

HIMACHAL PRADESH TECHNICAL UNIVERSITY, HAMIRPUR (HP)

Self Study Report (SSR) for Academic Audit of Colleges

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**SELF STUDY REPORT (SSR)
(PART-I & PART-II)**

For

Academic Audit

By

Affiliating Colleges/Institutions



Name of College/Institution: KC Group of Research & Professional Institute

For the Year: V.P.O Pandoga, Teh. & Distt., Una ,Himachal Pradesh

Submitted to:

**Himachal Pradesh Technical University,
Hamirpur -177 001, H. P.**

HP Technical University, Hamirpur (HP)
Academic Audit
SSR Proforma to be submitted by Affiliated Institutions

PART I
Profile of College/Institution

1. General information

Name and full Address of the College/Institution with PIN	
KC Group of Research & Professional Institutes ,Pandoga, V.P.O. Pandoga, Teh. & Distt. Una, Himachal Pradesh, 177207, India	
Website	https://kcgrpi.com/

2. Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Sikander Hans		9805095110		dr.sikanderhans@gmail.com
IQAC/CIQA Coordinator	Sukhpreet Singh		7009038477		kcgorbtech@gmail.com

3. Establishment Details

Establishment Date of the College/Institution	19-08-2009
Status prior to Establishment, if applicable	

4. Accreditation Details

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write „Not Applicable“)	First: Date: 22/7/2009 , Reference: E& T/NWRO/IC-NEW/2009-10/15
	Name of Course(s) Engg. /Tech. (Electronic & communication Engineering, Civil Engineering, Computer Science & Engineering, Mechanical Engineering)
	Latest: Date: 23/03/2024 Reference: North -west /1-43662378613/2024/EOA
	Name of Course(s) Engg. /Tech. (Civil Engineering, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering)

HPTU approval date & reference With Name of Course(s)	First: Date: 31/01/2012 Reference: HIMTU -3 (ACAD) B-3/ENGG.(NG-10)820 Name of Course(s) Engg. /Tech. (Electronic &communication Engineering, Civil Engineering, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering) Latest: Date: 11/09/2024 Reference: HIMTU -3 (ACAD) B-6/2016-VOL-111-6446 Name of Course(s) Engg. /Tech. (Civil Engineering, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering)
NAAC rank/grade	APPLIED
NBA rank/grade	NA
NIRF rank/grade	APPLIED

5. Location, Area and Activity of Campus

Campus Type	Address	Location	Campus Area in Acres	Built up Area sq.mts.	Programmes offered
Main Campus Area	V.P.O Pandoga, Teh. & Distt.	Rural/Urban	21 Acres	5970.72	B.TECH(CSE,ME, CIVIL,EE)

6. Built-up Area Details (Sq. Meters)

i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	¹ Administrative Area			² Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Engineering	210	250 sqm for intake of 300	584	NIL	750 sqm for intake of 300	3996	NIL

¹Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

²Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

ii) Instructional Area:

Instructional Area	Minimum No. of Rooms		Carpet Area in sqm per Room	
	Required	Deficiency	Required	Deficiency
Classrooms/Engg/Pharmacy/Management	Total Number of Divisions per Year x Total Duration of Course in years x 0.5	NIL	66 (For a division of 60) 33 (For a division of 33)	
Tutorial Rooms Engg/Pharmacy/Management	25% of Total Class Room	NIL	33	NIL
*Laboratory for First Year	4 (which includes 2 laboratories for Basic sciences)	NIL	66	NIL
Laboratory other than first year	2 per course per year up to intake of 180 per course	NIL	66	NIL
Laboratory for Post Graduate Courses	1 per Course	NIL	66	NIL
Additional Laboratory/Workshop for "X" Category Courses	1	NIL	200 (For UG)	NIL
Drawing Hall (Engg)	1 (Up to an intake of 600)	NIL	132	NIL
Computer Centre	1(up to an intake of 600)	NIL	150	NIL
Seminar Hall	1	NIL	132	NIL
Library	1	NIL	400	NIL
Language Laboratory	1	NIL	33	NIL

- "X" Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.
- Additional 5 labs per Course, if number of Branch is more than 2 per Course

*For First year Engg. Class work, the following labs are required: **Pl. tick if available:**

- 1) English Language Communication Skills Lab [✓];
- 2) Computer Programming Lab [✓];
- 3) Physics Lab [✓];
- 4) Chemistry Lab [✓];
- 5) IT Workshop [✓];
- 6) Engineering Workshop [✓].

Executive Summary

Introduction:

KC Group of Research & Professional Institute, a distinguished engineering college, stands as a paragon of academic excellence and innovation. Affiliated with the Himachal Pradesh Technical University (HPTU), the institute offers a comprehensive range of engineering courses, including Civil Engineering, Electrical Engineering, Computer Science, and Mechanical Engineering. At the heart of our commitment lies the vision to emerge as a global center of excellence in engineering education. Our holistic approach to education goes beyond the conventional, fostering an environment that nurtures creativity, critical thinking, and ethical practices.

Our success is underscored by the institute's stellar placement record, a testament to our dedication to producing industry-ready professionals. We boast an esteemed faculty, blending academic expertise with real-world experience, ensuring that students receive top-notch education. The institute's commitment to providing an unparalleled learning experience is reflected in our state-of-the-art infrastructure and well-structured study programs. At KC Group, we aim not only to educate but to inspire, instilling in our students a sense of purpose and a vision for the future. Our graduates are not just engineers; they are catalysts for positive change, embodying the values of excellence, integrity, and innovation.

Vision:

- To be an institute of repute, providing globally competent and socially sensitive professionals.

Mission:

- To equip with the latest technologies to be globally competitive professionals.
- To inculcate qualities of leadership, professionalism, corporate understanding and executive competence.
- To imbibe and enhance human values, ethics and morals in our students.

COWS Analysis

[Challenges, Opportunities, Weaknesses & Strengths]

Institutional Challenges:

- Implementing National Education Policy (NEP-2023) to accredit all programs is challenging.
- Core company placement in traditional branches is a key concern.
- Limited flexibility and autonomy will hinder development and quality.
- Competing with private universities with bigger budgets and fewer regulatory limits may unfairly contend the self-financed institute.
- More transnational and lucrative corporate employment will make it harder to retain top talent and inspire them to teach and research.
- Getting quality faculty in Emerging areas.

Institutional Opportunities:

- Premier institutes like, Chitkara, IIIT Una, NSUT, Delhi University etc. are in close proximity to the institute.
- Being close to Una industry hubs benefits the institute's industry accessibility.
- Being one of Una top engineering college, the institute can attract the brightest students.
- To get the status of an Autonomous Institute
- To enhance the research and innovation culture in the institute through a multi-disciplinary approach
- To empower the faculty with the latest technologies and trends
- To create a digital and E-learning environment for self-learner
- To make Institute's visibility at the National & International level

Institutional Weaknesses:

- Limited space for further expansion of facilities
- Lack of flexibility in academic systems and evaluation process.
- Lengthy and slow process for curriculum revisions

Institutional Strengths:

- Clear and well-defined Vision, Mission, and policies aimed at achieving academic excellence.
- Good and continuous academic pass performance of students in university results
- Optimum Gender ratio
- Regular technical development and employability skills programs through the dedicated cell.
- Overall development through activities like co-curricular activities and value-added programs
- Well-qualified and dedicated Faculty.
- Faculty Encouragement through different schemes
- A strong student feedback system
- Centre of Excellence/ Internet Connectivity Effective
- Student Mentoring/ Counselling System
- Industrial Linkage and MoUs with the Industry
- Different department clubs
- career guidance and support
- Good Placement records
- Effective and Participative Governance
- Location of the Campus
- Good Student to faculty ratio (SFR)

Criteria wise Summary

1. Curricular Aspects:

The curricular aspects at KC Group of Research & Professional Institute are meticulously designed to foster a holistic and industry-aligned learning experience. Our engineering programs, spanning Civil, Electrical, Computer Science, and Mechanical Engineering, are crafted to impart both theoretical knowledge and practical skills. The curriculum reflects a dynamic blend of contemporary industry trends, technological advancements, and a strong foundation in fundamental principles.

We prioritize hands-on learning, with well-equipped laboratories and cutting-edge facilities enabling students to translate theoretical concepts into practical applications. Interdisciplinary projects and industry collaborations are integral components, encouraging students to tackle real-world challenges and develop innovative solutions. The curriculum is regularly updated to align with emerging technologies, ensuring that graduates are not just academically proficient but also well-versed in the latest industry practices.

Furthermore, our commitment to experiential learning extends beyond the classroom. Field visits, internships, and workshops provide students with valuable exposure, bridging the gap between academia and industry. This approach empowers our graduates with a comprehensive skill set, making them adaptable professionals ready to excel in diverse engineering environments.

In essence, the curricular framework at KC Group is a dynamic catalyst for nurturing well-rounded engineers, poised to make meaningful contributions to the ever-evolving landscape of engineering and technology.

2. Teaching-learning and Evaluation:

- **Teaching-Learning Process:**

The institution employs a student-centric approach to teaching, incorporating interactive and experiential learning methodologies. Faculty members utilize modern pedagogical tools, including multimedia presentations and e-learning resources, to enhance the learning experience. Regular workshops, seminars, and guest lectures are organized to expose faculty to contemporary industry trends and practices.

- **Teacher Profile and Quality:**

KCGRPI boasts a team of qualified and experienced faculty members dedicated to academic excellence. Continuous professional development is encouraged through

participation in faculty development programs, conferences, and research activities. The institution supports faculty in pursuing higher qualifications and research endeavours, contributing to the overall enhancement of teaching quality.

- **Evaluation Process and Reforms:**

The institution maintains a transparent and robust evaluation system. Continuous assessment methods, including quizzes, assignments, and project work, are employed alongside end-semester examinations to evaluate student performance comprehensively. KCGRPI regularly reviews and updates its evaluation processes to align with academic standards and industry requirements.

3. Research, Innovations and Extension:

KC Group of Research & Professional Institute in Pandoga, UNA, Himachal Pradesh, is dedicated to fostering a culture of research, innovation, and extension activities among its faculty and students. Over the years 2023 and 2024, the institute has demonstrated remarkable achievements in various realms of academic inquiry.

In terms of SCI publications, faculty members have made significant contributions to cutting-edge research, with several papers published in prestigious journals indexed in the Science Citation Index. These publications span diverse disciplines, reflecting the interdisciplinary nature of research pursued at the institute. The rigorous peer-review process and high impact factors of these journals underscore the quality and relevance of the research output, showcasing the institution's commitment to advancing knowledge in its respective fields.

Furthermore, the institute has seen notable success in patent publications, with innovative solutions and technologies developed by faculty members and research teams. These patents highlight the institute's dedication to translating research findings into tangible applications with potential commercialization prospects. Collaborations with industry partners and stakeholders have facilitated the development and dissemination of these patents, further contributing to the institute's impact on innovation and technology transfer.

In addition to SCI publications and patents, the institute has actively engaged in paper publications, with faculty members and students contributing to peer-reviewed journals, conference proceedings, and technical reports. These publications reflect the depth and breadth of research conducted at the institute, addressing pressing societal challenges and advancing theoretical knowledge in various domains. The methodologies, experimental approaches, and data analysis techniques employed in these papers underscore the rigor and scholarly rigor maintained by the institute's research community.

Moreover, the institute prioritizes faculty-student interaction as a means of disseminating knowledge about the latest research findings and innovations. Through seminars, workshops, guest lectures, and academic sessions, faculty members share their expertise and discuss emerging trends in their respective fields. This collaborative learning environment encourages student involvement in research projects, internships, and collaborative initiatives with faculty mentors, fostering a culture of experiential learning and knowledge exchange.

4. Infrastructure and Learning Resources:

In conclusion, KC Group of Research & Professional Institute, Pandoga, UNA, Himachal Pradesh, stands at the forefront of research, innovation, and extension activities, as evidenced by its notable achievements in SCI publications, patents, paper publications, Located in the picturesque surroundings of Pandoga, UNA, Himachal Pradesh, KC Group of Research & Professional Institute stands as a beacon of academic excellence and innovation in the region. With a commitment to nurturing intellect, creativity, and holistic development, the institute offers a diverse range of programs across various disciplines. Its state-of-the-art campus provides a conducive environment for learning, research, and personal growth. Equipped with modern facilities including spacious classrooms, well-equipped laboratories, an extensive library, and advanced computing resources, the institute empowers students to excel academically and professionally.

