

राष्ट्रीय प्रत्यायन बोर्ड

चौथा तल, ईस्ट टावर, एन. बी. सी. सी. प्लेस, भीष्म पितामह मार्ग, प्रगति विहार, लोधी रोड, नई दिल्ली -110003
NATIONAL BOARD OF ACCREDITATION
4th Floor, East Tower, NBCC Place, Bhisham Pitamah Marg, Pragati Vihar, Lodhi Road, New Delhi 110003



F. No. 11-245-2016- NBA

Date: 02/06/2025

To
The Principal
Sreyas Institute of Engineering and Technology,
2-50/5, Sy No. 107, Tattiannaram (V), G.S.I.,
Bandlaguda, Nagole, Hyderabad-500068,
Telangana

Subject: Further accreditation status on the basis of Compliance Report of the program in Tier II applied by Sreyas Institute of Engineering and Technology, 2-50/5, Sy No. 107, Tattiannaram (V), G.S.I., Bandlaguda, Nagole, Hyderabad-500068, Telangana.

Sir,

This is regarding Compliance Report submitted by **Sreyas Institute of Engineering and Technology, 2-50/5, Sy No. 107, Tattiannaram (V), G.S.I., Bandlaguda, Nagole, Hyderabad-500068, Telangana** for the UG Engineering program which was accredited by NBA in Tier-II for academic years 2022-23 to 2024-25 i.e. upto 30.06.2025.

2. An Expert Team conducted data verification of the program on **20th April, 2025**. The report submitted by the Expert Team was considered by the concerned Committees constituted for the purpose in NBA. The competent authority in NBA has approved the following accreditation status to the program as given in the table below:

Sl. No.	Name of the Program(s) (UG)	Basis of Evaluation	Accreditation Status	Period of validity	Remarks
(1)	(2)	(3)	(4)	(5)	(6)
1.	Computer Science & Engineering	Tier-II June, 2015 Document	Accredited	Academic Years 2025-2026 to 2027-2028 i.e. upto 30-06-2028	Accreditation status granted is valid for the period indicated in Col.5 or till the program has the approval of the competent authority, whichever is earlier.

3. It may be noted that only students who graduate during the validity period of accreditation, will be deemed to have graduated with an NBA accredited degree.

4. The program has been granted accreditation for further 3 years. **Sreyas Institute of Engineering and Technology, 2-50/5, Sy No. 107, Tattiannaram (V), G.S.I., Bandlaguda, Nagole, Hyderabad-500068, Telangana** should submit fresh online application through eNBA portal not before five months from the expiry of validity of accreditation mentioned above.

5. The accreditation status awarded to the program as indicated in the above table does not imply that the accreditation has been granted to **Sreyas Institute of Engineering and Technology, 2-50/5, Sy No. 107, Tattiannaram (V), G.S.I., Bandlaguda, Nagole, Hyderabad-500068, Telangana** as a whole. As such the Institution should nowhere along with its name including on its letter head etc. write that it is accredited by NBA because it is program accreditation and not Institution accreditation. If such an instance comes to NBA's notice, this will be viewed seriously. Complete name of the program(s) accredited, level of program(s) and the period of validity of accreditation, as well as the Academic Year from which the accreditation is effective should be mentioned unambiguously whenever and wherever it is required to indicate the status of accreditation by NBA.

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6. The accreditation status of the above program is subject to change on periodic review, if needed by the NBA. It is desired that the relevant information in respect of accredited programs as indicated in the table in paragraph 2, appears on the website and information bulletin of the Institute.
7. The accreditation status awarded to the program as indicated in table in paragraph 2 above is subject to maintenance of the current standards during the period of accreditation. If there are any changes in the status (major changes of faculty strength, organizational structure etc.), the same are required to be communicated to the NBA, with an appropriate explanatory note.
8. A copy of Report of the Visiting Team in respect of the above program is enclosed.

