally popular with students. Our gym has the essential facilities for an aerobic workout. Yoga classes are conducted once a week. Local festivals like Bathukamma are celebrated elaborately. Traditional Day is celebrated once every year where the boys and girls come in traditional wear. Competitions are conducted on the occasion and the local delicacies are served to all. Cultural Day is given equal importance. College Day is another grand occasion where students present their multi-talents on stage. TPCE has an ILMS to track books, requests for issue, bills, and book borrowers. Additionally, the OPAC (public interface for users) is available for access of e-content of the library and our e-subscriptions. TPCE has soft copies of some old and rare books on scientific work which helps enthuse students to innovate. We also have several books related to core subjects that were in usage 25 years ago as basic text books for teaching and learning a number of interesting subjects. TPCE started its foray into internet for specialized labs in 2008. In 2010, we have acquired a 20Mbps leased line from STPI, NIT, Warangal for a period of 5 years. Today, we have two providers - the Balaji Internet providing 120 Mbps WiFi and two STPL leased lines with 20Mbps capacity each. These lines are segregated usagewise into all three blocks, this feeds the internet requirements of all our labs, the library, the office and the Exam Branch.

## Student Support and Progression

The student council at TPCE represents the brightest and most talented students here. These students interact with all other councils as per their requirements. For academic issues, student council collaborates with the Academic council. Every case of indiscipline is dealt with transparently with the student council being fully informed of the issues thereof. Student council participates in the process of planning the various student oriented activities and is encouraged to suggest innovative and interesting methodologies for teaching. Their feedback is taken for every course taught, changes are made immediately to suit their individual training needs. The council is the fastest method of informing all student bodies of any exigencies. Students are motivated and inspired by the working of the council. Students aim to be part of the council.

Our Alumni are our pride and strength. Their major contribution to the institution is by way of knowledge-sharing with their juniors. Alumni plan their visit during weekends so as to spend time with the Engineers-to-be, discussing current trends, technologies required and the means of learning them. They also share their experiences with job-hunting, higher education and their stay environment abroad. All this helps foster confidence among the students about their future and success in career. Students are encouraged to ask queries and take contact numbers. During Alumni meets that are organized twice a year at times best suited to them, Alumni discuss ways and means for improving the quality of students and methodologies required to achieve it. Alumni reminisce their days at TPCE and go back to their lives, their time having been well-spent.

## Governance, Leadership and Management

Our management ensures that students are encouraged to participate in Smart India Hackathons and to be part of New Age India. Many students intern with TP Solutions, working with their peers and seniors to learn the makings of various products at a faster pace. Feedback is taken by management informally as well and the

actions taken are immediate and effective. The management truly believes that student success is our success. TPCE has autonomous councils for every major domain of college functioning. All councils engage with the student councils before decision-making. The Principal is a facilitator who ensures that the various councils function smoothly. For every new proposal, all stake holders are taken into consent before implementation. At TPCE, all events are strategically planned and deployed. The entire process is well-documented. Minor changes are affected and the plan is executed to its fruitful end. The implementers provide a detailed feedback on the efficacy of implementation of the plan and the means to make it better the next time around. The recruitment process is transparent, with the candidature of faculty being ratified by the University by way of Staff Selection Committees (SCMs). Promotions are based purely on feedback and self-appraisal reports of faculty. The management maintains a corpus fund for any exigency happening to any faculty member - for example, sudden hospitalization, etc. Also, every faculty marrying is given extra leaves and marriage allowance. Maternity and paternity leaves are granted for all. Free bus facility is provided for all faculty. Women faculty are protected at all times, their safety being given high priority. All stakeholders are made aware of the need to optimize Institutional resources such as power, water and paper. Solar energy is used to optimum. The IQAC also performs audit every year to ensure that the function models perform as per the operations. Deviations are noted and procedures are constructed for overcoming them on a cyclic basis. For the teaching-learning process, a feedback mechanism is implemented involving all stake-holders - students, parents, teachers and management. For administrative process, importance is therefore given to the timely and efficient solving of problems.

### **Institutional Values and Best Practices**

TPCE offers utmost support to girl students by way of security and well-being. Every girl student is explained about the various facilities available in the college such as the girls' common rooms, special seat allocations in buses, classrooms and laboratories. At TPCE, we follow three steps for waste management 1) reduction. 2) reuse 3) recycling. Rain water harvesting pits have been built at two places in the 3.29 acres space. These pits are properly covered to prevent water contamination. TPCE encourages students and faculty to walk to college from the nearest bus station, i.e., Kazipet. The college is situated amidst lush green fields. There is very little traffic on the road around the college, allowing students to walk without discomfort. This acts as a good exercise, improving their health as well. TPCE believes in upholding the ideals of national honour and respects every Indian who has made India proud. We celebrate our Independence Day, Republic Day and Gandhi Jayanthi with pride and remember our national heroes who have made Independence possible with their efforts and sacrifices. TPCE has several regulations by which it maintains transparency in its academic, administrative and auxiliary functions. TPCE has many practices that are unique and contribute to its popularity 1) The Management is always available to all stake holders. 2) We have classwise and categorywise WhatsApp groups administered by class teachers. TPCE has established an inhouse incubation centre called TP Solutions that encourages students to come up with new product ideas. Mentors discuss the idea with industry experts and encourage students to implement them.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TALLA PADMAVATHI COLLEGE OF ENGINEERING
Address	Somidi, Kazipet, Warangal. 506003
City	Warangal
State	Telangana
Pin	506003
Website	<a href="http://tpce.in">tpce.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Kiran Mayee	0870-2979512	9290200204	-2975912	advalakiranmayee@gmail.com
Principal	P. Yellaiah	0870-2975912	7032815912	-2979512	PRINCIPAL.TPCE@GMAIL.COM