Committed faculty members, experienced staff, and a supportive community foster an atmosphere of collaboration and intellectual inquiry. The institute's emphasis on research, innovation, and industry-relevant skills ensures that graduates are well-prepared to meet the challenges of the rapidly evolving global landscape. Beyond academics, the institute promotes extracurricular activities, sports, and cultural events to enrich the overall student experience. KC Group of Research & Professional Institute remains dedicated to its mission of shaping future leaders and contributing to the socio-economic development of the region and beyond. and faculty-student interactions in 2023 and 2024. Through its dedication to advancing knowledge, fostering innovation, and promoting interdisciplinary collaboration, the institute continues to make significant contributions to academic excellence and societal development.

5. Student Support and Progression:

For the KC Group of Research and Professional Institutes (KCGRPI), several initiatives align with these indicators:

- **Training and Placement Cell:** KCGRPI has a dynamic Training and Placement Cell that collaborates with multinational corporations and Indian companies, such as Netmax technology, De-facto , to facilitate student placements. The institution boasts a strong alumni network with graduates serving in esteemed positions across various sectors
- **Holistic Development:** Emphasizing the all-round development of students, KCGRPI encourages participation in sports, cultural, and extracurricular activities. Students have achieved notable success, securing top positions in academics and excelling in sports at university and inter-university levels.
- **Supportive Infrastructure:** The institution provides state-of-the-art hostel facilities for both boys and girls, ensuring a conducive living environment that supports academic pursuits and personal growth

6. Governance, Leadership and Management:

1. Institutional Vision and Leadership: The KC Group of Research and Professional Institutes (KCGRPI) is committed to providing quality technical and professional education to all sections of society, particularly in Himachal Pradesh and neighboring states. This commitment is evident in their mission to contribute to India's strength and self-reliance through education. The leadership, under Chairman Shri. Prem Pal Gandhi and Vice Chairman Shri. Hitesh Gandhi, emphasizes creating world-class institutions that not only excel in India but also aim for global recognition.

2. Decentralization and Participative Management: KCGRPI promotes a decentralized governance model, granting functional autonomy to its institutions within a general framework of rules and regulations. This approach allows directors, principals, and faculty the creative independence to interpret and implement curriculum content tailored to contemporary student needs. The management maintains a cordial and harmonious relationship with its employees, fostering an environment conducive to growth and development.

3. Strategy Development and Deployment: The institution has outlined a comprehensive perspective plan aiming for diversification, brand building, and progression towards a university excelling in higher learning, training, and research and development by 2020. Key objectives include:

- Accelerated penetration of affordable quality education across a wide spectrum of learners.
- Recruitment and retention of motivated faculty engaged in application-oriented teaching.
- Emphasis on soft skill training leading to personality development and enhanced employability.
- Regular curriculum updates to meet societal needs, keeping the institution dynamic and contemporary.

4. E-Governance: KCGRPI has implemented e-governance in its operations to enhance efficiency and transparency. Majority of the academic and non-academic work is conducted online, ensuring hassle-free information access and quality education. The institution's administrative system is proactive and forward-looking, ensuring optimal utilization of resources and providing a relaxed atmosphere that fosters positive energy and learning.

5. Faculty Empowerment Strategies: The institution is dedicated to the holistic development of its faculty and staff. Regular seminars and workshops are conducted to update and upgrade pedagogical skills, ensuring that teaching methodologies remain current and effective. The management is highly supportive, motivating all-round growth and development beyond the curriculum.

6. Financial Resource Management: KCGRPI has established strategies for the mobilization and optimal utilization of resources and funds from various sources. The institution's proactive administrative system ensures efficient resource management, guaranteeing forward delivery of resources without the need for constant oversight by users. This approach ensures that financial and material resources are used effectively to support the institution's mission and objectives.

7. Institutional Values and Best Practices:

Institution promotes ethical standards, inclusivity, environmental sustainability, and the adoption of best practices that enhance overall institutional performance.

1. Gender Equity and Inclusivity: The KC Group of Research and Professional Institutes (KCGRPI) is committed to fostering an inclusive environment that promotes gender equity. The institution has established a dedicated Gender Equality Cell to address issues related to gender discrimination and to promote awareness about gender sensitivity. Regular workshops and seminars are conducted to sensitize students and staff about gender issues, ensuring a campus culture that upholds equality and respect for all individuals.

2. Environmental Sustainability: KCGRPI places a strong emphasis on environmental conservation and sustainability. The institution has implemented several green initiatives, including:

- **Waste Management:** A comprehensive waste segregation system is in place to manage biodegradable and non-biodegradable waste effectively.

- **Water Conservation:** Rainwater harvesting systems have been installed to conserve water and replenish groundwater levels.

- **Green Campus Initiatives:** Regular tree plantation drives and maintenance of green landscapes contribute to a serene and eco-friendly campus environment.

2. Best Practices: KCGRPI has instituted several best practices to enhance the quality of education and overall institutional effectiveness:

- **Mentor-Mentee Program:** This program establishes a supportive relationship between faculty mentors and students, guiding them in academic and personal development. Mentors provide regular feedback, assist in goal setting, and act as a liaison between the institution and parents.

- **Personality Development Program (PDP):** Aimed at holistic student development, the PDP focuses on enhancing self-awareness, ethical values, and interpersonal skills. The program includes workshops, interactive sessions, and experiential learning activities designed to prepare students for personal and professional success.

- **Research and Innovation Promotion:** KCGRPI encourages a research-oriented mindset among students and faculty. The institution has established well-equipped research centers that facilitate collaborative projects, leading to publications and patents. Students are motivated to participate in conferences and present their research findings, fostering a culture of innovation.

HP Technical University, Hamirpur (HP)
Academic Audit
SSR Proforma to be submitted by Affiliated Institutions

PART I

Criterion 1 – Curricular Aspects

Key Indicator-1.1: Curricular Planning and Implementation

Item No.	Particulars
1.1.1	The institution ensures effective curriculum delivery through a well planned and documented process Effective Curriculum Delivery through a Structured Process KC Group of Research & Professional Institutes, Pandoga, ensures systematic and effective curriculum delivery through a well-planned and documented process. Key Initiatives: • Academic Calendar & Lesson Plans: The institution follows a structured academic calendar, and faculty members prepare detailed lesson plans to ensure timely syllabus completion. • ICT-Enabled Teaching: Smart classrooms, multimedia presentations, and online resources enhance the teaching-learning process. • Regular Assessments & Feedback: Periodic assignments, quizzes, mid-term tests, and project evaluations help track student progress. Student feedback mechanisms assist in continuous improvement. • Workshops & Industry Exposure: Guest lectures, industrial visits, and expert sessions bridge the gap between theoretical knowledge and practical application. • Mentoring & Remedial Support: Slow learners receive extra tutorials, while advanced learners are encouraged to take up research projects. This structured approach ensures academic excellence, student engagement, and holistic development. Attach as Annexure(s) • Any additional information

1.1.2	The institution adheres to the academic calendar including conduct of CIE Adherence to Academic Calendar and Continuous Internal Evaluation (CIE) KC Group of Research & Professional Institutes, Pandoga, strictly follows the academic calendar to ensure timely and effective curriculum delivery, including the smooth conduct of Continuous Internal Evaluation (CIE). Key Initiatives: • The institution prepares a well-structured academic calendar at the beginning of each semester, outlining lecture schedules, examination dates, co-curricular activities, and assessment timelines. • CIE is conducted regularly through mid-term tests, assignments, quizzes, presentations, and project evaluations to assess student progress. • Transparent assessment methods ensure fair evaluation, and feedback is provided to help students improve their performance. • Remedial classes are arranged for slow learners to enhance their understanding. • Regular faculty meetings monitor syllabus coverage and address any academic challenges. By adhering to a well-planned academic calendar and structured CIE, the institution ensures academic discipline, continuous learning, and overall student development. Attach as Annexure(s) • Any additional information
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1.1.3	Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years (a) Academic Council/BoS of Affiliating University (b) Setting of question papers for UG/PG programs (c) Design and Development of Curriculum for Add on/certificate/diploma courses (d) Assessment/evaluation process of the affiliating University Options:- 1. All of the above. 2. Any 3 of the above. 3. Any 2 of the above. 4. Any 1 of the above. 5. None of the above Data requirement: • No. of teachers participated • Name of the body in which full time teacher participated • Total No. of teachers Attach as Annexure (s) • Detail of participation of teachers in various bodies/activities provided as a response to above (Scanned copies of the letters issued by the University/Institutions w.r.t. the activity in which the teachers are involved). • Any additional information
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Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars		
1.2.1	Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. Integration of Cross-Cutting Issues into the Curriculum KC Group of Research & Professional Institutes, Pandoga, ensures the integration of Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability into its curriculum to develop socially responsible professionals. Key Initiatives: • Professional Ethics & Human Values: Courses on business ethics, corporate responsibility, and moral philosophy are included to instill integrity and ethical decision-making. • Gender Sensitization: Seminars, workshops, and awareness programs promote gender equality and inclusivity on campus. • Environmental Awareness: Subjects like Environmental Science and activities such as tree plantation drives, energy conservation programs, and waste management initiatives encourage sustainability. • Social Responsibility: Students engage in community outreach programs, addressing societal challenges through volunteering, rural education initiatives, and cleanliness drives. These initiatives equip students with ethical awareness, environmental consciousness, and social responsibility, preparing them for a sustainable and inclusive future. Attach as Annexure(s) • Any additional information • Attach the list and description of courses and/or initiatives taken which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum		
1.2.2	Average percentage of courses that include experiential learning through project work/field work/internship during the last five years <table border="1" data-bbox="347 1518 1420 1581"> <tr> <td data-bbox="347 1518 454 1581">1.2.2.1</td><td data-bbox="454 1518 1420 1581">No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.</td></tr> </table>	1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.		

Data requirement for last five years:

- Name of the Course
- Details of experiential learning through project work/field work/internship
- Name of the programme

Formula:

$$\text{Percentage per year} = \frac{\text{No. of courses that include experiential learning through project work/field work/internship} \times 100}{\text{Total No. of courses in all programmes}}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

- 1) Electrical Engineering Course name – Industrial Project (EE-802)
 - 2) Computer Science Course name- Industrial Project (CS-811)
 - 3) Civil Engineering Course name- Industrial Project (CE-809)
 - 4) Mechanical Engineering Course name- Industrial Project (ME-808)
- or
- 5) Electrical Engineering Course name – Industrial Training / Viva (EE-712)
 - 6) Computer Science Course name- Industrial Training / Viva (CS-713)
 - 7) Civil Engineering Course name- Industrial Training / Viva (CE-712)
 - 8) Mechanical Engineering Course name- Industrial Training / Viva (ME-714)

Year	Courses with Experiential Learning	Total No. of Courses	Percentage (%)
2019–2020	4	153	$(4 / 153) \times 100$ = 2.61%
2020–2021	4	153	2.61%
2021–2022	4	153	2.61%
2022–2023	4	153	2.61%
2023–2024	4	153	2.61%
Average	—	—	$(2.61 \times 5) \div 5 = 2.61\%$

Average Percentage = 2.61 %

Attach as Annexure(s)

- Any additional information.
- Programme/curriculum/syllabus of the courses.
- Minutes of the Board of Studies/Academic Council meetings with approvals for these courses.
- MoU's with relevant organizations for these courses, if any.
- Average percentage of courses that include experiential learning through project work/field work/internship

1.2.3	Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)
1.2.3.1	No. of students undertaking project work/field work/internships

Data requirement:

- Name of the programme
- No. of students undertaking project work/field work/internships

Formula:

$$\frac{\text{No. of students undertaking project work/field work/internships}}{\text{Total No. of students}} \times 100$$

$$= (17/ 17) * 100 = 100 \%$$

Attach as Annexure(s)

- Any additional information.
- List of programmes and number of students undertaking project work/field work/internships

Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders (1) Students (2) Teachers (3) Employees (4) Alumni Options:- (A) All of the above. (B) Any 3 of the above (C) Any 2 of the above (D) Any 1 of the above (E) None of the above Data Requirement: Report of analysis of feedback received from different stakeholders year wise Attach as Annexure(s) • URL for stakeholder feedback report, if any • Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management • Any additional information
1.3.2	Feedback of process of the Institution may be classified as follows: Options: (A) Feedback collected, analysed and action taken and feedback available on website (B) Feedback collected, analysed and action has been taken. (C) Feedback collected and analysed. (D) Feedback collected. (E) Feedback not collected. Attach as Annexure(s) • Stakeholders' feedback report, action taken report of the institute. • Any additional information. • URL for feedback report, if any.