Yours faithfully,



(Dr. Anil Kumar Nassa)
Member Secretary

Encls: 1. Copy of Report of the Visiting Team in respect of the program.

Copy to:

1. The Registrar,
Jawaharlal Nehru Technological University, Hyderabad
Kukatpally, Hyderabad-500 085, Telangana, India
2. Director Technical Education
2nd Floor, Vidya Bhavan, Opp. to Latha Talkies,
Nampally, Hyderabad - 500 001.
3. Accreditation File
4. Master Accreditation file of the State

NATIONAL BOARD OF ACCREDITATION

Pro-forma for Evaluation of Compliance Report for Tier II institutions

Profile of the Institute:

1. Name of the College: Sreyas Institute of Engineering and Technology
2. Name of the program: Computer Science and Engineering
3. Current Accreditation period for which the compliance report is being submitted from 2022-2023 to 2024-25

Compliance Status – PART A

S.No.	Parameters	Minimum Requirement	Calculations	Remarks of the Evaluator (to be left blank)
1.	Attach the copy of the AICTE approval for the Current Academic Year		—	Attached
2.	Attach the copy of University Affiliations for the Current Academic Year (If Applicable)		—	Attached
3	Admissions at the program level average for the previous three academic years (including actual admission through lateral entry) for CAYm1, CAYm2 and CAYm3.	50%	% Admissions at first year level = (Students Admitted (including lateral entry)/ Total Students Intake) X 100 For the Academic Year (%) CAYm3 (2021-22) = 100% CAYm2 (2022-23)=100% CAYm1 (2023-24)=99.29% Average=99.76%	Verified


(Akshay Gundhar)


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4	Faculty Details of the Department (UG):							
S.no.	Designation	CAYm1 (2023-24)			CAY (2024-25)			Remarks of the Evaluator (to be left blank)
		With PhD.		Without PhD.	With PhD.		Without PhD.	
		Reg ular	Contractual		Regular	Contra ctual		
4a.	Professors	4		0	3		0	} Verified
4b.	Associate Professors	1		0	6		0	
4c.	Assistant Professors	1		34	0		33	
4d.	Total number of Faculty in the Department (UG)	6		34	9		33	

5. <u>SFR Calculations</u>							
S.no.	Parameter	Calculations	Minimum Requirement	Academic Year		Remarks of the Evaluator (to be left blank)	
				CAYm2	CAYm1	CAY	
				(2022-23)	(2023-24)	(2024-25)	
5a.	Total number of sanctioned intake at UG + Actual admitted lateral entry students + PG level for the previous three academic years including the current academic year	*Total No. of Students in the Department (S) =UG1+UG2+UGn+PG1 + PGm	-	794	796	799	verified.

* Students of all UG Programs from 2nd years onwards

5b.	The student faculty ratio (SFR) in the department averaged for Previous three academic years including the current academic year.	SFR = S/F, Where S= Total number of students in the dept. and F= total number of faculty in the dept.	1:25	794/33= 24.06	796/40 =19.9	799/42= 19.02	} Verified.	
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6	Improvement in success rate without backlog for past three batches	SI= (Number of students who have graduated from the program without backlog) / (Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry and separate division, if applicable) Average SI = mean of Success Index (SI) for past three batches	2020-21:0.18 2019-20:0.16 2018-19:0.11 ----- Average: 0.15	2023-24:0.21 2022-23:0.30 2021-22:0.37 ----- Average: 0.29	Improvement Observed
7	Improvement in success rate with backlog for past three batches	SI= (Number of students who graduated from the program in the stipulated period of course duration)/ (Number of students admitted in the first year of that batch and admitted in 2nd year via lateral entry and separate division, if applicable) Average SI = mean of Success Index (SI) for past three batches	2020-21:0.72 2019-20:0.80 2018-19:0.82 ----- Average: 0.78	2023-24:0.79 2022-23:0.70 2021-22:0.63 ----- Average: 0.71	Minor Improvement Observed