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	30-06-2008

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

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	<a href="#">View Document</a>

**Details of UGC recognition**

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department program	From Month and Year (a-a-m-m-y-y)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	16-01-2018	12	

**Details of autonomy**

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

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



Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Somidi, Kazipet, Warangal. 506003	Urban	3.29	11837.9

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering	48	Intermediate	English	60	43
UG	BTech,Electrical Electronics Engineering	48	Intermediate	English	60	19
UG	BTech,Electronics And Communications Engineering	48	Intermediate	English	60	27
UG	BTech,Mechanical Engineering	48	Intermediate	English	60	15
UG	BTech,Civil Engineering	48	Intermediate	English	60	32
PG	MBA,Management	48	Intermediate	English	120	64

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				5				95			
Recruited	4	1	0	5	2	0	0	5	59	36	0	95
Yet to Recruit	0				0				0			

Non Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				50
Recruited	26	24	0	50
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	14	8	0	22
Yet to Recruit				0

## Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	0	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	3	0	59	36	0	100

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	2	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate	Male	352	0	0	0	352
	Female	300	0	0	0	300
	Others	0	0	0	0	0
Diploma	Male	267	0	0	0	267
	Female	47	0	0	0	47
	Others	0	0	0	0	0
PG	Male	39	0	0	0	39
	Female	25	0	0	0	25
	Others	0	0	0	0	0
UG	Male	339	0	0	0	339
	Female	304	0	0	0	304
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	38	60	37	29
	Female	14	17	13	18
	Others	0	0	0	0
ST	Male	9	16	18	13
	Female	2	1	2	0
	Others	0	0	0	0
OBC	Male	153	182	144	110
	Female	79	84	55	63
	Others	0	0	0	0
General	Male	17		11	16
	Female	1	1	13	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		324	398	293	264

### 3. Extended Profile

#### 3.1 Program

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

File Description	
Institutional Data in Prescribed Format	

[View Document](#)

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	8	5

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1115	1079	976	892	828

File Description		Document	
Institutional Data in Prescribed Format		<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
273	273	273	273	212

File Description		Document	
Institutional data in prescribed format		<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
323	315	247	216	239





File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
105	123	114	106	103
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	20	22	6	7
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

### 3.4 Institution

**Total number of classrooms and seminar halls**

**Response: 27**

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

2017-18	2016-17	2015-16	2014-15	2013-14
336	314	80	74	98

**Number of computers**

**Response: 301**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

We have planned and effective delivery mechanism for curriculum. Academic Council meets two months ahead of every academic year to discuss the upcoming regulations, courses and faculty requirements. Faculty are recruited in advance. Subjects pertaining to both semesters are allocated on the last working day of the previous semester. For electives and Choice based credit system, students are given the opportunity to select electives of their choice. Faculty are asked to give their choice of subjects for the upcoming semesters. Courses are allotted based on their experience in teaching the subject, their strengths and weaknesses and their choice. After this, faculty submit COs and the Outcomes of each course as presented in the syllabus book of JNTUH, the affiliating University, refining them wherever required. Further, they design the teaching schedule for the given syllabus with appropriate focus on the teaching-learning mechanism and ICTs that can be utilized for the various topics. Teachers also discuss individual student needs and their plan-of-action, their resource requirements, plans for revision, assignments and class slip-tests and preparatory or fundamental classes.

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

**Response:** 503

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

2017-18	2016-17	2015-16	2014-15	2013-14
151	126	119	92	15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>

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

**Response:** 363.88

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

2017-18	2016-17	2015-16	2014-15	2013-14
84	83	83	83	68

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 36.62

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

Response: 223

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 89.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
1115	1079	976	892	404

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

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

An Engineering student has to also have first-hand knowledge of the world and society at large. This is necessary for the student to be a better human being. At TPCE, courses related to global and local ecology, environment and society are given equal importance. This helps students become better and aware citizen in future. Accordingly, several courses such as gender sensitization, environment science, gender sensitization, NSS, professional ethics and values and disaster management have been incorporated in the syllabi. The response received for these subjects has been encouraging.

