



## **YEARLY STATUS REPORT - 2023-2024**

### **Part A**

#### **Data of the Institution**

<b>1.Name of the Institution</b>		<b>DNR COLLEGE OF ENGINEERING &amp; TECHNOLOGY</b>
• Name of the Head of the institution	<b>Dr.M.Anjan Kumar</b>	
• Designation	<b>Principal</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone no./Alternate phone no.	<b>9441655986</b>	
• Mobile no	<b>9121214528</b>	
• Registered e-mail	<b>dnrcet@gmail.com</b>	
• Alternate e-mail	<b>principaldnrcet@gmail.com</b>	
• Address	<b>BALUSUMUDI, BHIMAVARAM, WEST GODAVARI DISTRICT, ANDHRA PRADESH, INDIA</b>	
• City/Town	<b>BHIMAVARAM</b>	
• State/UT	<b>Andhra Pradesh</b>	
• Pin Code	<b>534202</b>	
<b>2.Institutional status</b>		
• Affiliated /Constituent	<b>Affiliated</b>	
• Type of Institution	<b>Co-education</b>	
• Location	<b>Urban</b>	

• Financial Status	<b>Self-financing</b>
• Name of the Affiliating University	<b>JNTUK Kakinada</b>
• Name of the IQAC Coordinator	<b>Dr.N.Venkatrao</b>
• Phone No.	<b>9440274784</b>
• Alternate phone No.	<b>9440274784</b>
• Mobile	<b>6301260924</b>
• IQAC e-mail address	<b>dnrcetnaac1@gmail.com</b>
• Alternate Email address	<b>venkatraonekkanti@gmail.com</b>
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://dnrcet.org/web/igac/aqar/">https://dnrcet.org/web/igac/aqar/</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://dnrcet.org/web/academics/academic-calendar/">https://dnrcet.org/web/academics/academic-calendar/</a>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A++</b>	<b>3.73</b>	<b>2023</b>	<b>02/08/2023</b>	<b>01/08/2028</b>

**6.Date of Establishment of IQAC****04/07/2016****7.Provide the list of funds by Central / State Government****UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
<b>Institutional 1</b>	<b>Government of India - Pradhan Mantri Kaushal Vikas Yojana 4.0 (PMKVY 4.0)</b>	<b>Ministry of Skill Development and Entrepreneurship (MSDE), Government of India.</b>	<b>2023-24</b>	<b>6,48,000</b>

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>02</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
1. Programs/Seminars conducted on OBE, NBA and NAAC for quality improvement in academics and administration		
2. Focused on improving the quality in education by conducting periodical Academic Audit by internal and external experts		
3. Conducted seminars / workshops, FDPs, Guest Lectures, training /NPTEL Certification programs		
4. Applied and got NBA Accreditation under Tier-II for the UG Programmes-CSE, EEE and ECE		
5. Focused approach on Internship/Field Project		
6. Regular quality checks on activities of all departments/Student activity Clubs of the institute to meet expected outcomes.		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		

Plan of Action	Achievements/Outcomes
Strengthening of Placement training	The career development and placement division constantly organizes various training sessions for the benefit of the students
It is proposed to have MOUs with reputed organizations and industries.	Established collaborative partnerships with reputed organizations and industries, leading to enhanced student placements, skill development, and research opportunities.
It is proposed to have technical enhancement programs for Students and faculty.	Departments have conducted seminars / workshops, FDPs, Guest Lectures, training / certification programs
To participate in Ranking/Award Systems	Chairperson IQAC announced that DNR CET got
Conducted Awareness on Outcome Based Education	Enhanced understanding among faculty and students about Outcome-Based Education (OBE), leading to improved curriculum design and student-centric teaching methodologies.
It is proposed to apply for NBA accreditation It is proposed that CE, ECE,CSE and EEE departments to prepare NBA	Chairperson IQAC announced that ECE,CSE and EEE Branches have qualified for NBA Accreditation
It is proposed to organize Alumni meet	Alumni meet 2023 was conducted at DNR CET Seminar Hall by DNR CET ALUMNI ASSOCIATION on 30-04-2023.
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name	Date of meeting(s)
Governing Body	11/01/2024

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2022-23	26/02/2024

**15. Multidisciplinary / interdisciplinary**

DNR College of Engineering & Technology (DNR CET) is committed to fostering a multidisciplinary approach to enhance students' academic experiences. By integrating humanities, sciences, and technological disciplines, the institution ensures a comprehensive and well-rounded education. Affiliated with JNTUK, Kakinada, DNR CET offers a holistic interdisciplinary curriculum designed to provide students with a broad understanding of allied subjects in addition to their core areas of study. The engineering curriculum includes foundational courses in Physics, Chemistry, Mathematics, English, and Environmental Science, which are strategically distributed across all the semesters of the B.Tech, M. Tech and M.B.A program. To further enrich the learning experience, DNR CET encourages students to undertake community service and socially relevant projects at the end of their second and third years, promoting civic responsibility and real-world problem-solving skills. Undergraduate departments offer optional interdisciplinary courses that are open to students across all disciplines. This approach empowers students to choose and combine concepts from various fields, fostering a deeper understanding of interdisciplinary learning. In the final semester (Semester VIII for UG and Semester IV for PG), students work on interdisciplinary projects that incorporate cutting-edge technologies such as Artificial Intelligence (AI), Machine Learning (ML), and Data Analytics, equipping them with advanced technical skills. Additionally, DNR CET emphasizes skill development through value-added courses and encourages students to pursue NPTEL certifications. Courses offered through the APS Skill Development Center further enhance students' career prospects, enabling them to meet the dynamic demands of the job market. By integrating multidisciplinary learning, community engagement, and advanced technology, DNR CET prepares students to excel academically, professionally, and socially, contributing to the institution's mission of producing skilled and responsible global citizens.

**16. Academic bank of credits (ABC):**

The institution has registered with the Academic Bank of Credits (ABC) to enable its students to benefit from multiple entry and exit options during their chosen curriculum. In alignment with the criteria set by NEP 2020, all students have successfully registered on the ABC portal and obtained their unique ABC IDs. The initiative is part of the National Academic Depository (NAD), a government program in collaboration with the affiliated university, JNTUK, Kakinada, aimed at providing a secure online repository for academic achievements under the Digital India Programme. The ABC platform has been seamlessly integrated into the NAD Digital Locker ([nad.digitallocker.gov.in](http://nad.digitallocker.gov.in)) to facilitate its implementation. Starting this academic year, autonomous institutions will have full access to this system. The majority of the registration and integration process has already been completed, ensuring smooth implementation of the ABC framework.

#### 17.Skill development:

Skill Development Initiatives at DNR CET: DNR CET is provided with a Technical Skill Development Institute (TSDI). It is used to promote skill development & entrepreneurship in and around the rural areas of DNR CET. It is also serving as an important task of providing high quality skilled manpower as part of the "Knowledge and Skills Mission" of Government of A.P. As per some estimates, Andhra Pradesh will face an incremental Human resources requirement of approximately ten million skilled workers from 2012 till 2022, across the high-priority and emerging sectors. Thus the main objective of the program is to implement a structured and pragmatic solution to skill & up skill the workforce in and around the rural areas of DNR CET and to increase employability, and promote entrepreneurship in sync with Industrial growth. The institution has provided five labs for training, viz., The computer based training lab (CBT) Electrical home lab Electronics home lab. Electronics office lab R&AC Lab The Ministry of Skill Development & Entrepreneurship (MSDE), Govt. of India, is implementing the flagship skill development scheme of Government of India - Pradhan Mantri Kaushal Vikas Yojana 4.0 (PMKVY 4.0). With the roll-out of the National Education Policy (NEP) in 2020, there has been a renewed focus on vocational skill training imparted by higher education institutes, thus integrating mainstream academics with practical vocational skill training. NSDC had circulated an online form to aggregate demand, and DNR CET has expressed interest to participate in PMKVY 4.0. Accordingly, DNR College of Engineering and Technology has been allocated 240 targets for implementing training under PMKVY 4.0. Skill development is a key priority at DNR College of Engineering & Technology, focusing on communication