Criterion 2 – Teaching-Learning and Evaluation

Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars						
2.1.1	Average Enrolment percentage (Average of last five years)						
	2.1.1.1	No. of students admitted year wise during the last five years					
	2.1.1.2	No. of sanctioned seats year wise during the last five year					
	Data requirement for last five years						
	- Total No. of students admitted. - Total No. of sanctioned seats.						
	Percentage per year= $\frac{\text{Total No. of students admitted}}{\text{Total No. of sanctioned seats}} \times 100$						
	Average percentage = $\frac{\sum \text{Percentage per year}}{5}$						
	Year-Wise Calculation.						
	Year	Admitted Students	Sanctioned Seats	Percentage per Year			
	2020-2021	17	180	$(17/180) \times 100 = 9.4\%$			
	2021-2022	38	108	$(38/108) \times 100 = 35.18\%$			
	2022-2023	75	180	$(75/180) \times 100 = 41.6\%$			
	2023-2024	51	210	$(51/210) \times 100 = 24.28\%$			
	2024-2025	99	210	$(99/210) \times 100 = 47.14\%$			
	Average Enrolment Percentage = $9.4+35.18+41.6+24.28+47.14 / 5 = 157.6 / 5$						
= 31.52 %							
Attach as Annexure(s)							
- Any additional information. - Institutional data in prescribed format.							
2.1.2	Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats))						
	2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	7	20	34	26	55

	Data requirement for last five years: - No. of students admitted from the reserved category. - Total No. of seats earmarked for reserved category as per GOI or State Government rule. Percentage per year = $\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$																										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Year</th> <th style="width: 25%;">No. of Students Admitted (Reserved)</th> <th style="width: 25%;">No. of Reserved Seats</th> <th style="width: 25%;">Percentage per Year (%)</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td style="text-align: center;">7</td> <td style="text-align: center;">81</td> <td style="text-align: center;">8.64%</td> </tr> <tr> <td>2021-2022</td> <td style="text-align: center;">20</td> <td style="text-align: center;">49</td> <td style="text-align: center;">40.82%</td> </tr> <tr> <td>2022-2023</td> <td style="text-align: center;">34</td> <td style="text-align: center;">81</td> <td style="text-align: center;">41.98%</td> </tr> <tr> <td>2023-2024</td> <td style="text-align: center;">26</td> <td style="text-align: center;">95</td> <td style="text-align: center;">27.37%</td> </tr> <tr> <td>2024-2025</td> <td style="text-align: center;">55</td> <td style="text-align: center;">95</td> <td style="text-align: center;">57.89%</td> </tr> </tbody> </table>	Year	No. of Students Admitted (Reserved)	No. of Reserved Seats	Percentage per Year (%)	2020-2021	7	81	8.64%	2021-2022	20	49	40.82%	2022-2023	34	81	41.98%	2023-2024	26	95	27.37%	2024-2025	55	95	57.89%	Average Percentage = $8.64+40.82+41.98+27.37+57.89 / 5 = 176.7 / 5 = 35.34 \%$ Attach as Annexure(s) - Any additional information. - Average percentage of seats filled against seats reserved	
Year	No. of Students Admitted (Reserved)	No. of Reserved Seats	Percentage per Year (%)																								
2020-2021	7	81	8.64%																								
2021-2022	20	49	40.82%																								
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2.1.3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Principal/Director Name</td> <td>Dr. Sikander Hans</td> </tr> <tr> <td>Qualifications</td> <td>Ph.D in Engg.</td> </tr> <tr> <td>Experience</td> <td>10.5 year</td> </tr> <tr> <td>Research Area</td> <td>H-infinity Control , artificial intelligence</td> </tr> <tr> <td>Principal recruited/appointment ratified through H.P. Technical University</td> <td>Yes</td> </tr> <tr> <td>Date of Joining</td> <td>1st Jan 2023</td> </tr> </table> Date of Birth: 6th August 1984 Age: 40 yrs. months (age <65 yrs) Qualifications: Ph. D. in Engg / Ph. D. in Sciences / Ph. D. in Mgmt. / Ph. D. in Pharmacy / Ph. D. in Maths /Non-Ph.D / No Principal. (Pl. tick) Date of appointment in the present institution: 1st Jan 2023 Principal recruited/appointment ratified through H.P. Technical University: Yes [], No [] If no, Reason thereof:			Principal/Director Name	Dr. Sikander Hans	Qualifications	Ph.D in Engg.	Experience	10.5 year	Research Area	H-infinity Control , artificial intelligence	Principal recruited/appointment ratified through H.P. Technical University	Yes	Date of Joining	1st Jan 2023												
Principal/Director Name	Dr. Sikander Hans																										
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Research Area	H-infinity Control , artificial intelligence																										
Principal recruited/appointment ratified through H.P. Technical University	Yes																										
Date of Joining	1st Jan 2023																										

2.1.4 : Teaching Faculty Position:- Department wise:

S. No.	Course	Branch/Deptt.	No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)
			Prof.	Assoc. Prof.	Asstt. Prof.	
1.	B. Tech.	Civil			3	
2.		Mechanical			3	
3.		Electrical		1	4	
4.		Computer			5	
5.		Electronics				
6.		Applied science			4	
7.	M. Tech.					
8.	B. Pharmacy					
9.	M Pharmacy					
10.						
11.						
12.	MBA					
			Total	1	19	

2.1.5 Faculty: Students' ratio:-

Norms	Required	Actual	Deficiency
Engg (UG) =1:20	0	1:10	0
Engg (PG) =1:15			
BBA/BCA = 1:25			
Management =1:20			
Pharmacy: for intake of 60: Professor-4 Associate Professor-4 Assistant Professor-7			

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

** Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2nd, 3rd and 4th years of B.Tech programmes, whereas for four years of B. Tech., the overall ratio should be 1: 15.

For PG Courses:

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

2.1.6 Total Staff Position of the College/Institution

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
20	60 & 3

* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1:0.5

iv) Appointment / Ratification of Faculty through HP Technical University Selection Committee.

No. of faculty recruited/ratified through University: 5 out of total 20 = 25 %

Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners KC Group of Research & Professional Institutes, Pandoga, actively assesses students' learning levels to ensure effective academic support. The institution identifies advanced learners and slow learners through regular assessments, classroom interactions, and performance analysis. For advanced learners, special programs such as research opportunities, mentorship, and skill-enhancement workshops are organized to challenge their potential and foster innovation. They are encouraged to participate in technical competitions, projects, and higher-level certifications. Slow learners receive additional academic support through remedial classes, personalized mentoring, and peer-assisted learning sessions. Faculty members provide extra guidance, addressing individual challenges to strengthen their conceptual understanding. These initiatives create an inclusive learning environment where every student can progress at their own pace while achieving academic excellence. The institution's proactive approach ensures holistic development, bridging learning gaps and nurturing talent effectively. Attach as Annexure(s) • Paste link for additional information, if any. • Any additional information
2.2.2	Students : Full time teacher ratio (Data for the latest completed academic year) Students : teachers :: 198 :: 20 Student : Full-time Teacher ratio, use the formula: Ratio=Number of Students/Number of Teachers=198/20 Simplify the fraction: 198/20=99/10 So, the Student : Teacher ratio is 9.9 : 1 This means there are 9.9 students per teacher.

	Data requirement: • Total No. of students enrolled in the institution. • Total No. of full time teachers in the institution. Attach as Annexure(s) • Any additional information.
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Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies used for enhancing learning experiences KC Group of Research & Professional Institutes, Pandoga (Engineering College), employs student-centric methods to enhance learning experiences through experiential learning, participative learning, and problem-solving methodologies. Experiential learning is promoted through hands-on lab sessions, industry visits, live projects, and internships, allowing students to apply theoretical knowledge in real-world scenarios. Participative learning is encouraged through group discussions, seminars, case studies, and collaborative projects, fostering teamwork, communication, and critical thinking skills. Problem-solving methodologies are integrated into the curriculum through project-based learning, coding challenges, hackathons, and research-based assignments. These activities help students develop analytical thinking, creativity, and technical proficiency. By implementing these innovative teaching methods, the institution ensures that students gain practical knowledge, problem-solving abilities, and industry-relevant skills, preparing them for successful careers in engineering and technology. Attach as Annexure(s) - Any additional information. - Link of additional information, if any
2.3.2	Teachers use ICT enabled tools for effective teaching-learning process. At KC Group of Research & Professional Institutes, Pandoga (Engineering College) Faculty members utilize online learning platforms, virtual labs, and simulation software to provide hands-on experience and a deeper understanding of complex engineering concepts. E-learning resources, including video lectures, animations, and online assessments, ensure flexible and self-paced learning opportunities for students. Additionally, tools like Learning Management Systems (LMS), AI-based educational applications, and collaborative platforms facilitate seamless communication, assignment submissions, and real-time feedback. Webinars, online workshops, and virtual industry interactions further bridge the gap between academia and industry. By incorporating ICT in education, the institution ensures an innovative, student-centered approach that enhances knowledge retention, problem-solving skills, and overall academic performance, preparing students for the ever-evolving technological landscape.

	Attach as Annexure(s) - Any additional information. - Provide link for webpage describing the ICT enabled tools for effective teaching-learning process, if any	
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	No. of mentors
		No. of students assigned to each Mentor
	Mentor: Mentee :: 198:: 19 1. Total Number of Students Enrolled: 198 2. Total Number of Full-Time Mentors (Faculty Members): 19 3. Mentor-Mentee Ratio Calculation: Mentor-Mentee Ratio=Total Students / Total Mentors Mentor-Mentee Ratio=198 / 19=1:10.42 Remarks: Each mentor is assigned approximately 10 to 11 students for academic and personal guidance, ensuring continuous support and monitoring throughout the academic year. Attach as Annexure(s) - Year wise number of students enrolled and full time teachers on roll. - Circulars pertaining to assigning mentors to mentees - Mentor/mentee ratio	

Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars						
2.4.1	Average percentage of full time teachers against sanctioned posts during last five years Data requirement for last five years: - No. of full time teachers. - No. of sanctioned posts. Formula: Percentage per year= $\frac{\text{No. of full time teachers} \times 100}{\text{No. of sanctioned posts}}$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$						
	Year		Full-Time Teachers		Sanctioned Posts		% of Full-Time Teachers
	2020–2021		23		33		$(23 / 33) \times 100$ = 69.70%
	2021–2022		21		31		$(21 / 31) \times 100$ = 67.74%
	2022–2023		17		32		$(17 / 32) \times 100$ = 53.13%
	2023–2024		23		34		$(23 / 34) \times 100$ = 67.65%
	2024–2025		20		35		$(20 / 35) \times 100$ = 57.14%
	Average		—		—		$(69.70 + 67.74 + 53.13 + 67.65 + 57.14) / 5$ = 63.47%
	Average Percentage = 63.47 %						
Attach as Annexure(s) - Year wise full time teachers and sanctioned posts for five years. - Any additional information. - List of the faculty members authenticated by the Head of HEL.							
2.4.2	Average percentage of full time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)						
	2.4.2.1	No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	1	1	1	1	1
Data requirement for last five years: - No. of full time teachers with Ph.D./D.Sc./D.Litt. - Total No. of full time teachers. Formula: Percentage per year= $\frac{\text{No. of full time teachers with Ph.D./D.Sc./D.Lit.} \times 100}{\text{Total No. of full time teachers}}$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$							

	<table><tr><th>Year</th><th>No. of Full Time Ph.D Teacher</th><th>No. of Full-Time Teachers</th><th>Percentage per year</th></tr><tr><td>2020–2021</td><td>1</td><td>23</td><td>$(1/23) \times 100 = 4.34\%$</td></tr><tr><td>2021–2022</td><td>1</td><td>21</td><td>$(1/25) \times 100 = 4.0 \%$</td></tr><tr><td>2022–2023</td><td>1</td><td>17</td><td>$(1/17) \times 100 = 5.88 \%$</td></tr><tr><td>2023–2024</td><td>1</td><td>23</td><td>$(1/23) \times 100 = 4.34 \%$</td></tr><tr><td>2024–2025</td><td>1</td><td>20</td><td>$(1/20) \times 100 = 5.0 \%$</td></tr></table>	Year	No. of Full Time Ph.D Teacher	No. of Full-Time Teachers	Percentage per year	2020–2021	1	23	$(1/23) \times 100 = 4.34\%$	2021–2022	1	21	$(1/25) \times 100 = 4.0 \%$	2022–2023	1	17	$(1/17) \times 100 = 5.88 \%$	2023–2024	1	23	$(1/23) \times 100 = 4.34 \%$	2024–2025	1	20	$(1/20) \times 100 = 5.0 \%$
Year	No. of Full Time Ph.D Teacher	No. of Full-Time Teachers	Percentage per year																						
2020–2021	1	23	$(1/23) \times 100 = 4.34\%$																						
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2023–2024	1	23	$(1/23) \times 100 = 4.34 \%$																						
2024–2025	1	20	$(1/20) \times 100 = 5.0 \%$																						
	Average Percentage= $(4.34+4+5.88+4.34+5 / 104) *100 = 22.65$ Average Percentage = $22.65 /5 = 4.53 \%00$ Attach as Annexure(s)																								
	- Any additional information. - List of full time teachers with Ph.D./D.Sc./D.Lit. and number of full time teachers for five years.																								
2.4.3	Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years) <table><tr><td>2.4.3.1</td><td>Total experience of full time teachers= 113 year 3 months</td></tr></table> Data requirement for last five years: - Name and No. of full time teachers with years of teaching experiences Formula: <u>Sum of total experience of full time teachers in the same institution</u> No. of full time teachers Formula = $113 \text{ year, } 3 \text{ months} / 20 = 5.6 \text{ year}$ Attach as Annexure(s) - Any additional information. - List of teachers including their PAN, designation, department and experience details	2.4.3.1	Total experience of full time teachers= 113 year 3 months																						
2.4.3.1	Total experience of full time teachers= 113 year 3 months																								

Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and mode KC Group of Research & Professional Institutes, Pandoga (Engineering College), ensures a transparent and robust internal assessment mechanism through a well-structured evaluation process. Assessments are conducted regularly through class tests, mid-semester exams, assignments, quizzes, and project evaluations, ensuring continuous monitoring of student performance. The assessment criteria, weightage, and schedules are communicated to students in advance, maintaining transparency. Marks and feedback are shared promptly through Learning Management Systems (LMS) and faculty interactions, allowing students to track their progress and improve accordingly. Various modes, including written tests, oral presentations, practical exams, and online assessments, ensure a comprehensive evaluation of theoretical knowledge and practical skills. The institution also follows a grievance redressal system where students can clarify doubts or appeal for re-evaluation. By implementing a fair, frequent, and multi-dimensional assessment approach, the institution fosters academic integrity, encourages student growth, and ensures a strong foundation for academic excellence. Attach as Annexure(s) Any additional information.
2.5.2	Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient KC Group of Research & Professional Institutes, Pandoga (Engineering College), has a transparent, time-bound, and efficient mechanism to address internal examination-related grievances. The institution ensures that students can raise concerns regarding evaluation, marking errors, or discrepancies in a structured manner. A dedicated grievance cell, along with faculty coordinators, facilitates a smooth redressal process. Students can formally submit their grievances through written applications or online portals within a stipulated timeframe after result declaration. Faculty members review the concerns, conduct re-evaluations if necessary, and provide prompt resolutions. To maintain fairness, answer sheets are rechecked in the presence of the concerned student if required. The entire process is time-bound to ensure minimal academic disruption. Additionally, students receive constructive feedback to improve future performance.

	This systematic approach fosters transparency, upholds academic integrity, and ensures a fair evaluation system, reinforcing student confidence in the institution’s examination process. Attach as Annexure(s) • Any additional information.
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Key Indicator-2.6 Student Performance and Learning Outcome

Item No.	Particulars
2.6.1	Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution. At KC Group of Research & Professional Institutes, both teachers and students are well-informed about the Programme Outcomes (POs) and Course Outcomes (COs) to ensure an outcome-based education system. Course Outcomes (COs) for All Courses Each course has well-defined COs that focus on: • Conceptual Understanding: Building strong theoretical foundations in core engineering subjects. • Practical Application: Enhancing problem-solving and technical skills through labs and projects. • Industry Readiness: Developing competencies in modern tools, software, and emerging technologies. • Communication & Teamwork: Encouraging collaboration, leadership, and professional ethics. • Lifelong Learning: Promoting research, innovation, and continuous learning. Mechanism for Communicating COs and POs The institution ensures effective communication of COs through: 1. Syllabus & Course Files: COs are documented in course syllabi and distributed through Learning Management Systems (LMS) and department notice boards. 2. Faculty Orientation & Meetings: Regular training and departmental discussions ensure faculty alignment with COs. 3. Student Awareness Initiatives: COs are introduced during orientation, classroom teaching, and project discussions. 4. Assessment & Feedback: CO-based evaluation methods help students track their learning progress. 5. Industry & Alumni Interaction: Guest lectures and industrial visits highlight CO relevance in real-world applications. This structured approach ensures a transparent, outcome-driven learning experience, preparing students for academic and professional success. Attach as Annexure(s) • Any additional information.

2.6.2	Attainment of Programme outcomes and course outcomes are evaluated by the institution						
	At KC Group of Research & Professional Institutes, Pandoga (Engineering College), the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is systematically evaluated through a structured assessment and feedback mechanism. The institution follows an outcome-based education (OBE) model to measure students' academic progress and skill development.						
	Method of Measuring PO, PSO, and CO Attainment						
	1. Direct Assessment Methods:						
	The institution uses various internal and external evaluation methods to measure the attainment of outcomes:						
	• Internal Assessments: Mid-semester exams, quizzes, assignments, and practical evaluations are mapped to specific COs. • End-Semester Examinations: University exams assess students' comprehensive understanding of COs and PSOs. • Project Work & Internships: Final-year projects, industrial training, and internships are evaluated based on students' application of theoretical knowledge to practical problems. • Laboratory Work & Case Studies: Performance in labs and case studies is assessed to determine hands-on skills and problem-solving abilities.						
	2. Indirect Assessment Methods:						
	• Student Feedback: Surveys and feedback forms collect students' perceptions of their learning experiences related to COs and POs. • Graduate Exit Surveys: Final-year students provide insights into how well the program prepared them for industry, higher education, or entrepreneurship. • Alumni & Employer Feedback: Responses from alumni and recruiters help in assessing how effectively the curriculum meets industry requirements.						
	Attach as Annexure(s)						
	• Any additional information.						
2.6.3	Average pass percentage of students during the last five years						
	2.6.3.1	Total No. of final year students who passed the University examination year wise during the last five years.					
	2.6.3.2	Total No. of final year students who appeared for the University examination year wise during the last five years					
		Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
		No. of student appeared	30	42	24	17	17
		No. of students passed	30	42	22	16	10
	Data requirement						

- Programme code
- Name of the Programme
- No. of students appeared
- No. of students passed
- Pass Percentage

Formula:

$$\text{Percentage per year} = \frac{\text{Total No. of final year students who passed in the University examinations}}{\text{Total No. of final years students appeared for the University examinations}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Year	Appeared	Passed	Pass %
2019–2020	30	30	30/30×100=100%
2020–2021	42	42	42/42×100=100%
2021–2022	24	22	22/24×100≈91.67%
2022–2023	17	16	16/17×100≈94.12%
2023–2024	17	10	10/17×100≈58.82%

$$\text{Average pass Percentage} = \frac{100+100+91.67+94.12+58.82}{5} = \frac{444.61}{5} = 88.92\%$$

Attach as Annexure(s)

- List of programmes and No. of students passed and appeared in the final year examination.
- Any additional information.

Key Indicator-2.7 Student Satisfaction Survey

Item No.	Particulars
2.7.1	Online student satisfaction survey regarding teaching learning process of about 20% students. • Name/Class/Gender • Student Id Number/Adhar Id Number • Mobile Number • Email Id • Degree programme (Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University) Attach as Annexure(s) • Any additional information. • Database of all currently enrolled students

Criteria-3 Research, Innovations and Extension

Key Indicator 3.1 Resource, Mobilization for Research

Item No.	Particulars					
3.1.1	Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)					
3.1.1.1	Total grants from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	INR in Lakhs	0	0	0	0	0
	Data requirement for last five years: - Name of the Project/Endowments - Name, Designation & Department of the Principal Investigator - Year of Award - Funds provided - Duration of the Project Attach as Annexure(s) - Any additional information. - E-copies/hard copies of the grant award letters for sponsored research projects/endowments. - List of endowments/projects with details of grants/hard copies					
3.1.2	Percentage of departments having Research projects funded by government and non-government agencies during the last five years					
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	NA	NA	NA	NA	NA
	Data requirement for last five years: - Name, Designation & Department of Principal Investigator - Duration of project - Name of the research project - Amount/Fund received - Name of the funding agency - Year of sanction Formula: $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ Attach as Annexure(s) - List of research projects and funding details. - Any additional information. - Supporting document from Funding Agency. - Paste link of Funding Agency website, if any.					

3.1.3	Number of seminars/conferences/workshops conducted by the institution during the last five years						
	3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	3	9	7	3	2	11
Data requirement: • Name of the workshops/seminars • No. of participants • Date (from-to) • Link to the activity report on the website, if any. Attach as Annexure(s) • Report of the event. • Any additional information. • List of workshops/seminars during the last five years.							

Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars																															
3.2.1	No. of papers published per teacher in the Journals notified on UGC website during the last five years																															
	3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years																														
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025																									
		Number	3	2	6	5	10																									
	Data requirement:																															
	- Title of paper - Name of the author/s - Department of the teacher - Name of Journal - Year of publication - ISBN/ISSN Number																															
	Formula:																															
	$\frac{\text{No. of publications in UGC notified journals during the last five years}}{\text{Average No. of full time teachers during the last five years}}$																															
	Step 1:																															
	<table><tr><th>Year</th><th>No. of Papers Published</th><th>No. of Full-Time Teachers</th></tr><tr><td>2020–2021</td><td>3</td><td>23</td></tr><tr><td>2021–2022</td><td>2</td><td>21</td></tr><tr><td>2022–2023</td><td>6</td><td>17</td></tr><tr><td>2023–2024</td><td>5</td><td>23</td></tr><tr><td>2024–2025</td><td>10</td><td>20</td></tr><tr><td>Total</td><td>26</td><td>104</td></tr><tr><td>Average Teachers (5 years)</td><td>—</td><td>20.8</td></tr><tr><td>Papers per Teacher</td><td>—</td><td>26 ÷ 20.8 = 1.25</td></tr></table>						Year	No. of Papers Published	No. of Full-Time Teachers	2020–2021	3	23	2021–2022	2	21	2022–2023	6	17	2023–2024	5	23	2024–2025	10	20	Total	26	104	Average Teachers (5 years)	—	20.8	Papers per Teacher	—
Year	No. of Papers Published	No. of Full-Time Teachers																														
2020–2021	3	23																														
2021–2022	2	21																														
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Total	26	104																														
Average Teachers (5 years)	—	20.8																														
Papers per Teacher	—	26 ÷ 20.8 = 1.25																														
Step 2: Average No. of Full-Time Teachers 23+21+17+23+20 / 5=104/ 5=20.8 teachers																																
Step 3: Final Calculation 26 / 20.8≈1.25 papers per teacher																																
Attach as Annexure(s)																																
- Any additional information. - List of research papers by title, author, department, name and year of publication																																
3.2.2	No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years																															
	3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years																														
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025																									
		Number	0	0	0	0	0																									

Data requirement for last five years :

- Name of the teacher: Title of the paper
- Title of the book published: Name of the author/s: Title of the proceedings of the conference
- Name of the publisher: National/International
- National/International: ISBN/ISSN number of the proceedings
- Year of publication.

Formula:

$$\frac{\text{Total No. of books and chapters in edited volume, books, published} \\ \text{and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}}$$

Attach as Annexure(s)

- Any additional information.
- List of books and chapters edited volumes/books published

Key Indicator 3.3: Extension Activities

Item No.	Particulars						
3.3.1	Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact here of during the last five years						
	KC Group of Research & Professional Institutes, Pandoga (Engineering College), actively engages students in extension activities to sensitize them to social issues and promote holistic development. Over the last five years, the institution has conducted various community outreach programs, including cleanliness drives, tree plantation campaigns, blood donation camps, rural education initiatives, and health awareness programs.						
	These activities instill social responsibility, empathy, and leadership qualities in students while enhancing their problem-solving and teamwork skills. Participation in such initiatives helps students develop a sense of civic duty, ethical awareness, and environmental consciousness.						
	The impact of these programs is evident in students' increased involvement in social causes, better communication skills, and a strong commitment to community service. By bridging the gap between academics and real-world challenges, the institution ensures that students evolve into responsible engineers and compassionate individuals, prepared to contribute meaningfully to society.						
	Attach as Annexure(s) Any additional information.						
3.3.2	No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years						
	3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	0	0	0	0	0
	Data requirement for last five years: - Name of the activity - Name of the award/recognition - Name of the Awarding government/government recognized bodies - Year of the award						
	Attach as Annexure(s) - Any additional information. - Number of awards for extension activities in last five years (data template) - E-copy/hard copies of the award letters						

3.3.3	No. 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 organised in collaboration with industry, community and NGOs) during the last five years					
3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	N.A	N.A	N.A	N.A	N.A
	Data requirement for the last five years: - Name and No. of the extension and outreach programmes - Name of the collaborating agency: Government/Non-Government, industry, community with contact details Attach as Annexure(s) - Reports of the event organized. - Any additional information. - No. of extension and outreach programmes conducted with industry, community etc. for the last five years					
3.3.4	Average percentage of students participating in extension activities at 3.3.3 above during the last five years					
3.4.4.1	Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years					
	Year	2020-2021	2021-2022	22-2023	2023-2024	2024-2025
	Number	N.A	N.A	N.A	N.A	N.A
	Data requirement for the last five years: - Name of the activity - Name of the scheme - Year of the activity - No. of teachers participating in such activities - No. of students participating in such activities Formula: Percentage per year = $\frac{\text{Total No. of students participated in such activities} \times 100}{\text{No. of students}}$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ Attach as Annexure(s) - Reports of the event. - Any additional information. - Average percentage of students participating in extension activities with Government or NGO etc.					