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years****Response:** 74

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

**Response:** 74

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 97.22

#### 1.3.3.1 Number of students undertaking field projects or internships

**Response:** 1084

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

Response: 0

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

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

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

Response: 69.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
302	328	282	316	203

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

2017-18	2016-17	2015-16	2014-15	2013-14
440	440	440	440	300

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

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

**Response:** 39.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
93	117	90	132	86

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

After a student joins the institution (the admission process is online and done by the one of the affiliating universities in the state), his/her knowledge levels, strengths and weaknesses are gauged by conducting simple psychometric tests. These tests are analyzed by the academic council and faculty are given the necessary inputs about each student in their classes. Faculty then give individual attention to the students. For instance, students with poor academic background are given tutorials on the background of their subjects. Students with poor communication are assigned communication skills classes, those with other personal issues are counselled on ways and means to mitigate their issues.

**2.2.2 Student - Full time teacher ratio**

**Response:** 10.62

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls**

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>



## 2.3 Teaching- Learning Process

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

**Response:**

TPCE believes in learning by participation. Every class taken is planned meticulously to facilitate ease of learning by incorporating methodologies such as interactive learning, moodle-based learning, flipped learning classes, presentation of case studies, seminars on the current usage of the methodologies, exercises to be worked upon, etc. Students are taught with individual learning methods in mind. Each student progresses as per his/her pace of learning. Faculty becomes a facilitator to ensure that every student achieves the learning goals.

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

**Response:** 130.48

2.3.2.1 Number of teachers using ICT

Response: 137

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 10.72

2.3.3.1 Number of mentors

Response: 104

File Description	Document
Any additional information	<a href="#">View Document</a>

**2.3.4 Innovation and creativity in teaching-learning**

**Response:**

Our teachers are the best in India. They try applying new approaches to learning and share their

experiences in review meetings at the Departmental level. Innovative approaches that are successful are duly awarded. The same is also presented at inter-Departmental meetings to ensure that a majority of faculty incorporate them in class. Teachers are encouraged to follow newer approaches to learning; successful methods are rewarded. Faculty follow ICTs, flipped methods, 'coloring' approaches, etc. Our aim is to fully explore Bloom's taxonomy in our individual capacities as faculty.

## 2.4 Teacher Profile and Quality

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

**Response:** 1005.51

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5.47

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

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 8.02

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

**Response:** 842

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:** 120.69

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

2017-18	2016-17	2015-16	2014-15	2013-14
25	37	53	11	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response:** 28.41

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	20	1	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

At TPCE, we believe that evaluation is a means of understanding the learning needs of students. Hence, it becomes our priority to ensure that the current level of understanding of student be known at depth. We therefore have a series of processes for continuous internal evaluation (CIE). Internal marks are divided into three categories as per university norms. The first is assignments, which has 5 marks. We give assignments aimed at upgrading the knowledge-levels of students. For example, students are asked to prepare advanced topics from syllabus and present the same. Sometimes, students are asked to solve technical crossword puzzles customized for the current chapter. Students are asked to prepare questions from the chapter as assignment. This way, an exhaustive question bank is automatically prepared. Students preparing the most unique questions are awarded classwise.

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

All internal assessment marks are immediately shared with students along with the key if the assignment is of written type. Every other assignment is discussed individually with the student to ensure that student knows where he/she has excelled and where there are lapses in depth of presentation, analysis, design, documentation and so on. An assignment is given at the end of every unit. Thus, student has a minimum of five assignments per subject per semester for a total of 10 marks. Students are given different deadlines for different subjects to ensure they have enough time for submission. Assignments range from advanced topics of syllabus to question setting, crossword puzzle solving, objective questions from GATE syllabus, quiz question creation and participation, simple projects applying concepts taught, model/prototype development, module development, algorithm implementation, and so on.

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

At TPCE, any grievance is treated seriously and resolved in a time-bound and efficient manner. Students share their grievances either directly or through the online complaint management portal. The examination council headed by Principal looks into the matter and resolves it immediately if it is an issue in real-time related to, say, a student not taking his/her hall-ticket on time or some other matter like copying in examination requiring immediate resolution. Every case is analyzed critically along with the observer, involving student and action is taken in compliance with the norms laid down by the affiliating university, viz., JNTUH.

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

TPCE strictly adheres to all the norms, rules and regulations of its affiliating University, viz., the JNTUH. The academic calendar of JNTUH is strictly adhered to. All continuous internal evaluation processes happen in two phases - phase 1 is from start of classwork until mid semester -I examinations. Phase 2 starts after Mid -I and ends with Mid semester-II examinations. In both phases, the max marks allotted remains the same. Both phases have a maximum of three assignments coursewise. For all lab-related courses, every lab is graded for 10 marks. The overall student performance is taken as an average of performance in all labs taken together. Similarly, for theory assignments also, the average of performance is taken into account.