skills, ICT skills, life skills, and technical expertise, which students acquire through various structured activities. The curriculum integrates a Skill-Oriented Course in the third year to provide specialized training in areas such as: Animation Design Continuous Integration and Continuous Delivery using DevOps Additionally, a Skill-Oriented Course IV is offered with the following options: Big Data: Spark MEAN Stack Technologies - Module I (HTML5, JavaScript, Node.js, Express.js, and TypeScript) Employability Skills is a mandatory course taught across two semesters to enhance job readiness. Students and faculty are actively encouraged to register on online learning platforms like SWAYAM, NPTEL, and e-Pathshala, promoting continuous learning and professional development. Communication Skills Development: The college's language lab is equipped with English language software that allows students to enhance their verbal and written communication. Students are encouraged to host and participate in exciting events alongside seminars, where they can deliver onstage performances during academic and extracurricular activities. Both verbal and non-verbal communication skills are addressed comprehensively. Organizational, Management, and Interpersonal Skills: Students actively participate in various committees, helping to organize events such as sports meets, cultural programs, academic competitions, meetings, workshops, and more. These experiences develop teamwork, leadership, and event management skills. Design Thinking, Critical Thinking, and Entrepreneurial Skills: Dedicated courses in the second and third years provide a foundation in design thinking, critical thinking, and innovation, along with entrepreneurial skills. Students are also encouraged to participate in educational startups by submitting their business proposals, fostering a spirit of innovation and enterprise. By integrating these initiatives, DNR CET equips students with a comprehensive skill set that prepares them for academic success, professional excellence, and entrepreneurial endeavors.

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

DNR College of Engineering & Technology (DNR CET) is affiliated with JNTUK, Kakinada, and incorporates the Constitution of India as a course in the first year of its curriculum. In line with the mandates of the National Education Policy (NEP), the institution integrates Indian language and culture into its activities to honor and preserve the rich heritage of the nation. Cultural Activities and Celebrations: The institute celebrates Hindi Divas to honor Indian languages and promote their importance. National festivals, such as Independence Day and Republic Day, are celebrated on campus



every year, even during challenging times like the pandemic. Birth anniversaries of great Indian personalities are commemorated to inspire students and instill national pride. Festivals such as Sankranti, Ugadi, Dusserah, Diwali, Ramadan, and New Year are celebrated with grandeur to embrace the diversity of Indian traditions. Competitions and Activities: To strengthen students' connection with their cultural roots, various competitions are organized, including: Essay Writing, Poetry, and Speech Competitions Rangoli, Mehendi, and Cooking Contests Folk Songs, Folk Dances, and Singing Performances Arts & Crafts, Photography, and Skits Indian Art and Music: The institution organizes events and competitions to celebrate Indian art and music, encouraging students to participate and explore various art forms. These activities aim to deepen students' bonding with the Indian knowledge system and foster a sense of pride in their cultural heritage.

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

DNR College of Engineering & Technology (DNR CET) has fully embraced Outcome-Based Education (OBE) by aligning Course Outcomes (COs), Program Outcomes (POs), and Program Educational Objectives (PEOs) with the institute's Vision and Mission. OBE is a student-centered approach that focuses on achieving well-defined learning outcomes. Each course and program at DNR CET is carefully designed using OBE principles, allowing for the evaluation of students across various cognitive levels, such as recall, comprehension, application, analysis, evaluation, and creation. To support the implementation of OBE, DNR CET integrates a range of experiential and participatory learning strategies, including: Practical Initiatives: Internships and fieldwork for hands-on learning. Industry Exposure: Industrial visits and interactions to connect theory with real-world applications. Interactive Education: Engaging classroom discussions and peer education practices that foster collaborative learning. Knowledge Sharing: Hosting webinars, seminars, and conferences to encourage academic growth. Digital Learning Tools: Utilization of Google Classroom and other technology platforms to enhance learning experiences. Extracurricular Engagement: Encouraging participation in club activities and skill-building programs to foster holistic development. These initiatives create an enriching learning environment that nurtures both academic and professional growth, enabling students to excel in their fields. OBE Outcomes at DNR CET: Well-defined teaching and learning objectives to guide students effectively. A flexible curriculum designed to meet diverse student needs and aspirations. Alignment with the National Education Policy 2020 (NEP-2020) to ensure modern educational standards. DNR CET is committed to implementing OBE in accordance with the NAAC, NBA and



the Washington Accord, preparing students to become competent professionals who are ready to contribute as global leaders in their respective industries.

## 20.Distance education/online education:

In response to the challenges posed by the COVID-19 pandemic, DNR College of Engineering & Technology (DNRCET) swiftly adapted to digital platforms for conducting classes, conferences, and meetings. While the lack of face-to-face interaction had its drawbacks, online education proved to be a powerful tool, breaking geographical barriers and fostering interactions between experts and students from diverse locations. The opening up of the economy, including the education sector, has facilitated the adoption of a hybrid mode of education, combining both online and offline resources. This hybrid model is now considered the new normal and aligns with the vision outlined in the New Education Policy (NEP). The experience gained during the closure period of the pandemic has ensured that access to online resources is no longer a constraint for educators and students. At DNRCET, students are actively encouraged to engage in Massive Open Online Courses (MOOCs), promoting continuous learning and skill development through online education. DNRCET successfully transitioned to online course content delivery during the pandemic, utilizing tools such as Zoom, MS Teams, and Google Classroom to ensure seamless learning experiences for all students. This shift to digital platforms has reinforced the institution's commitment to providing high-quality education, irrespective of geographical boundaries, and enhancing the overall learning experience in a rapidly evolving educational landscape.

## Extended Profile

### 1.Programme

1.1 551

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

File Description	Documents
Data Template	<a href="#">View File</a>

### 2.Student

2.1 1764

Number of students during the year

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

2.2

550

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

File Description	Documents
Data Template	<a href="#">View File</a>

2.3

421

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

### 3.Academic

3.1

140

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.2

21

Number of sanctioned posts during the year

## Extended Profile

### 1.Programme

1.1	551
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

### 2.Student

2.1	1764
Number of students during the year	

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

2.2	550
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	421
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

### 3.Academic

3.1	140
Number of full time teachers during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

3.2	21
Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	46
Total number of Classrooms and Seminar halls	
4.2	622.14462
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	636
Total number of computers on campus for academic purposes	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curricular Planning and Implementation</b>	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>DNR College of Engineering and Technology, affiliated with JNTUK, Kakinada, adheres to the university-prescribed curriculum, periodically revised by the University Board of Studies.</p> <p>The institution ensures effective curriculum delivery through a systematic and well-documented process, which typically includes the following key components:</p> <p>1. Academic Planning</p> <ul style="list-style-type: none"> <li>Development of an academic calendar detailing timelines for lectures, assignments, assessments, and extracurricular activities.</li> <li>Faculty orientation programs to align educators with institutional goals and curriculum objectives.</li> </ul>	

## 2. Structured Curriculum Framework

- Design and implementation of a curriculum that adheres to educational standards and guidelines.
- Regular updates based on feedback from stakeholders and evolving industry needs.

## 3. Teaching Strategies

- Incorporation of diverse teaching methodologies, such as lectures, case studies, group discussions, and project-based learning.
- Use of technology-enabled tools (e.g., Learning Management Systems, smart classrooms) to enhance delivery.

## 4. Resource Allocation

- Providing access to updated learning resources, including libraries, e-resources, laboratories, and study materials.
- Training faculty in using innovative educational tools and technologies.

## 5. Monitoring and Assessment

- Periodic monitoring of lesson plans, teaching schedules, and curriculum progress.
- Continuous assessment of student learning outcomes through assignments, quizzes, and exams.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://dnrcet.org/2023/1.1.1.pdf">https://dnrcet.org/2023/1.1.1.pdf</a>

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

The university publishes the academic calendar for both semesters, detailing the start dates, instructional weeks, mid-term syllabus, and examination schedules. Heads of Departments (HoDs) hold regular meetings to distribute workloads among faculty, allot subjects, plan departmental activities, and review the completion of the syllabus. These meetings ensure that each department runs smoothly and adheres to the academic plan.

As part of the Continuous Internal Evaluation (CIE) process, assignments are given to students twice a semester. These assignments are evaluated promptly to provide timely feedback that helps students improve. The institution strictly follows the university academic calendar for conducting mid-term exams, with the exam timetable displayed well in advance to allow students ample preparation time.