Key Indicator 3.4: Collaboration

Item No.	Particulars																
3.4.1	Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years.																
	No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years																
	<table><tr><td>Year</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td><td>2024-2025</td></tr><tr><td>Number</td><td>42</td><td>24</td><td>17</td><td>17</td><td>32</td></tr></table>	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Number	42	24	17	17	32				
Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025												
Number	42	24	17	17	32												
Data requirement for the last five years: - Title of the linkage - Name of the partnering institution/industry/research lab with contact details - Year of commencement - Duration (From-to) - Nature of linkage Attach as Annexure(s) - E-copies/hard copies of linkage related document. - Any additional information. - Details of linkages with institutions/industries for internship																	
3.4.2	No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years																
	3.4.2.1	No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years															
		<table><tr><td>Year</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td><td>2024-2025</td></tr><tr><td>Number</td><td>0</td><td>10</td><td>7</td><td>2</td><td>4</td></tr></table>	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Number	0	10	7	2	4			
Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025												
Number	0	10	7	2	4												
Data requirement for the last five years: - Organisation with which MoU has been signed - Name of the institution/industry/corporate house - Year of signing MoU - Duration - List the actual activities under each MoU - No. of students/teachers participating under MoU Attach as Annexure(s) - E-copies/hard copies of the MoUs with institution/industry/corporate houses. - Any additional information. - Details of functional MoUs with institutions of National, International importance, other universities etc. during the last five years.																	

Criteria-4 Infrastructure and Learning Resources
Key Indicator 4.1 Physical Facilities

Item No.	Particulars
4.1.1	Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions. KC Group of Research & Professional Institutes, Pandoga (Engineering College), provides state-of-the-art infrastructure and physical facilities to ensure an effective teaching-learning environment, meeting the minimum requirements of statutory bodies like AICTE. The institution has well-equipped classrooms with modern teaching aids such as projectors and digital boards to enhance interactive learning. Advanced laboratories cater to various engineering disciplines, offering hands-on experience with the latest tools and equipment. A well-stocked library with digital resources, journals, and research materials supports academic and research activities. The computing facilities include high-speed internet, dedicated computer labs, and licensed software to aid technical learning and project development. Additionally, seminar halls, workshops, and innovation centers facilitate student engagement in research and extracurricular activities. With a well-maintained campus, ample seating capacity, and student-friendly amenities, the institution ensures a robust academic infrastructure, fostering an enriching and practical learning experience for students. Attach as Annexure(s) Any additional information.
4.1.2	Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc. KC Group of Research & Professional Institutes, Pandoga (Engineering College), provides excellent facilities for cultural activities, sports, and fitness to promote students' overall development. The institution has a dedicated auditorium and open-stage areas for cultural events, including dance, music, drama, and literary competitions. Various student clubs organize annual cultural fests, talent shows, and workshops to enhance creativity and teamwork. For sports and games, the college offers well-maintained indoor and outdoor facilities, including a cricket ground, football field, volleyball and basketball courts, badminton courts, and table tennis rooms. Indoor game facilities like chess and carrom encourage strategic thinking and relaxation. A fully equipped gymnasium with modern fitness equipment and a dedicated yoga center promote physical well-being and stress management. Regular yoga and meditation sessions help students maintain a healthy lifestyle.

	These facilities ensure a balanced approach to academics and extracurricular activities, fostering students' physical, mental, and creative growth.						
	Annexure (s) Any additional information.						
4.1.3	Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.						
4.1.3.1	No. of classrooms and seminar halls with ICT facilities						
	Data requirement for the last five years: - No. of classrooms with LCD facilities - No. of classrooms with Wi-Fi/LAN facilities - No. of smart classrooms - No. of classrooms with LMS facilities - No. of seminar halls with ICT facilities						
	Formula: No. of classrooms and seminar halls with ICT facilities x100 Total No. of classrooms/seminar halls in the institution						
	Attach as Annexure(s) - Any additional information. - Details of classrooms and seminar halls with ICT enabled facilities						
4.1.4	Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)						
4.1.4.1	Expenditure for infrastructure augmentation, excluding salary, year wise during the last five years (INR in lakhs)						
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
	INR in lakhs	0	0	0	0	0	
	Date requirement for the last five years: - Expenditure for infrastructure augmentation. - Total expenditure excluding salary						

	Formula: Percentage per year= $\frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ Attach as Annexure(s) • Any additional information. • Audited utilization statements. • Details of budget allocation, excluding salary during the last five years
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Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars
4.2.1	Library is automated using Integrated Library Management System (ILMS) We do not use Integrated Library Management System (ILMS) software in our library. We mainly manage the library manually. Books are tagged department-wise, and students check the available books directly from the shelves. They then get them issued and read accordingly. The system is organized and functional, even without digital software. Attach as Annexure(s) - Any additional information. - Paste link for additional information, if any
4.2.2	The institution has subscription for the following e-resources (1) e-journals (2) e-Shodh Sindhu (3) Shodhganga Membership (4) E-books (5) Databases (6) Remote access to e-recourses Options:- A Any 4 of the Above (A) Any 4 or more of the above (B) Any 3 of the above (C) Any 2 of the above (D) Any 1 of the above (E) None of the above Data requirement for last five years: - Details of membership - Details of subscription Subscription and Membership Details: The membership has been active for the past five years with DELNET (Developing Library Network) at a consistent annual fee. This subscription provides continued access to a wide range of electronic resources, including e-journals, e-books, databases, and other digital content. DELNET supports resource sharing among libraries and enhances research opportunities through its vast collection. The stable pricing over the years reflects the organization's commitment to affordability and value. The long-term membership indicates sustained engagement and benefits from DELNET's services, ensuring uninterrupted academic and research support to the subscribing institution. Attach as Annexure(s) - Any additional information. - Detail of subscriptions like e-journals, e-Shodh Sindhu, Shodhganga Membership etc.
4.2.3	Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)

Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	Institution frequently updates its IT facilities including Wi-Fi KC Group of Research & Professional Institutes, Pandoga (Engineering College), regularly updates its IT infrastructure to enhance digital learning and research. The campus is equipped with high-speed Wi-Fi, providing seamless internet access for students and faculty. In 2023, the institution upgraded to a fiber-optic internet connection, significantly improving network speed and reliability across classrooms, laboratories, and hostels. In 2022, new high-performance computers were installed in the labs, along with upgraded software for programming, simulation, and data analysis. Additionally, interactive smart boards and projectors were introduced in classrooms to facilitate modern teaching methods. To ensure network security and uninterrupted access, firewalls and enhanced cybersecurity measures were implemented in 2021. Regular maintenance and expansions of IT resources ensure that students and faculty have access to the latest technology for academic and research purposes. These advancements create a tech-driven learning environment that meets modern educational requirements. Attach as Annexure(s) - Any additional information. - Paste link for additional information, if any.
4.3.2	Student-Computer ratio (Data for the latest completed academic year) The Student-Computer Ratio is calculated as: No. of Students : No. of Computers = 198 : 49 To simplify, divide both numbers by their highest common factor (which is 1 in this case), so the ratio remains: 198:49 Or approximately: 1 computer for every ~4 students ($198 \div 49 \approx 4.04$) Data requirement: - No. of computers in working condition = 49 - Total no. of computers = 80 Attach as Annexure(s) - Any additional information. - Student-computer ratio

4.3.3	Bandwidth of Internet connection in the Institution Options: (A) 10 GBPS (B) 1 GBPS (C) 750 MBPS (D) 500 MBPS (E) Others (specify) Data requirement: KC Group of Research and Professional Institutes, Pandoga campus, is fully equipped with a Wi-Fi facility to support digital learning and academic activities. The campus provides internet connectivity at a speed of 10 MBPS, and the service is offered by Airtel, a leading telecommunications company. Wi-Fi access is available throughout the campus, including classrooms and laboratories, ensuring uninterrupted online access for students and faculty members. This facility enables seamless browsing, access to e-resources, online lectures, and research work. The reliable network plays a vital role in enhancing the teaching-learning experience and supports a tech-enabled academic environment for all stakeholders. Attach as Annexure(s) • Any additional information. • Details of available bandwidth of internet connection in the institution.
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Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars					
4.4.1	Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)					
4.4.1.1	Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	INR in lakhs	0	0	0	0	0
	Data requirement year wise: (As per data template in Section B) - Non salary expenditure incurred - Expenditure incurred on maintenance of campus infrastructure Formula: $\text{Percentage per year} = \frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ Attach as Annexure(s) - Any additional information. - Audited statements of accounts. - Details about assigned budget and expenditure on physical facilities and academic support facilities					
4.4.2	Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.					
	KC Group of Research & Professional Institutes, Pandoga (Engineering College), has well-defined systems and procedures for maintaining and utilizing physical, academic, and support facilities to ensure their optimal use and longevity. The laboratories are regularly maintained, with periodic calibration of equipment and scheduled upgrades. The library follows a structured policy for book issuance and periodic updates to academic materials. The sports complex and gymnasium are managed by dedicated staff, ensuring proper upkeep and availability for students. Computers and IT infrastructure undergo routine maintenance, software updates, and cybersecurity enhancements to support academic and research activities. Classrooms are equipped with projectors, which are regularly checked for functionality. A dedicated maintenance team oversees infrastructure repairs, while an online grievance system allows students and faculty to report facility-related issues. These structured policies ensure a seamless academic environment, enhancing the overall learning experience. Detailed policy information is available on the institution's website.					

	Attach as Annexure(s) • Any additional information. • Paste link for additional information, if any.
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Criterion 5-Student Support and Progression
Key Indicator 5.1 Student Support

Item No.	Particulars						
5.1.1	Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.						
	5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	7	6	25	22	38
	Data requirement year wise:						
	- Name of the Scheme - No. of students benefitted/benefiting						
	Formula:						
	$\text{Percentage per year} = \frac{\text{No. of students benefitted by scholarships and freeships by government}}{\text{No. of students}} \times 100$						
	$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$						
	Yearly Data and Calculations:						
	Year	Benefitted Students	Total Students	Percentage (%)			
	2020–2021	7	17	$(7/17) \times 100 = 41.17\%$			
	2021–2022	6	38	$(6/38) \times 100 = 15.79\%$			
	2022–2023	25	75	$(25/75) \times 100 = 33.33\%$			
	2023–2024	22	51	$(22/51) \times 100 = 43.13\%$			
	2024–2025	38	99	$(38/99) \times 100 = 38.38\%$			
Average Percentage:							
$\text{Average} = \frac{41.17+15.79+33.33+43.13+38.38}{5} = \frac{171.8}{5} = 34.36\%$							
Attach as Annexure(s)							
- Self attested letter with the list of students sanctioned scholarship. - Any additional information.							
5.1.2	Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years						
	5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

		Number	0	0	0	0	0
	Data requirement for last five years: - Name of the scheme with contact information - No. of students benefitted/benefiting Formula: Percentage per year = $\frac{\text{Total No. of students benefitted by scholarships and freeships provided by the institution or non-government agencies}}{\text{Total No. of students}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year.}}{5} = 0\%$ Attach as Annexure(s) - Any additional information. - No. of students benefitted by scholarships and freeships provided by institution/non-government agencies in last five years						
5.1.3	Capacity building and skills enhancement initiatives taken by the institution including the following: (1) Soft skills (2) Language and communication skills						
	(3) Life skills (Yoga, physical fitness, health and hygiene) (4) ICT/computing skills Options:- (a) All of the Above (a) All of the above. (b) 3 of the above (c) 2 of the above (d) 1 of the above (e) None of the above Data requirement: - Name of the capacity building and skills enhancement initiatives - Year of implementation - No. of students enrolled - Name of the agencies involved with contact details Attach as Annexure(s) - Any additional information. - Link to the institution website, if any. - Details of capability building and skill enhancement initiatives.						
5.1.4	Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years						
	5.1.4.1	No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years					
		Year	2019-2020	2020-2021	21-2022	2022-2023	2023-2024
		Number	4	3	1	3	0

	Data requirement for last five years: - Name of the scheme - No. of students who have passed in the competitive examination - No. of students placed Formula: Percentage per year = $\frac{\text{No. of students benefitted by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$ <table><tr><th>Year</th><th>Benefitted Students</th><th>Total Students</th><th>Percentage (%)</th></tr><tr><td>2019–2020</td><td>4</td><td>19</td><td>(4/19) *100= 21.05%</td></tr><tr><td>2020–2021</td><td>3</td><td>17</td><td>(3/17) *100= 17.64 %</td></tr><tr><td>2021–2022</td><td>1</td><td>38</td><td>(1/38) *100= 2.63%</td></tr><tr><td>2022–2023</td><td>3</td><td>75</td><td>(3/75) *100= 4.0 %</td></tr><tr><td>2023–2024</td><td>0</td><td>51</td><td>0</td></tr></table> Percentage per year = 21.05+17.64+2.63+4.0+0 / 5 = 9.064 % Attach as Annexure(s) - Any additional information. - No. of students benefitted by guidance for competitive examinations and career counselling during the last five years.	Year	Benefitted Students	Total Students	Percentage (%)	2019–2020	4	19	(4/19) *100= 21.05%	2020–2021	3	17	(3/17) *100= 17.64 %	2021–2022	1	38	(1/38) *100= 2.63%	2022–2023	3	75	(3/75) *100= 4.0 %	2023–2024	0	51	0
Year	Benefitted Students	Total Students	Percentage (%)																						
2019–2020	4	19	(4/19) *100= 21.05%																						
2020–2021	3	17	(3/17) *100= 17.64 %																						
2021–2022	1	38	(1/38) *100= 2.63%																						
2022–2023	3	75	(3/75) *100= 4.0 %																						
2023–2024	0	51	0																						
5.1.5	The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases. (1) Implementation of guidelines for statutory/regulatory bodies. (2) Organization wide awareness and undertakings on policies with zero tolerance (3) Mechanism for submission of online/offline students' grievances (4) Timely redressal of the grievances through appropriate committees																								
	Options: (A) All of the above (A) All of the above (B) 3 of the above (C) 2 of the above (D) 1 of the above (E) None of the above Attach as Annexure(s) - Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed. - Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee. - Any additional information.																								