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

Every program at TPCE has a set of program outcomes and program specific outcomes. Similarly, every course taught has a set of course objectives and outcomes. All of these are clearly spelt out and displayed in the individual departmental websites. Every teacher develops a set of course objectives based on those stipulated by the affiliating university JNTUH, and adds outcomes that are derivable from the same. The first class taught in every course discusses the need for the subject alongwith the objectives and outcomes of the subject. This helps students understand the importance of the subject and helps in goal setting, coursewise. At the beginning of every chapter, faculty focuses on the expected outcomes. At the end of the chapter, faculty summarizes the chapter along with a rehash of the outcomes and how and how far they were achieved by the students.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

Every faculty in a program / course understands the program outcomes, program specific outcomes on entry into the institution. Faculty is also made aware of the changes made to the same from time to time. Faculty understands course outcomes and discusses the possible ways of evaluating the attainment of these outcomes with Bloom's taxonomy as the guiding principle. For every lecture taken, faculty also takes up the responsibility of determining how far students have achieved their learning outcomes by way of simple oral question-answering, quiz and so on taking a very little fraction of their class time. Faculty presents the same in Departmental meetings. For poor understanding, tutorial classes are arranged to ensure that course outcomes are reached. Heads present their analysis of Departmental progress to Principal, who advises

them. Every course is evaluated for its quality based on how far the course outcomes have been achieved.

### 2.6.3 Average pass percentage of Students

**Response:** 78.25

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

**Response:** 223

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

**Response:** 285

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 6.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
2.0	1.5	1.5	1	.2

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0.95

3.1.2.1 Number of teachers recognised as research guides

Response: 1

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

**Response:** 0.11

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

Response: 3

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

Response: 132

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

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

##### Response:

TPCE has established an incubation centre in 2016 for encouraging young, budding entrepreneurs from ideation to marketing. The centre works from 9:00 am to 7:00 pm and has a faculty mentor from each Department. These faculty scout for students from II and III year with talent and invite them to present ideas. The mentors also analyze the ideas to determine if they are viable for implementation. If so, students are given all the necessary expertise and support to take their ideas to implementation. Mentors collaborate with industry giants through organizations like T-Hub for knowledge transfer and progression.

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

##### Response: 16

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

##### Response: Yes



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>

### 3.3.3 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

**Response:** 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

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

**Response:** 0.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	7	6	5

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

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

**Response:** 0.14

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

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

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 3.4 Extension Activities

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

**Response:**

TPCE conducts several extension activities every year to sensitize students to the various social issues in our local area. Every year, we adopt a rural area around us. Students camp at the site for a week and follow a series of well-defined and documented processes. Students visit the local sarpanch well in advance and collect data about the various areas requiring immediate attention. Each day is dedicated to an activity. Students meet every family and enquire about their well-being. A list of people requiring medical attention is taken and a health camp is arranged with five Government physicians. Door-to-door campaign is done to encourage education of girl child and to build awareness against dowry system. A day is dedicated to planting trees and cleanliness campaign. Apart from this, blood donation camp is held at the institution twice a year. Students collect clothes and money to donate to the old age homes and orphanages in the area.

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

**Response:** 7

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

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

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

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

**Response: 16**

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	4	3	1

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 100**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1115	1079	976	892	828

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.5 Collaboration

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

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	7	4	2	1

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>

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

Response: 48

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	13	8	5	1

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

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

TPCE has all facilities required for a student to become an able Engineer. This includes many smart classrooms with ICTs, fully-equipped laboratories, computers - one for each student attending the computer lab, additional computers for Communication skills and so on. Every aspect of academics is taken care of. Our Central Library has over 18000 text books and adequate number of journals and newspapers. Every student is encouraged to spend atleast one hour in the library every week. The library also has internet facilitated computers.

**File Description**

**Document**

Link for Additional Information

[View Document](#)

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

**Response:**

TPCE has all arrangements for outdoor and indoor sports. We have our own cricket ground, basketball court and adequate arrangements for volleyball, throwball and tennicoit. Our kho-kho ground is equally popular with students. Our gym has the essential facilities for an aerobic workout. Yoga classes are conducted once a week, for an hour to improve the concentration of our students. Local festivals like Bathukamma are celebrated elaborately. We have in fact shot two videos on the same, which is uploaded on YouTube. Traditional Day is celebrated once every year where the boys and girls come in traditional wear. Competitions are conducted on the occasion and the local delicacies are served to all. Cultural Day is given equal importance. Songs, Dances, Mimicry, Drama, Skits and Musical instrument presentations happen on this day. College Day is another grand occasion where students present their multi-talents on stage.

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

**Response:** 70.37

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

**Response:** 19

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

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

**Response:** 44.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
158	126	37	30	50

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

TPCE has an ILMS to track books, requests for issue, bills, and book borrowers. Our database has data of all patrons, books and study material. The system has two graphical user interfaces - one for patrons and one for librarians. The options for the patrons are to look up books and to make issue requests. Librarians have access to issues requests, borrowers, books due, and book/journal/magazine entries. Additionally, the OPAC (public interface for users) is available for access of e-content of the library and our e-subscriptions. Each patron and item has a unique ID in the database.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Library enrichment****Response:**

TPCE has soft copies of some old and rare books on scientific work which helps enthuse students to innovate. We also have several books related to core subjects that were in usage 25 years ago as basic text books for teaching and learning a number of interesting subjects. These books are available as reference copies. We also have e-content of highly specialized topics in Engineering and research that are available in our e-archives. Access to this content requires permission from the Library council. We also have reports on some milestones in Engineering innovations and landmark social achievements.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

**4.2.3 Does the institution have the following:**

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 12.5

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



in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
17.26	14.422	14.355	10.25	6.23