Internal lab tests are conducted once per semester, and laboratory experiments are continuously evaluated throughout the semester. This continuous evaluation helps maintain high standards in practical knowledge and application. Internal examination activities, including the evaluation of answer scripts, posting of marks on the portal, and displaying marks on the notice board, are implemented in a systematic and time-bound manner. This ensures transparency and allows students to track their academic progress regularly. The organized approach to assessments and evaluations supports a robust academic framework that benefits both students and faculty.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://dnrcet.org/2023/1.1.2.pdf">https://dnrcet.org/2023/1.1.2.pdf</a>

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating**

**A. All of the above**

<b>University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University</b>	
File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>	
<b>1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented</b>	
<b>45</b>	
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
<b>1.2.2 - Number of Add on /Certificate programs offered during the year</b>	
<b>1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)</b>	
<b>20</b>	
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View File</a>
List of Add on /Certificate programs (Data Template )	<a href="#">View File</a>



**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year****1800**

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

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

Integrating crosscutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum is essential for producing well-rounded graduates equipped to address contemporary societal challenges. Here's an outline of how institutions can approach this integration:

**1. Professional Ethics**

- **Dedicated Courses:** Introduce specific courses on professional ethics in different programs, tailored to the field (e.g., medical ethics, engineering ethics, business ethics).
- **Workshops and Seminars:** Conduct expert-led sessions on ethical practices in various industries.

**2. Gender**

- **Awareness Programs:** Embed gender sensitivity training and discussions in orientation programs.
- **Inclusive Curriculum:** Ensure representation of diverse genders and perspectives in teaching materials and readings.

**3. Human Values**

- **Foundation Courses:** Introduce modules on values like empathy, integrity, and respect for diversity.
- **Community Engagement:** Include service-learning opportunities to foster a sense of responsibility toward others.

**4. Environment**

- **Environmental Science Courses:** Make environmental science and sustainable development mandatory components of the curriculum.
- **Green Campus Initiatives:** Involve students in campus sustainability projects such as waste management, tree planting, and renewable energy use..

## 5. Sustainability

- **Interdisciplinary Approach:** Integrate sustainability concepts into various disciplines, e.g., sustainable engineering, sustainable business models.
- **Capstone Projects:** Assign projects focusing on sustainable solutions to real-world problems.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View File</a>

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

261

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View File</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View File</a>
Institutional Data in Prescribed Format	<a href="#">View File</a>

**1.3.3 - Number of students undertaking project work/field work/ internships****457**

File Description	Documents
Any additional information	<b>No File Uploaded</b>
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

**1.4 - Feedback System**

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

**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	<a href="https://dnrcet.org/2023/1.4.1/5.pdf">https://dnrcet.org/2023/1.4.1/5.pdf</a>
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 File</a>
Any additional information	<a href="#">View File</a>

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

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

File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	<a href="https://dnrcet.org/2023/1.4.1/6.pdf">https://dnrcet.org/2023/1.4.1/6.pdf</a>

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

**2.1.1.1 - Number of students admitted during the year****524**

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

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)****2.1.2.1 - Number of actual students admitted from the reserved categories during the year****345**

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

**2.2 - Catering to Student Diversity**

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

The departments monitor mentoring activities to keep track of slow learners' progress. Along with teachers, some advanced learners are encouraged to mentor weak students and help them with explanations and notes. Revision classes and counselling sessions are held and additional teaching is taken up if required. Corrected assignments and answer scripts are shared with each student and discussed to enable students to recognize their problem areas and given chance for improvement. Faculty makes it a point to be patient and accessible to students personally, over the phone, mail, and social apps. Advanced learners are encouraged to study the contents of the syllabus effectively so as to achieve a high percentage of marks and a good score in GATE and other competitive exams. Meritorious students are included as members of Committees.

The department assesses the learning levels of the students in two ways at the time of the commencement of the program. Students enrolled in the department are identified as slow and advanced learners based on the degree of marks obtained. This helps to

identify the slow learners and to design special coaching sessions or tutorial sessions to bridge the gap between the slow learners and the advanced learners. Advanced learners and slow learners have been identified as per their responses in the classroom as well as the performance in the Unit test, internal examinations.

Various activities have been identified and are being executed both for slow and advanced learners.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

Number of Students	Number of Teachers
1764	140

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

In addition to traditional teaching-learning methods, the faculties are encouraged to give importance to innovative methods in teaching like illustrations, special lectures, case studies, field visits that help students enhance their learning experiences. Some of the methods used by faculty for providing enhanced learning are: Experiential learning, Participative learning and Problem solving methodologies.

Experimental learning methods:

Learning is considered as experiential learning with the following elements: reflection, critical analysis and synthesis, opportunities for students to take initiative, make decisions and responsible for the results. It provides opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.

- **Project work:** The students are encouraged to involve themselves in projects related competitions and workshops conducted in and outside of the college to gain practical experience.
- **Peer Teaching:** Advanced learners are encouraged to explain concepts to slow learners.
- **Field Visits:** Field visits are arranged to enable the students to gain practical knowledge in core field that will help comprehend the class room teaching.
- **Industrial Visits:** Industrial visits are arranged for pre-final year students.
- **Summer Internship:** All the students of UG and PG courses undergo summer internship program of 4 to 6 weeks duration in an industry during summer vacation break.

#### Participative learning methods:

- **Classroom question-answer sessions:** Question-answer sessions conducted in the classes periodically.
- **Classroom Quiz programs**
- **Group Discussions:** All students are trained through group discussions to promote group learning activity.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

DNRCET follows the student centric methodologies in addition to the regular teaching practices as mentioned below.

#### PARTICIPATORY LEARNING METHODS

- **Assignment**
  - Case studies
  - Group task,
  - Quiz Seminar,
  - Competitions - project expo,
  - Sports activities
  - Cultural activities
  - Peer-assisted learning

#### PROBLEM-SOLVING METHODOLOGIES

- Assignments
- Home work
- Tutorial
- Simulations Class room exercises Problems,
- Field work / visit Internship
- Seminar
- Workshop
- Laboratory experiment
- Communication Skill lab training
- Industrial training

#### THE HUMANITIES

- Cultural activities
- Celebrations
- Report writing
- Quotes / References
- Orientations / Motivational talks
- Ethical dilemmas

#### SELF-DIRECTED LEARNING

- Open elective Competitions
- MOOC certification
- Value added courses
- Digital learning
- Online survey / quiz Literature survey
- Web based research

#### ROLE PLAY

- Seminar
- Debate
- Quiz
- Project presentations
- Competitions
- Event management
- Professional / ethical dilemmas

#### PROJECT-BASED LEARNING

- Project- Academic, or research
- Mini-project



- Internship
- Real time projects
- Integrated/Inter-disciplinary
- learning Open elective

A sample lesson plan prepared and followed for C++ and Block Chian Technology courses is attached for ready reference. Faculty uses all the ICT resources effectively for the curriculum delivery. ICT includes the ECAP as Institutional LMS, NPTEL/Swayam and other MOOCs available that are offerd by various agencies. The attached lesson plan also shows the listing of ICT web refernces used by faculty for the subjects C++ and block Chian Technology.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View File</a>

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

#### 2.3.3.1 - Number of mentors

90

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
Mentor/mentee ratio	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

140

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

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

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

17

File Description	Documents
Any additional information	<a href="#">View File</a>
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="#">View File</a>

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

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

750

File Description	Documents
Any additional information	<a href="#">View File</a>
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

#### 2.5 - Evaluation Process and Reforms

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

The institute has established a robust mechanism for handling examination-related grievances, ensuring transparency in internal evaluations and timely redressal of concerns. The college adheres strictly to the guidelines set by JNTUK, the affiliating university, for conducting internal assessments and semester-end exams.

At the institute level, the Dean of Examinations and his team oversee the evaluation process. Evaluated answer scripts are returned to students for clarification, and discrepancies such as errors in question papers or mark allocation are addressed by the respective faculty. If students remain unsatisfied with their marks after faculty resolution, they may appeal to the Head of Department (HOD). All grievances are handled transparently, with necessary reassessments conducted. Internal marks are displayed on the notice board, and students can verify their scores. Parents are informed of their ward's performance via SMS and email. Faculty mentors counsel students, and remedial classes are provided for those who fail.