S.No.	Parameters	Calculations	Prior to the Visit	After the visit	Remarks of the Evaluator (to be left blank)
8	Improvement in Academic Performance for the previous three years	Academic Performance = Average API (Academic Performance Index) $API = ((\text{Mean of 2nd Year Grade Point Average of all successful Students on a 10 point scale}) \text{ or } (\text{Mean of the percentage of marks of all successful students in Second Year}/10)) \times (\text{number of successful students/number of students appeared in the Examination}).$ Successful students are those who are permitted to proceed to the Third year.	2020-21:5.80 2019-20:5.89 2018-19:5.55 ----- Average: 5.74	2023-24:7.48 2022-23:6.60 2021-22:5.73 ----- Average:6.60	Improvement observed.




9	The Placement + Higher Studies + Entrepreneurship ratio averaged for previous three academic years.	For the Academic years: LYG(2020-21)=0.71 LYGm1(2019-20)=0.82 LYGm2(2018-19)=0.46 Average= 0.66	The Placement + Higher Studies + Entrepreneurship Ratio = Z/N Where, Z = No of students placed + No of students admitted for higher studies with valid qualifying scores in GATE or equivalent State or National Level Tests, GRE, GMAT + opted Entrepreneurship N= No. of Students appeared in final year examination For the Academic years: CAYm3 (2021-22): 0.73 CAYm2 (2022-23) :0.80 CAYm1 (2023-24) :0.80 Average = 0.77	<i>Improvement Observed.</i>
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Compliance status – PART B (Faculty Research and Development)

S. No.	Criteria	Prior to the Accreditation Visit	After the Accreditation Visit	Remarks of the Evaluator (to be left Blank)
1	Improvement in the number of Faculty Development program (FDP)	2021-22:102 2020-21:109 2019-20:078 ----- Total: 289	2024-25:146 2023-24:095 2022-23:090 ----- Total: 331	Improvement Observed
2	Improvement in the number of Publications	2021-22:129 2020-21:082 2019-20:045 ----- Total: 256	2024-25:090 2023-24:083 2022-23:034 ----- Total: 207	No improvement Observed
3	Quality of Publications	a. <u>No. of papers in</u> Non-SCI : 139 SCI/ESCI : 11 SCOPUS : 27 IEEE conference/IET Conferences : 54 Books : 14 Book's chapter : 11 b. Patent/copyrights: 21	a.<u>No. of papers in</u> Non-SCI : 33 SCI/ESCI : 13 SCOPUS : 140 IEEE conference/IET Conferences : 17 Books : 03 Book's chapter : 01 b.<u>Patent/copyrights</u> : 11	Number & Quality not Improved significantly.
4	Amount of funded research received	NIL	2 Lakhs	Minor Improvement
5	Amount of funded consultancy	NIL	0	No Improvement Observed
6	Number of PhD. Produced	0	0	No Improvement Observed
7	Number of PhD. Pursuing	0	0	No Improvement Observed.




PART C. Criterion wise Compliance Status

S.No.	Criteria	Observations made by NBA (During the last accreditation visit)	Compliance Status (Action taken by the institution)	Comments
1	Vision, Mission & PEOs			
1.1.	Formulation	Vision of the department is not aligned properly with the institute vision	The Academic Committee has reviewed the vision of the department and reformulated it to ensure that it is aligned with the overall vision of the institution. The revised department vision now reflects the institution goals and priorities, ensuring that both are in sync to drive cohesive academic growth, innovation, and student success	Improvement not observed Vision statement of Department is not clear & Department specific.
1.2.	Dissemination	-	-	
1.3.	Assessment	Limited awareness of OBE among stakeholders	A workshop was organized for all faculty, supporting staff, and students to enhance their understanding and awareness of Outcome-Based Education (OBE) principles and their impact on curriculum and assessment. Every year during the Orientation Programme the Principal addresses all the stakeholders regarding the significance of OBE. Additionally, a communication plan was developed to inform all stakeholders (students, parents, industry, alumni) about the OBE framework through newsletters, website updates, noticeboard and meetings.	one workshop for faculty members conducted on OBE.
1.4.	Any other observations of the NBA	-	-	
2	Course outcome and Program outcomes			