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library****Response:** Yes**4.2.6 Percentage per day usage of library by teachers and students****Response:** 8.52**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 104**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

TPCE started its foray into internet for specialized labs in 2008. In 2010, we have acquired a 20Mbps leased line from STPI, NIT, Warangal for a period of 3 years. We have switched to the more stable BSNL (30 Mbps) in 2013. Today, we have two providers - the Balaji Internet providing 80 Mbps WiFi and two BSNL leased lines with 20Mbps capacity each. These lines are segregated usagewise into all three blocks. This feeds the internet requirements of all our labs, the library, the office and the Exam Branch.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

**4.3.2 Student - Computer ratio**

<b>Response: 3.7</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>

<b>4.3.3 Available bandwidth of internet connection in the Institution (Lease line)</b> <b>&gt;=50 MBPS</b>  <b>35-50 MBPS</b>  <b>20-35 MBPS</b>  <b>5-20 MBPS</b>  <b>Response: &gt;=50 MBPS</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</b>  <b>Response: Yes</b>	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

Response: 25.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
85	101	26	23	7

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

#### 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:

At TPCE, every resource is optimally used. We are ISO certified and follow all norms established thereof. The IQAC establishes systems and norms for establishment, procurement, utilization and maintenance of every facility. Every requirement is carefully analyzed for its utility by the respective committees before procurement. Efforts are made to ensure that the current technology is implemented in all facilities. All smart classrooms, laboratories, library, gym, sports grounds, indoor sports areas are upgraded periodically. The utilization of the facilities is also monitored on a daily basis. Audits are conducted internally as well as externally to ensure that the quality of services provided are on par with the best. Preventive maintenance is stressed upon. In Laboratories, lab assistants check for the efficient performance of equipment on a daily basis. Calibrations are checked before start of semester and the requisite corrections are made. The providers of various equipment are required to check all equipment on a periodic basis and make the necessary corrections wherever required. All computers in the various labs are pre-installed with the required software and tested before semester starts. Anti-virus and other system software are pre-loaded upon purchase. Any hardware issue is resolved within 24 hours.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 80.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
860	838	759	790	647

#### File Description

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

**Response:** 18.32

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

2017-18	2016-17	2015-16	2014-15	2013-14
224	230	174	156	123

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

**7.Yoga and meditation****8.Personal Counselling****A. 7 or more of the above****B. Any 6 of the above****C. Any 5 of the above****D. Any 4 of the above****Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 92.49**5.1.4.1** Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
981	976	923	826	802

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 4.72**5.1.5.1** Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
89	76	41	23	15

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 9.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
43	34	18	18	22

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 39.32

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 127

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 62.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
53	51	34	22	19

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

2017-18	2016-17	2015-16	2014-15	2013-14
86	81	74	36	24

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response:** 6

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

#### Response:

The student council at TPCE represents the brightest and most talented students here. These students interact with all other councils as per their requirements. For academic issues, student council collaborates with the Academic council. Every case of indiscipline is dealt with transparency with the student council being fully informed of the issues thereof. Student council participates in the process of planning the various student oriented activities and is encouraged to suggest innovative and interesting methodologies for teaching. Their feedback is taken for every course taught, changes are made immediately to suit their individual training needs. The council is the fastest method of informing all student bodies of any exigencies. Students are motivated and inspired by the working of the council. Students aim to be part of the council.

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

Response: 4.6

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

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

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organized per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement



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

Our Alumni are our pride and strength. Their major contribution to the institution is by way of knowledge-sharing with their juniors. Alumni plan their visit during weekends so as to spend time with the Engineers-to-be, discussing current trends, technologies required and the means of learning them. They also share their experiences with job-hunting, higher education and their stay environment abroad. All this helps foster confidence among the students about their future and success in career. Students are encouraged to ask queries and take contact numbers. During Alumni meets that are organized twice a year at times best suited to them, Alumni discuss ways and means for improving the quality of students and methodologies required to achieve it. Alumni reminisce their days at TPCE and go back to their lives, their time having been well-spent.

**5.4.2 Alumni contribution during the last five years (Rs. Lakhs)**

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** ? 5 Lakhs**File Description****Document**

Alumni association audited statements

[View Document](#)**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 8**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Our vision and mission is very much reflected in the governance of the institution. We encourage all students and teachers to bring in creative and innovative thoughts into academics. This makes the teaching-learning experience much more interesting. It also results in better grades. In most classes, the use of ICTs is encouraged. Students are encouraged to "make" comments, new programs and present new designs. Management sponsors hands-on workshops are conducted many-a-times lasting a week to allow students imbibe the essence of new technologies. Also projects are done with student-faculty collaboration alone - no third party is permitted. This management policy has ensured that the quality of projects done at TPCE is at par with the best in the country. Our management ensures that students are encouraged to participate in Smart India Hackathons and to be part of New Age India. Many students intern with TP Solutions, working with their peers and seniors to learn the makings of various products at a faster pace. Feedback is taken by management informally as well and the actions taken are immediate and effective. The management truly believes that student success is our success.