At the university level, students dissatisfied with their university exam results can apply for re-evaluation within one week of result declaration. If re-evaluation results are unsatisfactory, they may apply for challenge evaluation within a week. The challenge evaluation is conducted by two subject experts, and results are announced as per university norms. This comprehensive evaluation and grievance redressal system ensures that students receive fair and timely resolution of concerns, maintaining transparency throughout the process.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

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

The internal assessment process follows university guidelines with complete transparency. At the start of the semester, faculty inform students about the assessment components. The internal test schedule, aligned with the university calendar, is communicated well in advance. Each examination hall is monitored by two invigilators, and evaluations are completed within three days. The Head of Department (HOD) verifies a random sample of graded answer

scripts to ensure consistency. Corrected scripts are returned to students for review, and any grievances are addressed promptly. Internal marks and attendance are posted on the university portal.

For practical courses, students must regularly submit their records. Daily performance—including attendance, execution, viva, and timely record submission—is assessed for each experiment. Laboratory marks are noted in the student record, with viva-voce testing practical skills. Project evaluations are conducted by the Project Review Committee and project guides. To prevent malpractice, the university uses a jumbling system for theory exams, and end-examinations are held at external centers. Laboratory and project exams are conducted by both internal and external examiners.

Grievances are addressed at multiple levels:

- **Department Level:** Issues related to theory, labs, assignments, and tests are handled by faculty and the HOD.
- **College Level:** Problems during online or theory exams are resolved by the Chief Superintendent and, if necessary, escalated to the university.
- **University Level:** Queries about results or certificates are forwarded to JNTU's examination section. Students can apply for revaluation, recounting, or challenge evaluation by paying the necessary fee.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes

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

As an affiliated institution of JNTUK, the college follows the university's evaluation norms, with its own system of continuous internal evaluation within university regulations. The evaluation process is divided into two stages: Formative Assessment and Summative Assessment.

**Formative Assessment includes:**

- Classroom tests mandated by the IQAC to evaluate student progress.
- Question-answer sessions to assess concept clarity.
- Student seminars to evaluate presentation and participation skills.
- Syllabus-based quizzes to test the ability to connect and discuss concepts.
- Assignments for each unit.

#### Summative Assessment:

- **Theory Subjects:** Two mid-term exams are conducted as per JNTUK regulations. 80% of the better performance and 20% percentage of the rest are taken for internal marks(30 marks), with 15 marks for descriptive exams, 10 marks for an online quiz, and 5 marks for assignments. The remaining 70 marks are for the university exams.
- **Practical Subjects:** For R13, R16, and R20 regulations, internal assessment consists of 25 marks, with 15 marks for day-to-day laboratory work and 10 marks for the internal practical exam. For R19, internal assessment is 15 marks, with 10 marks for practical exams.
- **Project Evaluation:** The Project Review Committee (PRC) evaluates projects. The committee, including the HOD, project in-charge, and senior faculty, approves project topics, and students work in groups under a faculty guide to complete their projects.

The institution strictly adheres to university norms for internal and external examinations.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	<a href="https://dnrcet.org/web/cos-and-pos/">https://dnrcet.org/web/cos-and-pos/</a>
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

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

The college uses both Direct and Indirect Assessment tools to evaluate student performance.

#### Direct Assessment Tools:

- **Mid Examinations:** Held twice per semester, these include descriptive exams, online quizzes, and assignments, all aimed at achieving course outcomes.
- **End Semester Examinations:** These assess whether all course outcomes are met. A minimum of 40% of the total marks is required to demonstrate attainment of outcomes.
- **Laboratory Tests:** Day-to-day performance in laboratory work, including experiment conduct, is evaluated as part of course outcomes.
- **Project Evaluation:** Project work is a critical assessment tool for evaluating the attainment of course outcomes.

#### Indirect Assessment Tools:

- **Program Exit Survey:** Conducted at the end of the B.Tech program to assess overall program outcomes.
- **Exit Survey on Program-Specific Outcomes (PSOs):** Conducted to evaluate the attainment of program-specific outcomes.

Mapping of COs, POs, and PSOs is done in alignment with IQAC guidelines. This mapping helps faculty and students understand how well course, program, and specific outcomes are being achieved. It enables students to reflect on their performance, while helping faculty identify gaps in the curriculum and suggest necessary improvements.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

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

341

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

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

<https://dnrcet.org/web/igac/sss-questionnaire/>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

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

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

6.48

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

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

3



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

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

### 3.2 - Innovation Ecosystem

#### 3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Creativity and design thinking are vital for driving innovation and creating transformative solutions. At DNR CET, the on-campus Innovation and Incubation Centre is dedicated to inspiring students to transform their innovative ideas into tangible products, fostering advancements across diverse fields.

#### Institutional Initiatives for Innovation

DNR CET adopts a holistic approach to promoting innovation, incubation, and entrepreneurship. The Institution's Innovation Council (IIC), under the Ministry of Education's Innovation Cell (MIC), aims to establish a vibrant innovation ecosystem. The council organizes seminars, workshops, field visits, project displays, boot camps, and idea competitions to enhance students' cognitive and technological abilities.

#### Promoting Entrepreneurship through EDC

The Entrepreneur Development Cell (EDC) at DNR CET encourages students to explore entrepreneurship. It hosts awareness camps, development programs, skill-training sessions, and social enterprise challenges. Faculty members are supported to pursue novel research initiatives, and financial assistance is extended to both students and staff with feasible project proposals.

### Objectives and Collaborative Efforts

Key objectives include fostering self-employment, supporting knowledge-based businesses, and transforming job seekers into job creators. The institute collaborates with similar bodies, nonprofit organizations, and global networks to achieve these goals.

### Incubation and Empowerment

In partnership with APSSDC, the Innovation and Incubation Centre provides resources like business management counseling, technical solutions, and industry interaction, ensuring a holistic environment for entrepreneurship and innovation.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/apssdc-siemens-lab/">https://dnrcet.org/web/apssdc-siemens-lab/</a>

### 3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

#### 3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

19

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.3 - Research Publications and Awards

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year****3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

4

File Description	Documents
URL to the research page on HEI website	<a href="https://dnrcet.org/2023/criteria/3.3.1/3.3.1.pdf">https://dnrcet.org/2023/criteria/3.3.1/3.3.1.pdf</a>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year****3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

60

File Description	Documents
Any additional information	<a href="#">View File</a>
List of research papers by title, author, department, name and year of publication (Data Template)	<a href="#">View File</a>

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year****3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	No File Uploaded

**3.4 - Extension Activities**

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

The National Service Scheme (NSS) Unit at DNR CET, with 100 dedicated volunteers, and the Unnat Bharat Abhiyan (UBA) collaboratively organize impactful extension activities, fostering social responsibility and holistic development among students. Guided by the NSS motto, "Not Me But You," these initiatives instill values of service, empathy, and leadership.

#### Key Activities

- **Vaccination Drives:** Free COVID-19 tests and vaccination programs conducted in nearby villages.
- **Cleanliness Campaigns:** Swachh Bharat initiatives emphasized cleanliness, health, and hygiene.
- **Awareness Programs:** Traffic safety education for high school students and campaigns on digital literacy, cashless transactions, and environmental protection (e.g., "Say No to Plastic").
- **Village Development Projects:** Activities in Yanamadurru, Gollavanithippa, Dirusumarru, Bethapudi, and Visakoderru, including chlorination, medical camps, and free dental care.
- **Massive Plantation Drives:** Under Vanam Manam, hundreds of saplings were planted to combat air pollution.
- **Special Observances:** Celebrations of International Yoga Day, World Health Day, Women's Day, Meri Mati Mera Desh, and Viksit Bharat campaigns.

#### Benefits for Students

Participation in NSS fosters civic consciousness, interdisciplinary learning, leadership skills, and a sense of purpose, shaping socially responsible individuals while enhancing life satisfaction and mental well-being.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/nss-cell/">https://dnrcet.org/web/nss-cell/</a>
Upload any additional information	<a href="#">View File</a>

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

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

6

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year****3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

19

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<a href="#">View File</a>

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year****3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

1756

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

##### 3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

354

File Description	Documents
e-copies of related Document	<a href="#">View File</a>
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	<a href="#">View File</a>

#### 3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

##### 3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

6

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

#### Sprawling Campus and Infrastructure

DNRCET boasts a sprawling campus spread over 10.81 acres, equipped with state-of-the-art infrastructure to support curricular, co-curricular, and administrative activities. The campus provides an effective learning environment with advanced academic blocks covering a built-up area of 17,868 sq. m., meeting the requirements set by AICTE and JNTUK for smooth academic operations.