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2.1.	Formulation	2.1.2: Mapping of content beyond syllabus with POs and PSOs are not done properly and is vague.	The Academic Committee has reviewed and revised the mapping of all curriculum content, including beyond- syllabus topics, to ensure proper alignment with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The mapping process is regularly reviewed and monitored, with annual feedback to ensure continued alignment with	Not Complied.
2.2.	Mapping	2.2.1: Encouragement for bright students is very limited. Action on feedback on T&L is not proper and lack of effective implementation in closed loop	1) Students have been actively encouraged to enroll in online certification programs such as NPTEL and Coursera, expanding their learning opportunities beyond the curriculum. Internship opportunities have also been provided through MoUs with leading companies, giving students practical exposure. Bright students have been guided to participate in platforms like Hackerrank and Leetcode to improve their coding skills and enhance their chances of cracking interviews. Additionally, they have been supported in publishing research papers in reputed journals and participating in coding competitions, hackathons, and technical contests. For those with exceptional potential, selected students have been enrolled in the Smart Interviews training program to help them secure high-package job offers by providing Global certification programs like CISCO, Microsoft	Students are taking additional courses from Coursera & NPTEL
			2) The institution collects structured feedback from students via questionnaire. A closed-loop feedback system ensures analysis, communication to faculty, and appropriate measures are then effectively implemented.	

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2.2.2: Poor quality of question papers and assignments & lack of higher levels of Blooms taxonomy	Question papers and assignments have been revised to incorporate higher cognitive levels of Bloom's Taxonomy. Faculty training has enhanced the quality of assessments, ensuring they promote critical thinking and problem-solving. Workshops have also been conducted to help faculty apply Bloom's Taxonomy in assessments, thereby improving the overall quality of question papers and assignments.	No significant improvement observed.
2.2.3: Quality of completed projects need significant improvements. Papers are in paid & low-quality journals and no awards.	Students have been encouraged to target high-impact, peer-reviewed journals, resulting in improved paper quality and an increase in publications in reputed journals. Furthermore, projects and papers of students have been enhanced through mentorship, including guidance on research gaps.	No significant improvement observed.
2.2.4: Lack proper analysis on involvement in program designs and limited content delivery.	Industry interactions are now aligned with the academic program to ensure curriculum relevance. Regular interaction with industry experts help keep the curriculum up-to-date. We have established various MoUs through which industry partners deliver faculty development programs, student development initiatives, and campus recruitment activities. Some notable collaborations include the Virtusa Center of Excellence for Java Full Stack training, EPAM Technologies for Advanced Java training, Infosys Springboard for skill development, and Zensar Technologies for training in various emerging technologies. Additionally, we partner with ICT Academy to offer faculty development programs focused on the latest technologies.	Improvement Observed.
2.2.5: No internship, limited training and feedback is not leading to constructive result.	The institution has strengthened its industry ties to secure quality internship placements for students, ensuring exposure to real-world challenges and industry practices. Faculty mentors now actively guide students during their internships. Institute has been providing In-house and technical training from external	Few students started doing internship during Vacation.