#### 6.1.2 The institution practices decentralization and participative management

##### Response:

TPCE has autonomous councils for every major domain of college functioning. For example, the academic council handles all issues related to new programs, syllabi, tutorials, teaching methodologies and the like. The sports and cultural councils plan and execute the related events. Similarly, Library council takes all teachers' and students' requirements into consideration before ordering. All councils engage with the student councils before decision-making. Every council decides upon its plan-of-action and requirements and presents a report of the same to the Principal. The Principal is a facilitator who ensures that the various councils function smoothly. For every new proposal, all stake holders are taken into consent before implementation. Academics are given its due importance while also focusing on all other activities that are also vital for a students' all-round growth.

### 6.2 Strategy Development and Deployment

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

##### Response:

At TPCE, all tasks are strategically planned and the same is deployed as per plan. The entire process is well-documented. For every event or new teaching methodology implemented, all process documents are carefully thought out, then prepared. The process sheets are shared with all implementers, a detailed time-

line is prepared for the milestones and the same is then implemented. For every stage of implementation, detailed feedback is taken from all stake holders on the success of the same. Minor changes are affected and the plan is executed to its fruitful end. The implementers provide a detailed feedback on the efficacy of implementation of the plan and the means to make it better the next time around.

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

#### **Response:**

TPCE has a decentralized system of governance where the Principal facilitates the functioning of the various councils. The Governing body has the management and experts from the fields of education and industry. This brings in the much needed enrichment from the point of view of quality. The various councils such as Academic council (that handles academics), sports council (for sports related activities), cultural council (for extra-curricular activities), Council for Women, Faculty council, Students' council, Parents' council, the minority cell, SC&ST cell, general grievances cell, women protection cell for protecting the privileges and rights of women, under-privileged and minority groups work together to improve the efficacy of governance. Service rules are devised with the well-being of faculty and students in mind. The same are clearly spelt-out and explained to every new faculty during the recruitment process. The recruitment process is transparent, with the candidature of faculty being ratified by the University by way of Staff Selection Committee (SCMs). Promotions are based purely on feedback and self-appraisal reports of faculty.

### **6.2.3 Implementation of e-governance in areas of operation**

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

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

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

##### **Response:**

Every council and cell at TPCE has its autonomy. The effectiveness of such council is determined by the depth of clarity in discussing issues with the various stakeholders and the decisions taken thereof. Decision-making is effective only when it is implemented by the latter. Therefore, each committee is observed by the higher authorities for clarity of purpose. Whenever deviations arise, committees report the same to the Principal. A meeting is called to rectify deviations and to prevent further regression.

### **6.3 Faculty Empowerment Strategies**

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

##### **Response:**

At TPCE, every staff is treated as a family member. The management maintains a corpus fund for any exigency happening to any faculty member - for example, sudden hospitalization, etc. Also, every faculty marrying is given extra leaves and marriage allowance. Maternity and paternity leaves are granted for all. Research scholars are encouraged by way of ODs (On Duty) for their conference presentations and the like. This facility is also given to other non-scholars as well. Faculty are encouraged to attend FDPs (Faculty Development programs) at least twice a year. Faculty achieving 100% results and those recognized at state and national level are given cash prizes. Free bus facility is provided for all faculty. Women faculty are protected at all times, their safety being given high priority. Above all, faculty are treated with veneration at TPCE.

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

##### **Response:**

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards

membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
131	126	121	119	105

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 3.8**

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

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

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 109.51**

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

2017-18	2016-17	2015-16	2014-15	2013-14
131	126	121	119	105

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

#### Response:

All teaching and nonteaching staff are given due recognition based on their contribution to student progress and therefore, the [progress of the institution] with teaching and non-teaching faculty are asked to set their individual and Departmental goals for the academic year much in advance. These goals pertain to teaching-learning achievements as well as research, development of new teaching aids, software and so on and also counseling, mentoring for projects, and participation as co-coordinators in various events, and last, but not the least, research. Every faculty and staff submits their online self-appraisal based on all these points at the end of the academic year. Heads also submit their performance appraisal of individual faculty. Both of these documents are taken into consideration as determinants for progression and increments. Additionally, achievers are duly awarded.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

At TPCE, every rupee is accounted for. Every individual in the transaction chain maintains the necessary proof of expenditure. Departments give their financial requirements in advance. The amounts are transferred online. Instructions are given on the methodology of spending and the documents to be maintained thereof. Departments audit their expenditure on a monthly basis. Institutional audit is performed twice a year. Any deviations are immediately analyzed and action is immediately taken. Payments including purchases are made online.

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

**Response:** 0.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
.14	.11	.11	.10	.07

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

##### Response:

At TPCE, optimal use of all resources is encouraged. For any activity, along with institutional funds, every effort is made to publicize the event and to obtain as many sponsors as possible. These sponsorship amounts help take care of the other expenses of the event. Usually, local institutions at Kazipet and the surrounding areas are approached. The institution has a waste-not want-not policy. All stakeholders are made aware of the need to optimize Institutional resources such as power, water and paper. Students and staff are encouraged to switch off fans, lights and other electrical equipment when not required. Solar energy is used to optimum.