#### Departmental Facilities

Each department is equipped with ICT-enabled classrooms (52 classrooms and 4 seminar halls), HOD rooms, meeting rooms, and departmental libraries. These departmental libraries primarily serve the reference needs of faculty. Additionally, there are 34 laboratories equipped with advanced software and equipment, adhering to syllabi norms. Instruction manuals are provided to students, who are given hands-on opportunities to perform experiments and work on projects under skilled supervision.

#### Central Library

The Central Library is a cornerstone of DNRCET, supporting the institution's goal of delivering quality technical education. With 36,192 volumes, the library has automated its operations for efficient and effective service.

#### Adequate Infrastructure for Teaching-Learning

DNRCET ensures adequate infrastructure and physical facilities for effective teaching and learning processes. The academic blocks, spanning 17,868 sq. m., house ICT-enabled classrooms and laboratories equipped with modern software and tools, facilitating hands-on learning. These facilities meet the requirements of AICTE and JNTUK, ensuring seamless academic operations. The Central Library, with 36,192 volumes and automated services, supports students and faculty in accessing quality resources. Departmental libraries and meeting rooms further enhance the teaching-learning experience. In addition, the institution provides 34 well-equipped



laboratories, giving students practical exposure to their curriculum.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/facilities/others/">https://dnrcet.org/web/facilities/others/</a>

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

### Sports and Recreational Facilities

DNRCET emphasizes the importance of sports and recreation by providing extensive facilities. The campus includes an 8-acre playground designed for cricket, basketball, volleyball, and other outdoor activities. For indoor games, the college offers a well-equipped stadium for table tennis and badminton. Additional facilities include a 1,000-seater indoor auditorium and an open-air auditorium, ensuring ample space for cultural and recreational activities. Students are actively encouraged to participate in inter and intra-collegiate sports events, fostering teamwork and healthy competition.

### Extra-Curricular Activities

The institution strongly supports extracurricular engagement by motivating students to take part in district and state-level events. Collaborations with organizations such as SETWEL, JNTUK, and Jana Vignana Vedika provide students with diverse opportunities for holistic development. These activities aim to nurture skills beyond academics, contributing to their overall growth.

### Gymnasium

DNRCET houses a modern gymnasium where students and faculty can focus on physical fitness. A full-time trainer and an experienced Physical Director supervise workouts, ensuring effective fitness routines for all participants.

### Yoga and Wellness

Acknowledging the importance of mental well-being, DNRCET offers

yoga sessions conducted by certified experts. National Yoga Day is celebrated annually with enthusiastic participation from both faculty and students. A certified yoga mentor, along with the Physical Director, ensures a balanced and stress-free environment for the campus community.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/facilities/sports/">https://dnrcet.org/web/facilities/sports/</a>

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

52

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/ICT-classrooms/">https://dnrcet.org/web/ICT-classrooms/</a>
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

##### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

213.73

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	<a href="#">View File</a>
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

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

DNR College of Engineering & Technology has a gigantic library with vast collection of books, journals and magazines. All books are bar coded and the issues and returns are automated and maintained using "Engineering College Automation Package -Library Management system E-CAP LIBMAN" software.

For electronic resources, Developing Library Network (DELNET) has been subscribed which provides access to 1824 Lecture Video, Journals-Engineering 276, Mechanical Engineering 80, Technology 77, Civil Engineering 70, Electrical Engineering 55, Computer Science and Engineering 48, e-Books- Physical Science, Engineering& Tech 926, Engineering 388, Management 210, others 375.

The library contains 40375 numbers of volumes and 8070 titles. In addition to the above an amount of rupees two lakhs will also be spent in every academic year for the purpose of journal subscriptions. Approximately 350 members visit the library daily.

Total no of Volumes : 40375

Total no of Titles : 8070

Area of Library : 820 Sq.m.

Seating capacity : 225 members

Facilities available:

LAN : Yes

Internet connectivity : Yes

Automated services : Yes

Working Hours of Library:

a. Week days : 8.00 A.M to 8.00 P.M

b. Issue Timings : 8.30 A.M to 5.00 P.M

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional Information	<a href="https://dnrcet.org/web/facilities/library/">https://dnrcet.org/web/facilities/library/</a>
<b>4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources</b>	<b>A. Any 4 or more of the above</b>
File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>
<b>4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)</b>	
<b>4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b>	
<b>5.86</b>	
File Description	Documents
Any additional information	<b>No File Uploaded</b>
Audited statements of accounts	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>
<b>4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)</b>	
<b>4.2.4.1 - Number of teachers and students using library per day over last one year</b>	
<b>350</b>	

File Description	Documents
Any additional information	<a href="#">View File</a>
Details of library usage by teachers and students	<a href="#">View File</a>

### 4.3 - IT Infrastructure

#### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented through optical fiber cables and Wi-Fi access. The Institute has high-end core switches and servers. The upgradation of computer systems is taken up on periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library and departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware, etc as per the requirements. The IT infrastructure is continually upgraded. The band width has been progressively increased from 20 Mbps to 200 Mbps over a period of 12 years to suit the demands. For ease of access, all blocks have been enabled with Wi- Fi (15 ROUTERS). All the seminar halls have been installed with LCD projectors.

#### IT facilities

The IT facilities available in our college can be summarized as follows,

#### LAN Facility

50 data network switches (10/100&Gigabyte), 38 CCTV cameras,

Internet Bandwidth : 200 MBPS + 200 MBPS (2lines JKT communications and VCV )

#### Wi-Fi

15 Extendable Wi-Fi access points are placed in various places like Library, corridors, and Labs.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/facilities/internet/">https://dnrcet.org/web/facilities/internet/</a>

**4.3.2 - Number of Computers****549**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
List of Computers	<a href="#">View File</a>

**4.3.3 - Bandwidth of internet connection in the Institution****A. ? 50MBPS**

File Description	Documents
Upload any additional Information	<a href="#">View File</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****290.28**

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</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.

#### Maintenance of Infrastructure

The infrastructure facilities at DNR CET are managed by the Engineering Maintenance Department, which is led by a qualified Civil Engineer. Any complaints related to infrastructure are recorded in a dedicated maintenance register. These complaints are physically examined and promptly addressed by the maintenance team to ensure smooth campus operations.

#### Library Advisory Committee

The Library Advisory Committee, comprising the Principal and all Heads of Departments (HODs), oversees the development and enhancement of library facilities. The committee periodically reviews library operations and provides recommendations for upgrades to meet the academic needs of students and faculty.

#### Maintenance of Labs and Computers

Technical supporting staff are responsible for maintaining all computer-related facilities, including hardware, software, peripherals, and UPS systems. Lab-in-charges meticulously document consumable and non-consumable equipment in designated registers. Any significant equipment issues are promptly reported to the respective HODs for immediate resolution, ensuring uninterrupted academic activities.

#### Maintenance of Sports Complex (Indoor Stadium)

The maintenance of the indoor sports complex is supervised by the Physical Director. Regular inspections are conducted, and necessary upgrades are reported to the Principal annually. This ensures that the sports complex remains in optimal condition to

support recreational and sports activities for students and staff.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/web/facilities/others/">https://dnrcet.org/web/facilities/others/</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

1195

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

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

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

21



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>
<b>5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills</b>	<b>A. All of the above</b>
File Description	Documents
Link to Institutional website	<a href="https://dnrcet.org/2023/criteria/5.1.3/">https://dnrcet.org/2023/criteria/5.1.3/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>
<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>299</b>	
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
<b>299</b>	
File Description	Documents
Any additional information	<a href="#">View File</a>
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student</b>	<b>A. All of the above</b>

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

#### 5.2.1.1 - Number of outgoing students placed during the year

**299**

File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
Details of student placement during the year (Data Template)	<a href="#">View File</a>

### 5.2.2 - Number of students progressing to higher education during the year

#### 5.2.2.1 - Number of outgoing student progression to higher education

**7**

File Description	Documents
Upload supporting data for student/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of student progression to higher education	<a href="#">View File</a>

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

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

7

File Description	Documents
Upload supporting data for the same	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	<a href="#">View File</a>

### **5.3 - Student Participation and Activities**

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

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

11

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<a href="#">View File</a>

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

#### **Student Committees at DNR College of Engineering and Technology**

DNR College of Engineering and Technology (DNR CET) provides students with ample opportunities to participate in various committees. Guided by faculty, these committees help students enhance their communication, leadership, and interpersonal skills while organizing co-curricular and extracurricular activities. The college has established several committees to encourage active student participation.