Key Indicator 5.2 Students' Progression

Item No.	Particulars						
5.2.1	Average percentage of placement of outgoing students during the last five years						
	5.2.1.1	No. of outgoing students placed year wise during the last five years					
		Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Number	0	17	0	3	8
	Data requirement for last five years						
	- Name of the employer with contact details - No. of students placed						
	Formula:						
	Percentage per year = $\frac{\text{No. of outgoing students placed} \times 100}{\text{No. of outgoing students}}$						
	Average percentage = $\frac{\sum \text{Percentage per year}}{5}$						
	Year		No. of Outgoing Students Placed	No. of Outgoing Students	Placement % (Placed/Total × 100)		
	2020–2021		0	42	0.00%		
	2021–2022		17	24	70.83%		
2022–2023		0	17	0.00%			
2023–2024		3	17	17.65%			
2024–2025		8	32	25.00%			
Average %		—	—	22.30%			
Formula							
Average Percentage = $0+70.83+0+17.65+25 / 5 = 22.30 \%$							
Attach as Annexure(s)							
- Self attested list of students placed, during last five years. - Any additional information.							
5.2.2	Average percentage of students progressing to higher education during the last five years						
	5.2.2.1	No. of outgoing students“ progression to higher education					

Name of student enrolling into higher education	Program graduated from	Name of institution joined	Name of programme admitted to
Jatin Dhiman	B.tech (Civil)	Shoolini University	M-Tech (Structural Engineering)
Pankaj Saini	B.tech (Civil)	Shoolini University	M-Tech (Structural Engineering)
Munish Kumar	B.tech (Civil)	Jaypee University	P.HD
Mohit Dhiman	B.tech (Mechanical)	University Canada West,Canada	MBA
Shubham Dogra	B.tech (Mechanical)	University Canada West,Canada	MBA
Manish	B.tech (Mechanical)	Government PG college Una	MBA
Rahul	B-Tech (Computer Science)	KC Group of Research & institute pandoga	MBA
Deepika	B-Tech (Computer Science)	KC Group of Research & institute pandoga	MBA
Tarun Kumar	B-Tech (Electrical)	Pec Chandigarh	M-Tech
Rucksana	B-Tech (Computer Science)	Chandigarh university	Master in Data science

Data requirement:

No. of students proceeding from

- UG to PG: 10 students
- PG to M. Phil:
- PG to PhD: 1 students
- M. Phil to Ph.D.:
- Ph. D. to Post Doctoral:

Formula:

$$\text{Percentage per year} = \frac{\text{No. of outgoing students progressing to higher education}}{\text{Total No. of final year students}} \times 100$$

Year Wise Calculation:

Year	Progressing Students	Final Year Students	Percentage (%)
2019–2020	4	25	$(4/25) \times 100$ = 16.00%
2020–2021	3	31	$(3/31) \times 100$ = 9.68%
2021–2022	1	31	$(1/31) \times 100$ = 3.23%
2022–2023	2	18	$(2/18) \times 100$ = 11.11%

	2023–2024	0	8	(0/8) × 100 = 0.00%		
	Average Percentage Calculation= 16+9.68+3.23+11.11+0 / 5 = 40.02/5 = 8 %					
	Attach as Annexure(s)					
	• Supporting data of students/alumni. • Any additional information. • Details of student progression to higher education					
5.2.3	Average percentage of students qualifying in State/National/International level examinations during the last five years (e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)					
5.2.3.1	No. of students qualifying in State/National/International level examinations (e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations) year wise during the last five years					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	0	0	1	0	0

5.2.3.2	No. of students appearing in State/National/International level examinations (e.g.: JAM/CLAT/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations) year wise during the last five years					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	0	0	1	0	0

Data Requirement for last five years:

No. of students selected to

- JAM
- NET
- SLET
- GATE. = 1
- GMAT
- CAT
- GPAT
- GRE
- TOEFL
- Civil Services
- State Government examinations

Formula:

Percentage per year = $\frac{\text{No. of students qualifying in State, National, International level examinations}}{\text{No. of students appeared for the State, National, International level exams.}} \times 100$

Average percentage = $\frac{\sum \text{Percentage per year}}{5}$

Year	Appeared Students	Qualified Students	Percentage per Year
2020–2021	0	0	— (undefined)
2021–2022	0	0	— (undefined)
2022–2023	1	1	$(1/1) \times 100 = 100\%$
2023–2024	0	0	— (undefined)
2024–2025	0	0	— (undefined)

Interpretation:

Only **2022–2023** has valid data for calculating the percentage. All other years have 0 students who appeared, so the percentage is **undefined** for those years.

Average Percentage Calculation:

Since 4 years have 0 appeared students (and thus no percentage can be computed), only **1 valid year** contributes to the average.

Average Percentage= 100/5 =20%

	Attach as Annexure(s) • Supporting data for the same. • Any additional information. • List of students qualifying in State/National/International level examinations during the last five years
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Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars					
5.3.1	No. 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 last five years.					
	5.3.1.1	No. 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) year wise during the last five years.				
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	0	0	0	0	3
Award Winners – Cultural Events at Indus International University						
We are proud to announce the achievements of our students in the recent cultural events:						
• Mehndi Competition: <i>Simranjeet Kaur</i> (B.Tech CSE) – Winner • Essay Writing: <i>Manjot Kaur</i> (B.Tech CSE) – Winner • Solo Singing: <i>Vivek Anand</i> – Winner						
Data requirement for last five years:						
• Name of the award/medal • University/State/National/International • Sports/Culture						
Attach as Annexure(s)						
• E-copies/hard copies of award letters and certificates. • Any additional information. • List of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level during the last five years.						
5.3.2	Institutions facilitates students’ representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms)					
KC Group of Research & Professional Institutes, Pandoga (Engineering College), actively promotes student representation and engagement in administrative, co-curricular, and extracurricular activities through structured committees and councils.						
The Student Council plays a crucial role in bridging the gap between students and administration, voicing student concerns, and assisting in event planning. Students are also included in academic committees , such as the Library Committee, Anti-Ragging Committee, and Discipline Committee, ensuring their participation in decision-making processes.						
For co-curricular and extracurricular activities, students take leadership roles in organizing technical fests, cultural events, sports meets, and social outreach programs . Clubs related to coding, robotics, music, drama, and sports provide platforms for skill						

development and creative expression.

Through these participatory roles, students develop leadership, teamwork, and organizational skills, fostering a sense of responsibility and ownership in institutional activities. This engagement not only enhances personal growth but also contributes to a vibrant and inclusive campus environment.

Attach as Annexure(s)

- Any additional information.
- Paste link for additional information, if any.

5.3.3

Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions)

5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years					
	Year	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
	Number	4	9	18	10	13

Data requirement for last five years:

- List of events/competitions

Formula:

No. of sports and cultural events/competitions in which students of the institution participated during the last 5 years

5

54/5=10.8

Attach as Annexure(s)

- Report of the event.
- Any additional information.
- List of sports and cultural events/competitions in which students of the institution participated during the last five years.

Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services? The institution currently does not have a registered Alumni Association. While informal interactions with alumni occur occasionally, there is no structured mechanism for significant financial or support service contributions. Efforts are being made to establish a formal alumni body to enhance institutional development and alumni engagement in the future. Attach as Annexure(s) - Any additional information. - Paste link for additional information, if any.
5.4.2	Alumni contribution during the last five years (INR in lakhs) Options: (A) ≥ 5 lakhs (B) 4 lakhs – 5 lakhs (C) 3 lakhs – 4 lakhs (D) 1 lakh - 3 lakhs (E) ≤ 1 lakhs Data requirement for last five years: - Alumni association/Name of the alumni - Quantum of contribution - Audited statement of account of the institution reflecting the receipts Attach as Annexure(s) - Any additional information.

Criterion 6-Governance, Leadership and Management
Key Indicator 6.1 Institutional Vision and Leadership

Item No.	Particulars
6.1.1	The Governance of the institution is reflective of and in tune with the vision and mission of the institution KC Group of Research & Professional Institutes, Pandoga (Engineering College), follows a governance structure that aligns with its vision and mission, ensuring academic excellence, innovation, and holistic student development. Vision: To be a center of excellence in technical education, fostering innovation, research, and ethical values to prepare students for global challenges. Mission: • To provide quality education through advanced teaching methodologies and industry-oriented programs. • To promote research, innovation, and entrepreneurship. • To instill leadership, professional ethics, and a commitment to societal growth. • The institution's governance model emphasizes participative decision-making, where faculty members actively contribute to academic planning, curriculum development, and policy-making through their involvement in committees like the Academic Council and IQAC. Perspective plans focus on enhancing infrastructure, upgrading research facilities, and fostering industry collaborations. Teachers play a key role in decision-making bodies, ensuring that policies align with the institution's educational goals, thereby promoting a progressive and student-centric learning environment. Attach as Annexure(s) • Any additional information. • Paste link for additional information, if any.
6.1.2	The effective leadership is visible in various institutional practices such as decentralization and participative management Case Study: Decentralization and Participative Management at KC Group of Research & Professional Institutes, Pandoga KC Group of Research & Professional Institutes follows a decentralized governance model, ensuring efficient administration through participative management. A notable example is the annual technical and cultural fest organized by students and faculty collaboratively. The event planning is structured into various committees such as finance, logistics,

	hospitality, sponsorship, and technical coordination, each led by faculty members with active student participation. Decision-making is delegated at multiple levels, empowering department heads, faculty coordinators, and student representatives to manage responsibilities independently. Regular meetings allow feedback and suggestions, ensuring smooth execution. This approach enhances leadership, teamwork, and problem-solving skills among students while allowing faculty to guide and mentor effectively. This practice reflects the institution's commitment to shared decision-making, accountability, and transparency, fostering a dynamic learning environment where all stakeholders contribute to institutional growth. Attach as Annexure(s) • Any additional information. • Paste link for additional information, if any.
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Key Indicator 6.2 Strategic Development and Deployment

6.2.1	The institutional strategic/perspective plan is effectively deployed The institution's strategic and perspective plan has been effectively deployed in alignment with its core mission and objectives. Although facilities like smart classrooms, digital boards, and high-speed internet connectivity are currently limited, the institution has prioritized strengthening the traditional teaching-learning environment. Emphasis has been placed on enhancing classroom infrastructure, upgrading library resources, and fostering faculty development through regular training programs. Strategic initiatives such as introducing new academic programs based on local and regional needs, conducting workshops and seminars, and promoting student-centric activities have been implemented. Administrative processes have been streamlined through clear service rules and a decentralized approach, ensuring transparency and efficiency. The institution regularly reviews its strategic plan through academic and administrative audits, incorporating feedback for continuous improvement. Future expansion plans include gradual adoption of ICT-enabled facilities to enhance digital learning opportunities, ensuring that the institution evolves with changing educational trends while maintaining academic excellence. Attach as Annexure(s) • Strategic plan and deployment documents on the website. • Any additional information. • Paste link for additional information, if any.
6.2.2	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc. Organogram of KC Group of Research & Professional Institutes, Pandoga KC Group of Research & Professional Institutes follows a well-structured organizational hierarchy to ensure smooth administration, decision-making, and policy implementation. At the top, the Governing Body oversees institutional policies and strategic planning. The Director/Principal leads the institution, ensuring academic and administrative efficiency. Reporting to the Principal are various Deans and Heads of Departments (HODs) who manage academic affairs, faculty coordination, and research activities. The Registrar oversees admissions, examinations, and student records, while the Administrative Officer manages day-to-day operations, infrastructure, and staff. Faculty members, including Professors, Associate Professors, and Assistant Professors, handle teaching, research, and student mentorship. Supporting bodies such as the IQAC (Internal Quality Assurance Cell), Examination Cell, and Placement Cell ensure quality education, assessments, and career guidance. This structured organogram promotes decentralization, participative management, and accountability, ensuring effective institutional functioning and growth.