### 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:

IQAC at TPCE lays the norms and requirements for all processes in the institution. Every activity, be it academic, administrative or others, presents its processes in a structured format. There are set of procedures that are agreed upon by all parties that come under the purview of a process. Once this happens, these stake-holders come up with the method they will adapt to document their processes and to evaluate the same for effectiveness. The IQAC gives the standard set of rules for each process verification, documentation and improvisation. The IQAC also performs audit every year to ensure that the function models perform as per the operations. Deviations are noted and procedures are constructed for overcoming them on a cyclic basis.

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



**Response:**

Quality is of paramount importance at TPCE. Every process - be it primary like teaching-learning or the related program outcomes, administrative tasks or others, comes into the purview of IQAC. For every task, three phases are defined, the last one being an analysis of how well the process was performed - or the efficiency of implementation of the process. For the teaching-learning process, a feedback mechanism is implemented involving all stake-holders - students, parents, teachers and management. These reviews are taken twice every semester and analyzed to obtain the efficacy of the methodologies applied. Based on these reviews, strategic decisions are taken on continuing or discontinuing processes and improving them. Results also act as a benchmark for evaluating how successful teachers were in achieving their learning outcomes. For administrative processes, the quality metric is the turn-around time for problem resolution. Importance is therefore given to the timely and efficient solving of problems.

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year****Response:** 3.6**6.5.3.1 Number of quality initiatives by IQAC for promoting quality culture year-wise for the last five years**

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

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

**A. Any 4 of the above****B. Any 3 of the above**

C. Any 2 of the above

D. Any 1 of the above

**Response:** A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

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

**Response:**

Quality is a continual process. We at TPCE started our quality initiatives in 2013. Since then, we have made incremental improvements in all processes. We show case two of our domains here. With respect to academics, we started out with inclusion of tutorials for supplementing classwork, giving exercises and interesting problem scenarios for students. Next we have included reference text books in the teaching schedules to enable ease of learning. Next, we have included ICTs as teaching aids to ensure 360 degree learning. At first, attendance was made online, followed by the LMS. Today, we have also created user groups for courses so that students can access learning material online and also post their queries, assignments and share updates. In the Examinations domain, we have started out by posting exam-related notices on the notice board. We noticed that it was an ineffective means of communication. We started sending SMSes regarding important Examination-related information and posting the same on our site. Now, all Exam-related updates and results are also available to students through our App.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	1	1

#### File Description

Report of the event

Document

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

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

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

**Response:**

TPCE offers utmost support to girl students by way of safety, security and well-being. Every girl student is explained about the various facilities available at the college such as the girls' common rooms, special seat allocations in buses, classrooms and laboratories. Girl students are counseled by female faculty who give special attention to the problems faced by teenage girls which are important and delicate. Students are counseled on the importance of healthy eating at this stage for a better tomorrow. Also, special classes are taken to impart knowledge about hygiene as well. Lady faculty are assigned on rounds every hour to check up on all classrooms and labs. Also, CC TVs have been installed in every classroom and lab. These are monitored also to protect to the girl students. Frequently, the chairperson of women's' cell calls girl students at random to ensure their well-being. Every gent faculty is counseled at the beginning of the academic year on behavior and communication with respect to students at large and girl students in specific. A course on gender sensitivity has been introduced with the specific objective of ensuring that the boy students understand their counterparts better.

**7.1.3 Alternate Energy initiatives such as:****1.Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 19.87**7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)****Response:** 12000**7.1.3.2 Total annual power requirement (in KWH)****Response:** 60400

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

**7.1.4 Percentage of annual lighting power requirement met through LED bulbs****Response:** 31.25**7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)****Response:** 2456**7.1.4.2 Annual lighting power requirement (in KWH)****Response:** 7860

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

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

**Response:**

At TPCE, we follow three steps for waste management

1) reduction. We believe that the best waste management is to reduce the usage of material. For example, as far as possible, all records are maintained as soft copies on our cloud server. Wherever possible, the use

of paper is minimized. When used, both sides of a paper are used for printing. Except the use for packing exam answer books, the use of plastic is banned on campus. Students are encouraged to submit assignments online. Notes and other material are made available as econtent.

2) reuse. As far as possible, reusable waste is converted for usage in some other form. For example, printed, obsolete papers are reused for packaging. Boxes that contain ordered books, etc. are reused to carry other material or records, waste paper, etc.

3) recycling. At TPCE, recycling is highly encouraged. Disposed papers are sent to a nearby unit where it is converted back to lesser quality paper used for counselling books and attendance register covers. Kitchen waste is converted to compost. In fact, our students have done some fantastic projects by recycling waste.

3) proper disposal. Waste that cannot be reused or recycled is divided into three parts a) solid waste b) liquid waste c) ewaste

a) solid waste. This is again segregated into two (i) dry waste (ii) wet waste. Both of these containers are cleared everyday by the local corporation truck under the swachh karnat abhiyaan scheme, after which it is recycled.

b) liquid waste. Waste from washrooms is disposed off through a properly maintained sewage system. Water coming from kitchen is reused for watering plants.

c) ewaste is sent to the nearby electronics stores where components are reused.