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			collaborations such as Qspiders, Coin etc., to the students.	
2.3.	Any other observations of the NBA	-	-	-
3.	Curriculum Design, if applicable			
3.1.	Process to identify the gap, if applicable and action taken thereof	3.1.1: Explanation is vague and not proper 3.1.2: Explanation is vague and not proper	Course Outcomes (COs) are now clearly defined and aligned with Program Outcomes (POs) and Program Specific Outcomes (PSOs). Regular reviews of Course Outcomes are conducted through feedback from both students and faculty to ensure that they are being effectively met. The Academic Committee has reviewed and revised the mapping of Course Outcomes with Program Outcomes (POs) and Program Specific Outcomes (PSOs) to ensure consistency across the curriculum. The mapping process is regularly reviewed and monitored, with annual feedback to ensure continued alignment with POs and PSOs.	Improvement observed.




	3.1.3: Explanation is vague and not proper	The Program level Course - Program Outcomes matrix, which outlines the alignment between the courses and the intended Program Outcomes, has been thoroughly reviewed. This review encompasses all courses within the program, including those in the first year. The objective of this review is to ensure that each course contributes effectively to achieving the overall program outcomes, which may include skills, knowledge, and competencies students are expected to acquire by the end of the program.	Improvement Observed.
3.2.	Curriculum Structure & Component (as applicable)	3.2.1: Set attainment level is too low with threshold value 60 & 40 respectively in external and internal which is low leads to inaccurate /inconsistent attainment. 3.2.2: Understanding process is poor	Improvement Observed.
3.3.	Any other observations of the NBA	A comprehensive workshop on Outcome-Based Education (OBE) was organized for all faculty members, aimed at enhancing their understanding of OBE principles, teaching strategies, and assessment methods to align academic practices with desired learning outcomes. A standardized template has been implemented for documenting assessment tools and their alignment with course outcomes. Periodic reviews of the assessment documentation was conducted to ensure its completeness, accuracy, and ongoing relevance. The evaluation of results is conducted at two levels: Student Performance (Direct) – contributing 80% of the overall Surveys (Indirect) – contributing 20% of the overall value. The direct attainment level of Program Outcomes (POs) is determined by calculating the average across all courses, while the indirect attainment level is based on survey responses.	Improved understanding. Observed. Improvement Observed.

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			students are expected to acquire by the end of the program.	
3.2.1	Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based	Set attainment level is too low with threshold value 60 & 40 respectively in external and internal which is low leads to inaccurate /inconsistent attainment.	The attainment levels for internal and external assessments have been revised from 60% and 40% to 50% for both. The new attainment levels are aligned with Course and Program Outcomes.	Impact observed
3.2.2	Record the attainment of Course Outcomes of all courses with respect to set attainment levels	Understanding process is poor	A comprehensive workshop on Outcome-Based Education (OBE) was organized for all faculty members, aimed at enhancing their understanding of OBE principles, teaching strategies, and assessment methods to align academic practices with desired learning outcomes.	
3.3.1	Describe assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Specific Outcomes	Documentary evidence for consistent attainment are insufficient	A standardized template has been implemented for documenting assessment tools and their alignment with course outcomes. Periodic reviews of the assessment documentation was conducted to ensure its completeness, accuracy, and ongoing relevance.	
3.3.2	Provide results of evaluation of each PO & PSO	Observed level of attainment is unjustified and doesn't project real picture.	The evaluation of results is conducted at two levels: Student Performance (Direct) – contributing 80% of the average across all courses, while the indirect attainment level is based on survey responses.	student participation observed.
4.6.2	Publication of technical magazines, newsletters, etc.	Limited Participation	The number of events organized has significantly increased, leading to greater student participation. These events, encompassing academic, co-curricular, extracurricular, and skill enhancement activities, have provided students with a diverse range of opportunities. This growth has inspired more students to actively engage, which has,	

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			in turn, enhanced the overall quality of the magazine.	
4.6.3	Participation in inter-institute events by students of the program of study	Less participation outside state events	There has been a substantial increase in student participation in inter-state events like academic competitions and leadership summits, reflecting greater engagement and enthusiasm for opportunities.	Participation outside Institute improved.
5.5	Innovations by the Faculty in Teaching and Learning	Effectiveness is not clear	The institution has encouraged faculty to adopt innovative teaching methods, such as flipped	No improvement observed.