#### **Key Committees at DNR CET:**

1. IQAC
2. Class Review Committee
3. Alumni Committee
4. Canteen Committee
5. Transport Committee
6. Extracurricular Activities Committee
7. Library Committee
8. Women Empowerment Committee
9. National Service Scheme (NSS) Committee

10. National Cadet Corps (NCC) Committee

11. Entrepreneurship and Development (EDC) Committee

12. Placement Cell Committee

13. Sexual Harassment Committee

14. College Hostel Committee

15. SC/ST Committee

16. Sports Committee

**IQAC and Quality Assurance** The Internal Quality Assurance Cell (IQAC) establishes benchmarks for academic and administrative excellence and acts as a central hub for quality-related activities.

#### **Specialized Committees**

- **Anti-Ragging Committee:** Raises awareness of the consequences of ragging and ensures a safe campus.
- **EDC:** Encourages student entrepreneurship through start-up initiatives and competitions.
- **Library Committee:** Oversees book and journal procurement policies and fund allocation.
- **NSS:** Connects students to rural realities through impactful activities.
- **Sexual Harassment Committee:** Promotes gender respect and prevents workplace discrimination.

**Student Welfare and Support** The Student Welfare Committee focuses on holistic student development by encouraging participation in competitions. Transport and Canteen Committees ensure convenient travel and quality food services. Women Empowerment Committee emphasizes health awareness and gender sensitivity.

DNRCET's committee framework fosters inclusivity, leadership, and personal growth.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/5.3.2/5.3.2.pdf">https://dnrcet.org/2023/criteria/5.3.2/5.3.2.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

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

32

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

### 5.4 - Alumni Engagement

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

• Alumni association has been formed with registration number as 25 of 2019 with office of the Andhra Pradesh Societies Registration act of 2001. • DNR CET feels proud of its Alumni association which extends its direct and indirect help for the welfare of our college. Majority of the alumni have their foot prints in top notch companies. Our alumni association helps in supporting our organization goals through creating awareness about the job opportunities accessible in the present world, to craft their juniors for various competitive exams like GRE, TOFEL, and other job oriented exams like RRB, SSC, Groups, Bank, Public Service Commission examinations, and etc., • Alumni help students in creating awareness about special scholarships and free ships available to different categories of students by government and

non-government organizations based on their qualification and skills. • The association suggests conducting guest lectures, industrial tours, internships, workshops and seminars, trainings and organizing skill development programs to enhance the knowledge of the students. • The young graduates are in consistent touch with the college through different social networking sites. • The college alumni association has its portal/link available in college website for the fresh graduates, who have completed their course to get registered in the portal by providing their basic information. • Alumni association was probably instrumental in college success. Alumni association is an added feather in the crown of DNR CET.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/5.4.1/5.4.1.pdf">https://dnrcet.org/2023/criteria/5.4.1/5.4.1.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

**E. <1Lakhs**

File Description	Documents
Upload any additional information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

DNR College of Engineering & Technology has a well-defined mission and strives to attain its vision with organised planning. The institution is headed by the President and Secretary and Correspondent providing quality education to make the students with employable skills. The vision and mission of the college are implemented through a clear policy. The governing body of the institution meets annually to make plans for the development of the institution. It authorizes the principal in the implementation of the policies set by the General Body members.

#### Vision

To evolve as Quality Institution in Teaching, Innovative Research, Entrepreneurship and Consultation in Engineering & Technology, empower rural youth globally competent and self disciplined technocrats.

#### Mission

IM1: Inculcate technical knowledge, soft skills through student centric teaching & learning.

IM2: Strengthen industry institute interaction, provide solutions to the ever-changing requirements.

IM3: Implant entrepreneurial attitude and ethical values.

IM4: Create work culture towards learning, Research & Development.

IM5: Develop a unique practice that in stills responsibility and accountability among the stake holders

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/about-us/vission-mission/">https://dnrcet.org/web/about-us/vission-mission/</a>
Upload any additional information	<a href="#">View File</a>

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

The college has a clearly defined organizational hierarchy structure to support executive processes that are clear and reliable with its purposes and supports effective resolution making. The organizational structure executes functioning of institutional capacity and educational effectiveness through various Committees.

The Principal, and HODs, with the help of faculty members, evaluate the progress achieved and problems faced by various committees. The functioning of the institutional bodies not only effective but also efficient in producing tangible results. The policies, administrative system of the institute are meticulous. Not only the above, appointments and service rules along with procedures are followed thoroughly. The management has always welcomed the views and suggestions expressed by the faculty



members in taking institution forward. The presence of the faculty can be found in all the committees. The Institutional Management is designed in a logical way with transparency to get the optimum results out of it. Hierarchy structure is established from top management to down the level clearly demarking the duties, responsibilities, accountability and authorities at every stage. The Governing Body of top management, Principal, HODs, teaching, non-teaching, and students work as a team to reinforce the culture of excellence.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/about-us/organogram/">https://dnrcet.org/web/about-us/organogram/</a>
Upload any additional information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Principal is the chairperson of administrative and academic activities of the institution. Heads of the departments take the responsibility of heading all the administrative and academic activities of the department. The HODs possess academic autonomy in accordance with all academic aspects. They are entitled to take decisions as per the needs of the institution. The IQAC submits not only the Strategic Perspective Plan, but also submits various proposals for academics, administration and policy formulations. All proposals after ratification by the Governing Body are deployed and periodically reviewed by the IQAC. Various Committees in the College independently deploy their plans and report to the IQAC with regard to Quality Assurance. Our College is committed to impart Quality education to the youth enabling them to develop the right attitude, professional competence and inculcating the right ethical values. There is a formally stated Quality Policy.

Strategic plan By taking into consideration above mentioned aspects, the following is the strategic plan for the quality enhancement of the Institution:

1. Strengthening the student development and campus facilities,
2. Enhance the output in research and consultancy.
3. Enhance the industry institute collaborations. Standardizing the ICT based teaching-learning processes.
4. Improve internal support system.

## 5. Strengthening alumni.

All the above strategic plans are monitored by the IQAC that meets often and decide on academic quality control issues.

File Description	Documents
Strategic Plan and deployment documents on the website	<a href="#">View File</a>
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/6.2.1/strategy_development.pdf">https://dnrcet.org/2023/criteria/6.2.1/strategy_development.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

The perspective and strategic plan is developed by the Internal Quality Assurance Committee. The Institution works to accomplish the perspective plan. To accomplish the desired goal of institution the policies, administrative system of the institute is to conduct meeting of the concerned committees. After the discussion and feedback from various stakeholders the perspective plan is approved by the Institutional Management which is designed in a logical way with transparency to get the optimum results out of it. Hierarchy structure is established from top management to down the level clearly demarking the duties, responsibilities, accountability and authorities at every stage. The Governing Body of top management, Principal, HODs, teaching, non-teaching, and students work as a team to reinforce the culture of excellence. Principal is the chairperson and Heads of the departments take the responsibility of heading all the administrative and academic activities of the department. The HODs possess academic autonomy in accordance with all academic aspects.. Complying with requirements of ISO 9001:2008 Standards and striving continually to improve the quality of operations of the Institution.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/6.2.2/policy.pdf">https://dnrcet.org/2023/criteria/6.2.2/policy.pdf</a>
Link to Organogram of the institution webpage	<a href="https://dnrcet.org/web/about-us/organogram/">https://dnrcet.org/web/about-us/organogram/</a>
Upload any additional information	<a href="#">View File</a>

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<a href="#">View File</a>

## 6.3 - Faculty Empowerment Strategies

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

The Institute authorities bear in mind that the well being of teaching and non-teaching staff is important for effective functioning of the Institute. In line with this, many welfare measures have been implemented.

1. Full-fledged canteen is available in the campus to provide food and snacks to the staff at subsidized rates.
2. Transportation facility is available to teaching and non-teaching staff members at concessional tariff..
3. Faculty members were provided financial support for FDP/Seminar/Workshop/ Conference.
4. Faculty members are entitled to get sick leave when they are suffering from illness.

During this period salary will be paid.