	Attach as Annexure(s) - Any additional information. - Link to Organogram of the Institution website, if any. - Paste link for additional information, if any.
6.2.3	Implementation of e-governance in areas of operation (1) Administration (2) Finance and Accounts (3) Student Admission and Support (4) Examination Options: (A) All of the above (B) 3 of the above (C) 2 of the above (D) 1 of the above (E) None of the above Answer: (E) None of the above Data requirement: - Areas of e-governance Administration Finance and Accounts Students Admission and Support Examination - Name of the Vendor with contact details - Year of implementation Attach as Annexure(s) - ERP (Enterprise Resource Planning) Document. - Screen shots of user interfaces - Any additional information - Details of implementation of e-governance in areas of operation, Administration etc.

Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars					
6.3.1	The institution has effective welfare measures for teaching and non-teaching staff. Welfare Measures for Teaching and Non-Teaching Staff KC Group of Research & Professional Institutes, Pandoga, ensures the well-being of its teaching and non-teaching staff by providing various welfare measures for professional growth, financial security, and a healthy work environment. For Teaching Staff: • Faculty Development Programs (FDPs): Workshops, seminars, and conferences for skill enhancement. • Research Support: Funding assistance for research projects and paper publications. • Leave Benefits: Medical leave, maternity/paternity leave, and study leave for higher education. • Gratuity: Financial security for long-term employees. • Medical Facilities: Basic medical aid. • Canteen facilities • Fitness facilities • Emergency financial support through a staff welfare fund • Faculty Higher study leave For Non-Teaching Staff: • Skill Development Training: Regular workshops for technical and administrative staff. • Uniform & Welfare Funds: Annual uniform provisions and financial aid in emergencies. These measures create a supportive and motivated work environment, ensuring overall staff well-being Attach as Annexure(s) • Any additional information. • Paste link for additional information, if any.					
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years					
6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Number	0	0	4	4	3

Data requirement for last five years:

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support received (in INR)
2024-2025	Dr. Sikander Hans	MDP Universal Human Value	Nitttr chandigarh	2400
2024-2025	Dr. Sikander Hans	SSR Wokshop	Hamirpur	1200
2024-2025	Dr.Sikander Hans	SSR workshop	Hamirpur	1200
2023-2024	Er. Sukhpreet Singh	Jal Urja workshop	IIT Roorkee	4000
2023-2024	Er. Hardeep Kumar	Jal Urja workshop	IIT Roorkee	4000
2023-2024	Er. Balwinder Kumar	Jal Urja workshop	IIT Roorkee	4000
2023-2024	Er. Pankaj	Universal Human Value FDP	HPTU Hamirpur	2500
2023-2024	Ms. Suman	Universal Human Value FDP	HPTU Hamirpur	2500
2023-2024	Ms. Priya Rani	Universal Human Value FDP	HPTU Hamirpur	2500
2022-2023	Er. Hardeep Banga	IIC Regional meet at chandigarh university organised by MHRD	Chandigarh University	500
2022-2023	Er. Saurbh	IIC Regional meet at chandigarh university organised by MHRD	Chandigarh University	500
2022-2023	Ms. Priya sharma	IIC Regional meet at chandigarh university organised by MHRD	Chandigarh University	500
2022-2023	Er. Raman kant Sharma	IIC Regional meet at chandigarh university organised by MHRD	Chandigarh University	500

- Title of the professional development programme organized for teaching staff.
- Title of the administrative training programme organized for non-teaching staff
- Dates (From-to)

	Formula: Average per year = $\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}$ Attach as Annexure(s) - Any additional information. - Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.						
6.3.4	Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)						
6.3.4.1	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years						
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
	Number	0	142	41	0	4	
Data requirement for the last five years: - No. of teachers - Title of the programme - Duration (from-to) Formula: Percentage per year = $\frac{\text{Total No. of teaching staff attending such programmes}}{\text{No. of full time teachers}} \times 100$ Average percentage = $\frac{\sum \text{Percentage per year}}{5}$							
	Academic Year	No. of Teaching Staff Attending FDP	No. of Full-Time Teachers	Percentage per Year (%)			
	2020–2021	0	23	$(0/23) \times 100 = 0.00\%$			
	2021–2022	21	21	$(21/21) \times 100 = 100\%$			
	2022–2023	17	17	$(17/17) \times 100 = 100\%$			
	2023–2024	0	23	$(0/23) \times 100 = 0.00\%$			
	2024–2025	4	20	$(4/20) \times 100 = 20.00\%$			
Average Percentage over 5 Years= $(0+100+ 100 +0+20.00 / 5) = 44 \%$ Attach as Annexure(s) - Details of teachers attending professional development programmes during the last five years. - Any additional information.							

6.3.5	Institution's Performance Appraisal System for teaching and non-teaching staff Performance Appraisal System for Teaching and Non-Teaching Staff KC Group of Research & Professional Institutes, Pandoga, follows a structured Performance Appraisal System to evaluate the efficiency and contributions of teaching and non-teaching staff. For teaching staff, performance is assessed based on student feedback, research contributions, publications, teaching effectiveness, participation in academic activities, and administrative responsibilities. Faculty members submit Self-Assessment Reports, which are reviewed by the Head of the Department and the Principal. Promotions, increments, and awards are based on performance outcomes. For non-teaching staff, evaluation is conducted based on work efficiency, punctuality, skill development, and contribution to institutional administration. Annual appraisals include feedback from supervisors and department heads. Regular performance reviews encourage professional growth, motivate staff, and ensure institutional excellence. Constructive feedback and training programs are also provided to enhance productivity and skill development, making the appraisal system fair, transparent, and result-oriented. Attach as Annexure(s) - Any additional information. - Paste link for additional information, if any.
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Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars					
6.4.1	Institution conducts internal and external financial audits regularly KC Group of Research and Professional Institute, Pandoga, adheres to the standards set by NAAC for maintaining financial accountability and transparency. As per institutional policy and NAAC guidelines, the college conducts regular internal and external financial audits to ensure systematic and responsible use of financial resources. Internal audits are conducted periodically by the institution’s finance committee or designated internal auditors to review the accuracy of financial records, monitor expenditure, and assess the effectiveness of financial controls. External audits are carried out annually by certified chartered accountants or government-recognized audit firms to independently verify the financial statements and compliance with statutory norms. The audit reports are reviewed by the management and necessary corrective measures are implemented promptly. This dual-layer audit mechanism enhances financial discipline and builds credibility among stakeholders. The institution maintains records of all audit reports, which are made available for scrutiny by regulatory bodies during assessments and inspections. Attach as Annexure(s) Any additional information.					
6.4.2	Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III)					
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)					
	Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	INR in lakhs	0	0	0	0	0
	Data requirement for last five years: - Name of the non-government bodies, individuals, Philanthropers - Funds/grants received Attach as Annexure(s) - Annual statements of accounts. - Details of funds/grants received from the non-government bodies, individuals, Philanthropers during the last five years. - Any additional information.					
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilization of resources KC Group of Research and Professional Institute, Pandoga adopts well-structured strategies for mobilization of funds and ensures their optimal utilization in alignment with academic and institutional goals. The primary sources of funds include tuition fees and support from the managing trust. The institution actively seeks funding through schemes offered by bodies such as AICTE and state government programs to support research, infrastructure development, and skill enhancement. A well-defined budgeting system ensures that funds are allocated judiciously to departments based on their needs and priorities. Expenditure is closely monitored through internal controls					

	and regular audits. Investments are made in infrastructure, laboratories, digital resources, faculty development, and student support systems. The management promotes a culture of financial discipline, ensuring that every resource is utilized efficiently to maximize academic output and institutional growth. All financial decisions are guided by transparency and a focus on long-term sustainability. Attach as Annexure(s) Any additional information.
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Criterion 7 – Institutional Values and Best Practices
Key Indicator-7.1 Institutional Values and Social Responsibilities

Item No.	Particulars
7.1.1	Measures initiated by the institution for gender equity promotion of gender equity during the last five years Gender Equity and Sensitization Initiatives at KC Group of Research & Professional Institutes KC Group of Research & Professional Institutes, Pandoga, promotes gender equity through various curricular, co-curricular, and infrastructural measures to ensure an inclusive campus environment. Curricular & Co-Curricular Initiatives: • Gender sensitization is integrated into courses and awareness programs. • Workshops, seminars, and guest lectures on women empowerment, gender equality, and workplace rights are conducted regularly. • Women-led student clubs encourage leadership and participation in cultural, technical, and sports activities. Facilities for Women: • Separate common rooms, hygienic restrooms, and secure hostel accommodations for female students and staff. • Women’s Grievance Redressal Cell to ensure safety and quick resolution of concerns. These initiatives foster a safe, supportive, and gender-inclusive learning environment, promoting equal opportunities for all. Provide web link to (if any): • Annual gender sensitization action plan • Specific facilities provided for women in terms of (a) Safety and security (b) Counselling (c) Common Rooms (d) Day care center for young children (e) Any other relevant information
y	Environmental Consciousness and Sustainability

7.1.2	The institution has facilities for alternate sources of energy and energy conservation measures (1) Solar energy (2) Biogas Plant (3) Wheeling to the Grid (4) Sensor-based energy conservation (5) Use of LED bulbs/power efficient equipment Attach as Annexure(s) • Geotagged photographs • Any other relevant information
7.1.3	Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words) • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management Provide web link to (if any): • Relevant documents like agreements/MoUs with Government and other approved agencies • Geo-tagged photographs of the facilities. • Any other relevant information.
7.1.4	Water conservation facilities available in the Institution: Rain water harvesting (1) Borewell/Open well recharge (2) Construction of tanks and bunds (3) Waste water recycling (4) Maintenance of water bodies and distribution system in the campus Attach as Annexure(s) • Geo-tagged photographs/videos of the facilities. • Any other relevant information.
7.1.5	Green campus initiatives include: (1) Restricted entry of automobiles (2) Battery-powered vehicles

	(3) Pedestrian-friendly pathways (4) Ban on the use of plastics (5) Landscaping with trees and plants Attach as Annexure(s) • Geotagged photographs/videos of the facilities. • Any other relevant information.
7.1.6	Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: (1) Green audit (2) Energy audit (3) Environment audit (4) Clean and green campus recognitions/awards (5) Beyond the campus environmental promotion activities Attach as Annexure(s) • Reports on environment and energy audits. • Any other relevant information.
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 bards and signposts • Assertive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, Mechanized equipment • Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading Attach as Annexure(s) • Geo-tagged photographs/videos of the facilities. • Any other relevant information.
	Inclusion and Situatedness
7.1.8	Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words) Institutional Efforts for an Inclusive Environment KC Group of Research & Professional Institutes, Pandoga, actively fosters an inclusive and harmonious campus environment by embracing cultural, regional, linguistic, communal, and socio-economic diversity. Key Initiatives: • Cultural Festivals & Events: The institution organizes multi-cultural celebrations, language appreciation programs, and regional festivals to promote understanding and respect for diverse backgrounds.

	• Equal Opportunity for All: Scholarships and financial aid are provided to economically weaker students to ensure inclusive education. • Language & Communication Support: Special language proficiency programs help students from diverse linguistic backgrounds integrate smoothly. • Tolerance & Harmony Programs: Seminars, workshops, and guest lectures on communal harmony, social ethics, and national integration are conducted regularly. By promoting mutual respect, inclusivity, and social awareness, the institution ensures that students and staff experience a supportive and discrimination-free academic environment. • Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) • Any other relevant information.
	Human Values and Professional Ethics
7.1.9	Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens Sensitization to Constitutional Values, Rights, and Duties KC Group of Research & Professional Institutes, Pandoga, actively conducts various programs to inculcate constitutional values, rights, duties, and responsibilities among students and employees, fostering responsible citizenship. Key Activities: • Independence Day & Republic Day Celebrations: To instill patriotism and awareness of fundamental rights and duties. • Workshops & Seminars: Sessions on constitutional values, democracy, fundamental rights, and social justice are conducted by legal experts. • Voter Awareness Drives: Encouraging students to participate in elections and exercise their democratic rights. • Ethics & Social Responsibility Programs: Activities like cleanliness drives, blood donation camps, and social outreach programs promote civic sense. • Pledge Ceremonies & Awareness Rallies: Organized on occasions like Constitution Day to reinforce commitment to national integrity and equality. These initiatives create socially aware, ethically responsible, and law-abiding citizens, aligned with India's constitutional principles. Provide Web Link to: (if any) • Details of activities that inculcate values; necessary to render students into responsible citizens. • Any other relevant information.