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		classrooms and project-based learning. Faculty members are also encouraged to share best practices, fostering a collaborative teaching environment. The impact of these teaching innovations on student performance is regularly assessed to ensure their effectiveness. Additionally, course-based projects have been introduced to enhance student learning outcomes.			Quality of Publications not improved.
5.7.1	Academic Research	Less publications in SCI & quality journals		To improve the quality of publications, the number of faculty members with Ph.D. has increased over the past three academic years. Faculty are further encouraged through attractive monetary incentives and additional support to publish high-quality research papers. As a result, there has been a consistent increase in the number of quality research paper publications.	No significant improvement observed.
5.7.2	Sponsored Research	No sponsored research		Research projects have been proposed and are under active consideration. Strong efforts have been put in place by visiting various industries showcasing our strengths. It is expected to have fruitful result in due course.	No significant improvement observed.
5.7.3	Development activities	Limited activities		There is an increase in the developmental research activities focusing on advancement of knowledge, skills, and practices, often with a practical or applied emphasis.	No significant improvement observed.
5.7.4	Consultancy (From Industry)	Nil		Two consultancy projects under AICTE, titled Marghadarshan Scheme and AURA Scheme are currently in progress in the department. The sanctioned amounts for these projects are Rs.12 lakhs and Rs.2 lakhs respectively.	Nil.

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5.8	Faculty Performance Appraisal and Development System (FPADS)	Provision exists but less effective	The Faculty Performance Appraisal System is routinely monitored and assessed to ensure its continued effectiveness and alignment with institutional goals. This ongoing evaluation process involves collecting feedback, analyzing outcomes, and making necessary adjustments to improve the system's impact on faculty development. There has been a significant boost in salary increments as well. This approach guarantees that the system contributes meaningfully to the professional growth of faculty	Improved Observed.
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		Faculty from industry taking	members and enhances the overall academic environment.	
5.9	Visiting/Adjunct/Emeritus Faculty etc.		The institute has recruited visiting faculty from both industry and academia to provide students with a well-rounded education. Industry professionals offer practical insights, real-world applications, and exposure to current trends, while academic experts ensure a strong foundation in research and theoretical concepts. This blend of industry and academic perspectives enriches the learning experience, fosters critical thinking, and keeps the curriculum aligned with both practical and theoretical standards. It also promotes collaboration, innovation, and networking opportunities for students and faculty alike.	Partially complied.
6.2	Additional facilities created for improving the quality of learning in experience laboratories	Limited facilities created	To enhance concept demonstration, laboratories are now equipped with smart-boards, projectors, and other digital tools. Additionally, high-speed internet connectivity has been ensured with a 2 Gbps dedicated leased line, along with a reliable Wi-Fi network to support seamless access to online resources and enable collaborative learning.	Few additional facilities are created.
6.3	Laboratories: Maintenance and overall ambience	Needs computing facilities up-gradation	The laboratories have been upgraded with the latest Lenovo ThinkPad desktops, featuring high system configurations to support advanced learning and research activities. Each system is equipped with an Intel i5 processor, 16 GB RAM, and a 256 GB SSD, ensuring smooth and efficient performance for resource-intensive applications and	Computing facilities upgraded.

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			software.	
6.4	Project laboratory	Needs improvement	The project lab has been upgraded with high- performance computers featuring advanced configurations, ensuring seamless execution of complex tasks. Additionally, the lab is equipped with high-speed internet connectivity, enabling efficient research and collaboration. To support IoT- related projects, the lab provides essential components, including sensors, microcontrollers, and development boards, fostering innovation and hands-on learning in cutting-edge technologies.	Improvement in project laboratory is observed.