#### 7.1.6 Rain water harvesting structures and utilization in the campus

##### Response:

At TPCE, every drop of rain water is considered precious. Rain water harvesting pits have been built at two places in the 3.29 acres space. These pits are properly protected to prevent water contamination. At Warangal where TPCE is situated, monsoon or rainy season is from June to August every year. These pits help collect water during monsoon. The underground water level is thus maintained and the water needs of the campus are fulfilled throughout the year. Also, this water is sparingly used for watering plants as well.

#### 7.1.7 Green Practices

- Students, staff using
  - a) Bicycles
  - b) Public Transport
  - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office

- **Green landscaping with trees and plants**

**Response:**

TPCE encourages students and faculty to walk to college from the nearest bus station, i.e., Kazipet. The college is situated amidst lush green fields. There is very little traffic on the road around the college, allowing students to walk without discomfort. This acts as a good exercise, improving their health as well. Other students and faculty from the nearby Somidi village use bicycles to commute to college. The college has six buses catering to student and faculty needs that cover the tricities of Warangal, Hanamkonda, Kazipet, as well as the neighboring rural areas such as Veleru and Ghanpur. The office is encouraged to maintain soft copies of all files, reducing the use of paper. The campus bans all use of plastic. The campus has a green cover with trees everywhere.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 2.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
4.26	3.45	2.25	2.18	2.16

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	3	2	1

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 12

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

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

**7.1.12**

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

**Response:** Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its web**

**Response:** Yes

File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

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

**Response:** Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

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



**Response: Yes**

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

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

**Response: 66**

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	18		12	9

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

TPCE believes in upholding the ideals of national honour and respects every Indian who has made India proud. We celebrate our Independence Day, Republic Day and Gandhi Jayanthi with pride and remember our national heroes who have made Independence possible with their efforts and sacrifices. We celebrate Mokshagundem Vishweshwarayya's birthday as Engineers' Day. On this day, several technical events are held including project expo, technical quiz, and seminars. Similarly, we also celebrate Dr.B.R. Ambedkar's birth anniversary, Babu Jagjeevan Ram Jayanthi, and Dr. Abdul Kalam's birth anniversary (world students' day).

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

**Response:**

TPCE has the following regulations by which it maintains transparency in its academic, administrative and auxiliary functions -

- 1) All financial payments made by institution are online and can be verified at any instant.
- 2) Student fee of many students is paid by the state government - every such transaction can be seen online by students and management.
- 3) Students paying fees do so online
- 4) the rules and regulations of the college and code of ethics are explained and a copy is made available to each student and employee.
- 5) every new regulation is circulated via sms, whatsapp and email where possible well in advance before enforcement
- 6) the appointment and functioning of the various council and their MoMs are made available to all stake holders who are affected by the various decisions made
- 7) every case of noncompliance is dealt with in a transparent manner with all the deliberations, proof and decisions made available to the parties concerned
- 8) audit reports , reports of expenditure and income and other financial and nonfinancial documents are made available to the affiliating university and higher authorities whenever required

**7.2 Best Practices****7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:**

TPCE has many practices that are unique and contribute to its popularity -

- 1) The Management is always available to all stake holders. A student /parent/ faculty/visitor can walk in at any time to visit the management. Unless a pre-meeting is in progress, any stakeholder or visitor can meet the management at any point of time. When physically unavailable, management is available on phone at all times. This enables a 360 degree stakeholder feedback and prompt and positive response from management, saving time and solving problems at the same time.
- 2) We have classwise and categorywise WhatsApp groups administered by class teachers. This helps class teachers engage with the students outside college hours as well. Students post their doubts in various subjects. Subject teachers post an immediate response. Students communicate with each other on additional material and information. Attendance, results and notices are sent promptly. Information-gap is

thus greatly reduced. Additionally, faculty post add-on information about career development, aptitude and communication skills by way of snippets, videos and powerpoint slides. This creates a 24 x 7 learning ecosystem

### 7.3 Institutional Distinctiveness

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

**Response:**

TPCE has established an inhouse incubation centre called TP Solutions that encourages students to come up with new product ideas. Mentors discuss the idea with industry experts and encourage students to implement them. All cost incurred is borne by the institution. Our vision is to ensure that students get the feel of the real industry environment before they step out of college. This helps them carry a running entrepreneurship model forward with ease. Those in the team also find it much easier to obtain lucrative job offers. We have six products that have come out of the software division, with one more in progress.

## 5. CONCLUSION

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### Additional Information :

Our USPs

- Highly motivated faculty
- Individual attention to every student
- Implementation of varied pedagogy for each student need.
- Focus on current industry needs
- Additional training facilitation to enable student placement and entrepreneurship
- Programs directed at all-round student development

### Concluding Remarks :

We at Talla Padmavathi College of Engineering are celebrating 10 wonderful years of success and development. Student success is our primary focus. Every student's success is important to us. We are proud of our students' achievements academically and in all other facets of growth. Accreditation would add a stamp of quality to all our endeavors.