1. The Auditorium and Conference Hall of the Institute are made available to the family functions of the staff conducted during holidays and outside office hours.
2. Maternity leave will be provided for lady faculty members.
3. Sports room, Gymnasium are available to all teaching and non-teaching staff members.
4. Research support (Ph.D.) through library facilities, equipment, infrastructure and other needed support.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/6.3.1/Welfare%20Measures.pdf">https://dnrcet.org/2023/criteria/6.3.1/Welfare%20Measures.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

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

8

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

### 6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

#### 6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

7

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

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**45**

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

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

**Performance Appraisal System:** The college has Standard-Based Conceptual framework used for Faculty and Staff Performance Appraisal which incorporates both responsibility and specialized expansion of the staff. The Principal takes the overall

accountability for the staff performance management.

The functioning status of the Performance Appraisal System is as follows

1. Self-Appraisal
2. Students Evaluation
3. HODs Evaluation
4. Principal Evaluation

**Performance Appraisal for the non-teaching staff:** The appraisal of non-teaching staff is done by the office in-charge with the help of the Principal. The daily activities are observed and instructions are given for improvement. In case of negligence, the worker is advised to make possible changes by the Principal. The feedback given by the office-in charge is analyzed by the Principal, appropriate decisions were taken for further improvement.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2022/pdf/Departments/MB/A/HR_Manual_revised.pdf">https://dnrcet.org/2022/pdf/Departments/MB/A/HR_Manual_revised.pdf</a>
Upload any additional information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

**Internal Audit:** Internal audit which is conducted quarterly, verifies all the transactions and recorded accordingly. Mr BSimhachalam is the internal auditor of the institution who visits our institution periodically and takes care of financial transactions. **External Audit:** Every year by the end of the financial year, the external auditor verifies all the documents of budget, allotment and utilization and prepares the required financial documents to be submitted to the management. Mrs KSN Raju & Associates bearing identity M.No-024215, a leading financial examiner in this zone, looks after all monetary dealings of the institute externally.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/2023/criteria/6.4.1/academic_audit_report.pdf">https://dnrcet.org/2023/criteria/6.4.1/academic_audit_report.pdf</a>
Upload any additional information	<a href="#">View File</a>

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

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

3,20,000

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

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

DNRCET is affiliated to JNTUK University and approved by AICTE. There will be a revision of the fee structure based on the expenditure for every three years. Most of the income is through scholarships of state government. Sponsors from inside the association and outsiders from society (DNR College Association) help the institute in providing various scholarships to meet the deficit. The institute was established for the development of rural area students. The sources of income of the institution are as detailed below.

a. From the students

1. Tuition fee
2. Special fee which includes University fee and other student activities
3. Examinations fee

b. From other agencies

1. NSS / CSR funds from companies/NGOs
2. R&D or any other funded projects
3. Consultancy

- Corporate training
- Industry problems

c. From society and other well wishers

1. Society contributes whenever need arise such as inordinate delays in the tuition fee

release from the State Govt, lack of funds etc.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/academics/fee-structure/">https://dnrcet.org/web/academics/fee-structure/</a>
Upload any additional information	<a href="#">View File</a>

## 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

The IQAC being the central body within the college, monitors and reviews the teaching learning process, structure and methodologies of operation regularly through its organizing committee members and meetings are conducted periodically.

The initiatives contributed significantly for institutionalizing the quality assurance strategies and processes are as follows:

1. Relevance, Equitable in quality of academic and research programme.
2. Optimized and integrated methods of teaching and learning.
3. Credibility of evaluation procedures.
4. Ensuring the adequacy, maintenance and functioning of the support structure and services.
5. Organizing Faculty development programme in each department.

Two of the practices that are institutionalized as a result of IQAC initiative are demonstrated below:

1. Implementation Outcome Based Education.
2. Campus Recruitment Training (CRT) programme to set up a platform.

The three components that encompass an outcome-based approach to learning are:

- An explicit statement of learning intent expressed as outcomes which reflect educational aims, purposes and values;
- The method or approach to enable the intended learning to be achieved and demonstrated (curriculum, teaching, learning, assessment and support and guidance methods)



- Criteria for assessing learning which are aligned to the intended outcome.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/igac/igac-team/">https://dnrcet.org/web/igac/igac-team/</a>
Upload any additional information	No File Uploaded

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

The IQAC being the central body within the college, monitors and reviews the teaching learning process, structure and methodologies of operation regularly through its organizing committee members. IQAC regularly conducts meetings in a periodical intervals to monitor and take steps to initiate new structures, process and methodologies of operations. Review on the teaching learning process and methods of operations and outcomes are analyzed based on targets and the reports of the Academic audit.

The Departmental committee meets with all faculty members at the commencement of the semester. A teaching course file is maintained by each faculty member, signed by the HODs are presented in every semester to the principal for approval. Some of the teaching-learning methods are:

- Preparation of course plan at the beginning of every semester.
- The seminars and workshops are conducted for the faculty members.
- Examining students by conducting internal tests.
- Holding extra classes if necessary for course completion.
- Arrangement of remedial classes, doubt clearing classes for slow learners.
- Establishment of research cell in order to encourage research activities.
- Automation and digitalization of library.
- Usage of ICT tools in teaching learning process.

File Description	Documents
Paste link for additional information	<a href="https://dnrcet.org/web/igac/mom-minutes-of-meeting/">https://dnrcet.org/web/igac/mom-minutes-of-meeting/</a>
Upload any additional information	No File Uploaded

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

**A. All of the above**

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://dnrcet.org/2023/criteria/6.5.3/IQA%20Report_2023-24.pdf">https://dnrcet.org/2023/criteria/6.5.3/IQA C%20Report_2023-24.pdf</a>
Upload e-copies of the accreditations and certifications	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

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

**Safety and Security:** In DNR CET, Safety and security plays an important role. All the students and faculty are provided with ID cards and are allowed to the campus only after checking thoroughly. The Anti-ragging committees will monitor the campus frequently for providing safety to the students.

Also, CCTV cameras are incorporated in all corridors and Drawing Halls and the campus is under Electronic surveillance which can be monitored from the central unit. Women Internal Complaints

committee is formed with chairperson and co-coordinator who conduct several awareness programmes on gender issues.

**Counseling:** A counseling committee is formed in DNR CET with a chairman and co-coordinator B.Meshak Raju, BS&H dept with 6 faculty members to look after student counseling at regular intervals for healthy progress in Professional guidance, career advancement and all round development of students. A counselling room is allotted for counselling the students by the faculty in Room No.G-301. Each faculty is assigned a maximum of 18 students.

**Rest Room:**

DNR CET provides rest rooms both for boys and girls separately. All the facilities are provided. A separate room is allotted with room No.IG-07 and IG-10.

web link : [https://dnrcet.org/2023/criteria/7.1.1/7.1.1\\_Gender\\_Equity\\_Programs.pdf](https://dnrcet.org/2023/criteria/7.1.1/7.1.1_Gender_Equity_Programs.pdf)

File Description	Documents
Annual gender sensitization action plan	<a href="https://dnrcet.org/2023/criteria/7.1.1/7.1.1_Gender_Equity_Programs.pdf">https://dnrcet.org/2023/criteria/7.1.1/7.1.1_Gender_Equity_Programs.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="https://dnrcet.org/2023/criteria/7.1.1/7.1.1_facilities.pdf">https://dnrcet.org/2023/criteria/7.1.1/7.1.1_facilities.pdf</a>

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

**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste**

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

- **Solid waste management:**

All solid wastes are collected by designated personals from the bins placed at different locations View photo1 View photo2 of the campus. The collected waste can be categorized as Degradable (papers, dust, leaves, twigs etc.) and Non degradable (plastic, glass bottles, food wrappers etc). The collected degradable waste is burnt to form ash. The produced ash is used as fertilizer for farming. The Collected Non degradable waste is disposed to the dumping yards beyond the municipal rules, which shall be processed by municipal authorities.

- **Liquid waste management**

RO back water is effectively collected and used for plantation. Liquid waste from toilet is segregated and let out into septic pits. Also Liquid waste from other points of generation like canteens and hostels is segregated and conveyed to the municipal drainage systems.

- **E-waste management:**

Being an institute of higher education, the need for utilization of electronic and computing systems becomes mandatory. Thus it necessitates having an e-waste management system as most of the electronic goods become obsolete after a period of three to four years. The institute has tie up with vendor/suppliers of electronic items to buy back and upgrade as possible. The remaining e-waste is disposed through a certified vendor on periodical basis.