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7.1	Actions taken based on the results of evaluation of each of the POs & PSO	Identification of gaps is inappropriate and no action evident	The institution has implemented a structured process to identify gaps in the attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) based on evaluation of results. A flowchart has been designed to map the gap analysis steps, ensuring clarity and consistency in addressing these gaps. Action plans are developed for targeted improvements and regular feedback from faculty, students, alumni and industry partners is used to assess the effectiveness of interventions and refine teaching methods, assessments and course content.	<i>Partially complied</i>
7.2	Academic Audit and actions taken thereof during the period of Assessment	Action taken on continuous improvement is not closed loop	A formal closed-loop feedback system has been implemented to ensure that actions stemming from academic audits are consistently reviewed and evaluated. Regular academic audits are conducted, with findings thoroughly analyzed and key action points documented. Targeted action plans are formulated, and follow-up measures are undertaken to address identified areas of improvement. Feedback from all relevant stakeholders is actively gathered and integrated into the audit process, fostering comprehensive and continuous enhancement.	<i>Partially complied</i>
7.3	Improvement in Higher Placement, Studies	Very less improvement in higher studies. Low quality placements	Organized Career guidance programs regularly on the prospects of higher studies. Awareness sessions on GRE, TOEFL, IELTS and other competitive exams are conducted on regular basis. Strengthened placement support by partnering with more	<i>No significant improvement Observed.</i>

			leaders in industry, expanded its recruitment network and provided Campus Recruitment Training to the students.	
7.4	Improvement in the quality of students admitted to the program	No improvement in state level exams	The quality of students enrolled in the college has been enhanced by providing concession in nominal fee to the deserving students, appreciating and rewarding students' achievements, and introducing Courses with the help of industry-sponsored labs. Further, students with good percentage in their Intermediate studies are preferred.	No improvement observed Opening of closing rank for admission is increased.
8.4.2	Record the attainment Course Outcomes of all first	Benchmark is low	The institution has revised the attainment levels for each relevant Program Outcome (PO) and Program	Benchmark value increased

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	year course		Specific Outcome (PSO) to set higher benchmarks, with a focus on improving academic rigor. The new levels are set to challenge students and align better with industry and academic standards. A structured review and feedback mechanism has been put in place to assess the effectiveness of the new attainment levels and gather input from stakeholders. Adjustments will be made as needed to ensure continuous improvement.	
8.5.1	Indicate results of evaluation of each relevant PO and/or PSO, if applicable	The attainment level should be more to enhance academic level	The set attainment levels have been revised, with threshold values of 50 and 50 for external and internal assessments respectively, resulting in more accurate and consistent attainment outcomes.	Complied
9.1	Mentoring system to help at individual level	The monitoring should be done at the ratio of 1:20	To ensure personalized attention and guidance, faculty members are assigned to mentor groups with a maximum of 20 students, in line with the recommended 1:20 ratio. This approach allows for effective monitoring of student progress and provides ample opportunities for individualized academic and career support.	Ratio is around 1:18.
9.2	Feedback analysis and reward /corrective measures taken, if any	Modify the format of feedback	The format of the feedback system has been reviewed and modified to enhance its effectiveness and ensure it is more structured, clear, and actionable, providing both students and faculty with valuable insights. This modification aims to make the feedback process more aligned with the learning outcomes and expectations of the program.	Feed back format improved.

9.3	Feedback on facilities	Corrective actions need to be improved	Several corrective measures have been implemented. To improve classroom comfort, false ceilings with bright lights have been added to enhance the overall ambience. The laboratories have been upgraded with the latest computers to meet the evolving academic needs of students. Additionally, campus security has been enhanced by installing more CCTV cameras to improve surveillance and safety. These measures have been taken to address the feedback and create a better learning environment.	Corrective Action observed on feedback on facilities.
9.4	Self-Learning	Self-learning needs improvement	Access to e-learning platforms like Coursera, and MOOCs has been expanded to encourage students to explore topics beyond the	Students are encouraged to take online courses from Coursera and MOOCs.