In this regard, DNR CET has developed an MOU with CT&T SRIDEVI TECHNOBYTES COMPUTER EDUCATION, BHIMAVARAM for a period of 5 years from 2023-24 onwards.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	<a href="#">View File</a>
Geo tagged photographs of the facilities	<a href="#">View File</a>

<b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>	<b>A. Any 4 or all of the above</b>								
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo tagged photographs / videos of the facilities</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Geo tagged photographs / videos of the facilities	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>			
File Description	Documents								
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>								
Any other relevant information	<a href="#">View File</a>								
<b>7.1.5 - Green campus initiatives include</b>									
<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b> <ol style="list-style-type: none"> <li>1.Restricted entry of automobiles</li> <li>2.Use of bicycles/ Battery-powered vehicles</li> <li>3.Pedestrian-friendly pathways</li> <li>4.Ban on use of plastic</li> <li>5.Landscaping</li> </ol>	<b>A. Any 4 or All of the above</b>								
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo tagged photos / videos of the facilities</td><td><a href="#">View File</a></td></tr> <tr> <td>Various policy documents / decisions circulated for implementation</td><td><a href="#">View File</a></td></tr> <tr> <td>Any other relevant documents</td><td><a href="#">View File</a></td></tr> </tbody> </table>	File Description	Documents	Geo tagged photos / videos of the facilities	<a href="#">View File</a>	Various policy documents / decisions circulated for implementation	<a href="#">View File</a>	Any other relevant documents	<a href="#">View File</a>	
File Description	Documents								
Geo tagged photos / videos of the facilities	<a href="#">View File</a>								
Various policy documents / decisions circulated for implementation	<a href="#">View File</a>								
Any other relevant documents	<a href="#">View File</a>								
<b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>									
<b>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</b>	<b>A. Any 4 or all of the above</b>								

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<a href="#">View File</a>
Certificates of the awards received	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**

**5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**A. Any 4 or all of the above**

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

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

**The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any**

intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. The national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, are celebrated with great respect. Various departments organize field study and tours to visit industries. Faculty and students are exposed to the different cultures. The students of our institution organize cultural programme depicting State and National culture. Also, our students during the reciprocal visits gets the opportunity to know and understand the socio-cultural diversity as well. DNR CET is undertaking various initiatives in the form of celebration of days of Eminent personalities National Festivals, NSS, YRC and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on single platform for creating inclusive environment. These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics is made mandatory to all B.Tech students across disciplines. Two important national festivals, Republic Day and Independence Day are celebrated every year in our institution.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex.

To equip students with the knowledge, skills, and values that are necessary for sustaining one's balance between a livelihood and life, the students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducts awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. A code of conduct is prepared for students and staff and everyone should obey the conduct rules. The JNTUK

curriculum is framed with mandatory courses like Professional ethics and human values, the Constitution of India etc as a small step to inculcate constitutional obligations among the students.

Every year, the Institute celebrates Republic Day, and Independence Day on January 26, and August 15 respectively. Every year institute organizes blood donation camp in association with Asram Hospital, Eluru, ASN Blood Bank, Bhimavaram. Constitution Day is celebrated on 26th November every year.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="https://dnrcet.org/2023/criteria/7.1.9/7.1.9_Institutional_Values_Rights_Duties.pdf">https://dnrcet.org/2023/criteria/7.1.9/7.1.9_Institutional_Values_Rights_Duties.pdf</a>
Any other relevant information	Nil

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

**A. All of the above**

File Description	Documents
Code of ethics policy document	<a href="#">View File</a>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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



Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders.

**National Unity Day:** National Unity is celebrated in India on 31 October. It was introduced by the Government of India in 2014. The day is celebrated to mark the birth anniversary of Vallabhbhai Patel who had a major role in the political integration of India.

**National Voters day:** National Voters' Day is celebrated annually in India on 25 January to mark the foundation day of Election Commission of India. In order to encourage more young voters to take part in the political process, the Government of India has decided to celebrate January 25 every year as "National Voters' Day". It has been started from January 26, 2011 to mark the Commission's foundation day.

**International Yoga Day:** It is also celebrated in the institute where students and teachers practice Yoga to relieve stress and sadness. Usually, it is conducted in the presence of Yoga experts. The International Day of Yoga is a day in recognition of Yoga.

**Republic Day-** The institution celebrates Republic day on 26th January every year, commemorating the adoption of the Indian constitution and spreading the message that India is the largest democratic country in the world.

**Independence Day-** It is celebrated every year on the 15th of August, parades and flag hoisting is organized, and is celebrated to mark the freedom of India from British rule. The institution encourages students to remember our national leaders and their sacrifices

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

#### Best Practice-I

**Title of the Practice:** NPTEL Online Certification Courses

**The Context:** NPTEL offers free open online courses along with certification in various engineering disciplines, sciences, humanities, management and research.

**Objective of the Practice:** To promote continuous professional development.

**The Practice:** Faculty members and students have appeared for the NPTEL exam for the A.Y:2023-24 and achieved certification.

**Obstacles faced/Problems encountered:** It becomes hectic for the faculty to cope up with both the regular classes and NPTEL coursework.

**Impact of the Practice/Evidence of Success:** The following faculty members and students have excelled in the NPTEL examinations for July 2023 - April 2024.

#### Best Practice-II

**TITLE OF THE PRACTICE:** Blood donation camp: 'Safe blood for all'

**Objective of the practice:**  
- To raise global awareness of the need for safe blood

**The context:** - A blood donation camp was organized by NSS unit on 6th March 2024 with the courtesy of Ashram Medical College blood donation unit.

**The practice - DNR CET NSS unit organizes Blood donation camp twice in a year by NSS unit.**

**Evidence of success:** The students and faculty have contributed to the campaign by donating blood.

**Problems encountered & resources required:** A lot of awareness is needed for students in different attitudes about the donation of the blood and its importance.

web link :<https://dnrcet.org/web/igac/best-practices/>

File Description	Documents
Best practices in the Institutional website	<a href="https://dnrcet.org/web/igac/best-practices/">https://dnrcet.org/web/igac/best-practices/</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

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

The Institute focuses keenly on the holistic development of the institution and provides students and faculty with every opportunity and resources to facilitate their growth.

**Holistic Development of Students:**The Institute had an intake of 300 UG students in 2010. Now it has an intake of 540 students for 7 UG programs, and 192 students for five PG programs and has been Accredited by NAAC with a CGPA of 3.73 at 'A++' Grade and three UG programs-CSE, ECE, and EEE have been accredited by NBA in the year 2023-24. It has four components

**Intellectual development:**The institute, implements the university (JNTUK) curriculum through well-planned and effective teaching-learning activities blended with the latest pedagogy approaches.

**Social development:** The social skills are nurtured through various activities conducted by the NSS unit at the institute .

**Physical development:** The institute promotes physical activities among the students such as physical fitness, team spirit, and organizes annual sports events for the students comprising of various sports such as cricket, volleyball, etc.

**Emotional development:** The emotional health of the students is given apt attention & the mentor-mentee system is in place that ensures the students' contact with faculty at least once every two weeks.

web link :[https://dnrcet.org/2023/pdf/Institutional\\_Distinctiveness/Institutional\\_Distinctiveness.pdf](https://dnrcet.org/2023/pdf/Institutional_Distinctiveness/Institutional_Distinctiveness.pdf)

File Description	Documents
Appropriate web in the Institutional website	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.3.2 - Plan of action for the next academic year

## PLAN OF ACTION FOR THE NEXT ACADEMIC YEAR

- To stimulate the academic environment for the promotion of quality in the teaching-learning process
- To continuously Innovate, introduce new courses, and remain relevant to the changing needs of the stakeholders
- To conduct various activities that will help students and staff to develop skills
- To develop more formal linkages through MoUs & facilitate continuous upgradation of the college
- To organize more workshops, seminars & Guest lectures
- To arrange career guidance programmes for improving the placements
- To upgrade Library Resources to include digital content, which can be accessed by Students and Faculty online
- To Encourage faculty for the effective use of ICT and LMS systems in Teaching, Learning and Evaluation
- To foster and strengthen the relationship of Alumni with the Institution
- To facilitate a Research Environment in the College, which encourages Faculty and Students to undertake Research
- To organize Extension Activities for the benefit of the Society and to create awareness on various social issues
- To Identify talent among students for various sports & cultural activities and motivate them
- To motivate and encourage students and faculty in submitting innovative projects to DBT, UGC, ICSSR and DST's etc..