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			curriculum. In addition, individual presentations and course based project work have been incorporated into all courses.	
9.5	Career Guidance, Training, Placement	Improve counselling for career guidance and training for placement	The Career Guidance and Counseling Cell (CGCC) has been strengthened to offer support, helping students identify career paths that align with their interests and strengths. This includes regular counseling sessions with industry experts and resume building workshops. Additionally, training sessions focused on developing soft skills, job-specific technical skills, and mock interviews are conducted.	No significant improvement observed.
9.6	Entrepreneurship Cell	More efforts needed	The Entrepreneurship Development Cell has been strengthened to better support and guide students with entrepreneurial aspirations. Students are encouraged to participate in hackathons, cohorts, ideation workshops, innovation challenges, and startup expos to gain practical exposure and mentorship. Real-world case studies and success stories of entrepreneurs are shared during classes to inspire and motivate students. Additionally, we have partnered with Founders Lab to provide expert guidance and mentorship for students looking to launch their own startups.	Minor improvement observed
10.1.3	Decentralization in working and grievance redressal mechanism	No complaints seen in grievance cell file	Complaints are periodically documented in the grievance file, and appropriate measures are taken.	Improvement observed.
10.2.1	Adequacy of budget allocation	Budget should be given more and utilization	The budget allocation has been enhanced, and steps have been taken to ensure optimal use of funds. We closely monitor our expenditures	Budget utilization improved slightly.

			to ensure that resources are utilized efficiently and effectively.	
10.2.2	Utilization of allocated funds	Needs improvement	Our expenditure is closely monitored to ensure that allocated funds are spent effectively while managing the outstanding dues.	Improved.
10.3.1	Adequacy of budget allocation	More money needs to be spent on lab infrastructure	We have significantly increased spending to upgrade our facilities. This includes the addition of the latest computers in the laboratories to enhance practical learning experiences. Additionally, our classrooms have been upgraded from traditional projectors to advanced digital touch screen displays, facilitating	No significant improvement observed.

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			interactive and modern teaching methods. These improvements aim to provide students with a more effective and up-to-date learning environment.	
10.4.1	Quality of learning resources (hard/soft)	More journals need to be subscribed	The institution has significantly increased its journal subscriptions to provide students and faculty with greater access to a wider range of academic resources, fostering enhanced learning, research, and intellectual growth.	Improved & Complied
10.4.2	Internet	Internet connectivity to be enhanced and Wi-Fi connectivity given to all places	Significant steps have been taken to enhance internet connectivity across the campus. The internet bandwidth has been upgraded from 200 Mbps to 2 Gbps to ensure faster and more reliable access for students and faculty. Additionally, Wi-Fi connectivity has been expanded and is now available in all areas of the campus, ensuring seamless internet access throughout the institution.	Improved & Complied

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Compliance status to Compliance Report-Tier II Institutions

S.N.	Pre-Visit Qualifiers (Average of Assessment years)	Requirement for 3 years	YES/NO	Requirement for 6 years	YES/NO
1	Admissions in the undergraduate programs under consideration including students admitted through lateral entry (average of the previous three academic years CAYm1, CAYm2 and CAYm3)	50%	YES	75%	YES
2	Faculty student ratio in the department under consideration (Averaged over previous three academic years including Current Academic Year.)	1:25	YES	1:20	No
3	At least one Professor or one Associate Professor on regular basis with Ph.D. degree should be available in the respective Department during previous two academic years including current academic year.	YES	YES	At least two Professors or one Professor and one Associate Professor on regular basis with Ph.D. degree should be available in the respective Department for previous two years (including Current Academic Year).	YES
4	Number of available Ph.Ds. in the department (Averaged for previous two academic years including Current Academic Year.)	10%	YES	30%	NO
5	The HOD of the department in which the program under consideration is running should be appointed on regular basis and should possess PhD degree in the Current Academic Year (CAY).	NA	—	YES	YES

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