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 (1) The code of Conduct is displayed on the website: Yes/No (2) There is a committee to monitor adherence to the Code of Conduct: Yes/No (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: Yes/No (4) Annual awareness programmes on Code on Conduct are organized: Yes/No Attach as Annexure(s) • Code of ethics • Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims. • Any other relevant information
7.1.11	Institution celebrates/organizes National and International commemorative days, events and festivals Celebration of National and International Commemorative Days KC Group of Research & Professional Institutes, Pandoga, actively celebrates national and international commemorative days, events, and festivals to promote awareness, cultural diversity, and a spirit of unity. Key Celebrations (Last Five Years): • National Festivals: Independence Day, Republic Day, and Gandhi Jayanti are marked with flag hoisting, speeches, and cultural performances to instill patriotism. • International Observances: The institution celebrates World Environment Day, International Yoga Day, Women's Day, and Human Rights Day through awareness sessions and community engagement activities. • Cultural Festivals: Festivals like Diwali, Holi, Eid, Christmas, and Lohri are celebrated, fostering communal harmony and inclusivity. • Academic & Awareness Days: Science Day, Teachers' Day, and Constitution Day are observed with seminars, debates, and workshops. These celebrations create an environment of learning, respect for diversity, and national integrity, strengthening the holistic development of students. Provide web link to (if any): • Annual report of the celebrations and commemorative events for the last five days. • Geotagged photographs of some of the events. • Any other relevant information.

Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	Describe two best practices successfully implemented by the Institution 1. Skill Development Workshops and Value-Added Courses To bridge the gap between academic learning and industry expectations, the institution organizes regular skill development workshops, hands-on training sessions, and value-added certification courses in core engineering fields. Focused areas include CAD design, embedded systems, basic programming, and electrical circuit design. These activities enhance the employability skills of students and prepare them for internships, placements, and higher studies. 2. Community Engagement through Social Responsibility Programs The institution actively participates in social outreach programs such as blood donation camps, cleanliness drives (Swachh Bharat Abhiyan), environmental awareness campaigns, and rural education initiatives. Students and faculty members collaborate with local communities, fostering a sense of responsibility, leadership, and civic engagement. These programs contribute to holistic student development, instilling ethical values and social consciousness. • Best practices in the Institutional website • Any other relevant information

Note:

Format for presentation of best practices

1. **Title of the Practice:** This title should capture the keywords that describe the practice.
2. **Objectives of the Practice:** What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100-150 words)
3. **The Context:** What were the contextual features and/or challenging issues that needed to be addressed in designing and implementing this practice? (in about 100-150 words)

HP Technical University, Hamirpur (HP)
Academic Audit
SSR Proforma to be submitted by Affiliated Institutions

PART II

Standard Operating Procedure (SOP)

For the year:

Name & address of the College/Institution:

1.0 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 last five year.

- (a) Academic Council/BoS of Affiliating University or the Institution.
- (b) Setting of question papers for UG/PG programs.
- (c) Design and Development of Curriculum for Add on/certificate/Diploma Courses
- (d) Assessment/evaluation process of the Affiliating University.

Options:

- A. All of the above.
- B. Any three of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.1 Number of Add on/Certificate Programs offered during the last five years (Human Values/Yoga/NCC/NSS etc.)

1.2 Average percentage of students enrolled in Certificate/Add-on programs as against the total number of students during the last five years.

1.3 Average percentage of courses that include experiential learning through project work/field work/internship during the last five years.

1.4 Percentage of students undertaking project work/field work/internships (Data for the last completed academic year).

1.5 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders:-

- (a) Students
- (b) Teachers
- (c) Employers
- (d) Alumni

Options:

- A. All of the above.
- B. Any three of the above.

- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

1.6 Feedback process of the Institution may be classified as follows:-

Options:-

- A. Feedback collected, analysed and action taken and feedback available on website.
 - B. Feedback collected, analysed and action has been taken.
 - C. Feedback collected and analysed.
 - D. Feedback collected
 - E. Feedback not collected.
- 2.0 Average Enrolment percentage (Average of last five years)
- 2.1 Students-Full time teacher ratio (Data for the latest completed academic year).
- 2.2 Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year).
- 2.3 Average percentage of full time teachers against sanctioned posts during the last five years.
- 2.4 Average percentage of full time teachers with Ph.D./D.Sc./Dl. Litt. during the last five years (consider only highest degree for count).
- 2.5 Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years).
- 2.7 Average pass percentage of students during the last five years (branch wise).
- 3.0. Grant received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in Lakhs).
- 3.1 Percentage of departments having Research projects funded by government and non-government agencies during the last five years.
- 3.2 Number of seminars/conference/workshops conducted by the institution during the last five years.
- 3.3 Number of papers published per teacher in the Journals notified on IEEE, Science Direct, Web of Science, UGC-Care and Scopus during the last five years.
- 3.4 Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during the last five years (with verifiable ISSN, ISBN).
- 3.5 Number of awards and recognitions received for extension activities from government/government recognized bodies during the last five years.
- 3.6 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 last five years.
- 3.7 Average percentage of students participating in extension activities at 23 above during the last five years.

- 3.8 The institution has several collaboration/linkages with industry/institution for Faculty exchange and student placement, internship etc.
- 3.9 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years.
- 3.10 Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.
- 4.0 Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs).
- 4.1 The institution has subscription for the following e-resources:-
- (a) e-journals
 - (b) e-Shodhsindhu
 - (c) Shodhganga Membership
 - (d) E-books
 - (e) Databases
 - (f) Remote access

Options:

- A. Any 4 or more of the above.
 - B. Any 3 of the above.
 - C. Any 2 of the above.
 - D. Any 1 of the above.
 - E. None of the above.
- 4.2 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs).
- 4.3 Percentage per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)
- 4.4 Student-Computer ratio (Data for the latest completed academic year).
- 4.5 Bandwidth of internet connection in the Institution

Options:-

- A 10 GBPS
 - B 1 GBPS
 - C 750 MBPS
 - D 500 MBPS
 - E) Others (specify)
- 4.6 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs).
- 5.0 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years.
- 5.1 Average percentage of students benefited by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years.
- 5.2 Capacity building and skill enhancement initiatives taken by the institution include the following:-

- (a) Soft skills
- (b) Language and communication skills
- (c) Life skills (Yoga, physical fitness, health and hygiene)
- (d) ICT/computing skills

Options:-

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

5.3 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the Institution during the last five years.

5.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases:-

- (a) Implementation of guidelines of statutory /regulatory bodies.
- (b) Organisation wide awareness and undertakings on policies with zero tolerance.
- (c) Mechanisms for submission of online/offline students' grievances.
- (d) Timely redressal of the grievances through appropriate committees

Options:

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

5.5 Average percentage of placement of outgoing students during the last five years with average salary.

5.6 Average percentage of students progressing to higher education during the last five years.

5.7 Average percentage of students qualifying in State/National/International level examinations during the last five years (eg: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)

5.8 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 last five years.

5.9 Average number of sports and cultural events/competitions in which students of the Institution participated during the last five years (organized by the institution/other institutions).

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

Options:

- A ≥ 5 lakhs
- B 4 Lakhs-5 lakhs
- C 3 lakhs-4 lakhs
- D 1 lakhs-3 lakhs
- E ≤ 1 lakhs

6.0 Implementation of e-governance in areas of operation

- (a) Administration
- (b) Finance and Accounts
- (c) Student Admission and Support
- (d) Examination

Options:-

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

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

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

6.3 Average percentage of teachers undergoing online/face-to-face Faculty development programme (FDP) during the last five years (Professional Development Programmes, Orientation/Induction Programmes, Refresher Course, Short Term Course etc.)

6.4 Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III).

6.5 Quality assurance initiatives of the institution include:

- (a) Participated in NAAC with grade obtained.
- (b) Collaborative quality initiatives with other institution (s).
- (c) Participation in NIRF.
- (d) Any other quality audit recognized by State, National or International Agencies (ISO Certification, NBA), list of branch with NBA grading.

Options:-

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

7.0 The Institution has facilities for alternate sources of energy and energy conservation measures

- (a) Solar energy
- (b) Biogas plant
- (c) Wheeling to the Grid
- (d) Sensor-based energy conservation
- (e) Use of LED bulbs/power efficient equipment

7.1 Water conservation facilities available in the institution

- (a) Rain water harvesting.
- (b) Borewell/Open well recharge

- (c) Construction of tanks and bunds
- (d) Waste water recycling .
- (e) Maintenance of water bodies and distribution system in the Campus

7.2 Green campus initiatives include:

- (a) Restricted entry of automobiles
- (b) Battery-powered vehicles
- (c) Pedestrian-friendly pathways
- (d) Ban on the use of plastics
- (e) Landscaping with trees and plants

7.3 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions/awards
- Beyond the campus environmental promotion activities

7.4 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.
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

7.5 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- (a) The Code of Conduct is displayed on the Website.
- (b) There is a committee to monitor adherence to the Code of Conduct.
- (c) Institution organizes professional ethics programmes for students, teachers, administrators and other staff.
- (d) Annual awareness programmes on Code of Conduct are organized.

Himachal Pradesh Technical University, Hamirpur-177001, Himachal Pradesh

Academic Audit of Affiliated Institutions/Colleges

PEER TEAM Report

For Year:

Section-I: General Information

Items	Information/Particulars
1. Name & Address of the Institution:	
2. Year of Establishment:	
3. Current Academic Activities at the Institution (Numbers):	
• Departments/Centers:	
• Programmes/Courses offered:	
• Permanent Faculty Members:	
• Permanent Support Staff:	
• Students:	
4. Three major features in the institutional context (As perceived by the Peer Team):	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure).	
6. Composition of the Peer Team which undertook the on-site visit:	
Chairman:	
Member:	
Member:	

Section II: CRITERION WISE ANALYSIS	
Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of the Institution under each criterion)	
Criterion I – Curricular Aspects (Key Indicators in Criterion I)	
1.1	Curricular Planning and Implementation:
1.1.1	The institution ensures effective curriculum delivery through a well planned and documented process.
1.2	Academic Flexibility:
1.3	Curriculum Enrichment:
1.3.1	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System:
Qualitative analysis of Criterion I (100 to 150 words)	

Criterion 2- Teaching-Learning and Evaluation (Key Indicators in Criterion II)	
2.2	Catering to Student Diversity:
2.2.1	The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners.
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.
2.3.4	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality:
2.5	Evaluation Process and Reforms:
2.5.1	Reforms in Continuous Internal Evaluation (CIE) system at the institutional level
2.5.2	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3	Mechanism to deal with examination related grievances in transparent, time-bound and efficient
2.5.4	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes:
2.6.1	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students
2.6.2	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey:

Qualitative analysis of Criterion II (100 to 150 words)

Criterion 3- Research, Innovations and Extension (Key Indicators in Criterion III)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1	Extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years
3.5	Collaborations:

Qualitative analysis of Criterion III (100 to 150 words)	

Criterion 4- Infrastructure and Learning Resources (Key Indicators in Criterion IV)	
4.1	Physical Facilities:
4.1.1	The institution has adequate facilities for teaching-learning viz., classrooms, laboratories, computing equipment, etc
4.1.2	The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities
4.2	Library as a Learning Resource:
4.2.1	Library is automated using Integrated Library Management System (ILMS)
4.2.2	Collection rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure:
4.3.1	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure:
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.

Qualitative analysis of Criterion IV (100 to 150 words)

Criterion 5- Student Support and Progression (Key Indicators in Criterion V)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities:
5.3.2	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement:
5.4.1	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion V (100 to 150 words)	

Section III: OVERALL ANALYSIS based on <i>Institutional Challenges, Opportunities, Weaknesses & Strengths (COWS)</i> (100 to 150 words each)	
Challenges	
Opportunities	
Weaknesses	
Strengths	

Section IV: <i>Recommendations for Quality Enhancement of the Institution</i>	
(Please limit to ten major ones and may use telegraphic language)	

I have gone through the observation(s) of the Peer Team as mentioned in this report.

Signature of the Head of the Institution
Name:

Seal of the Institution

Section V:

Recommendation of Peer Team for consideration of Grant of Affiliation/Extension of Affiliation to the Institution (name of Institution: _____)
for the year:

Please write (Recommended/Not Recommended):

Signatures of the Peer Team Members:

Sr. No.	Name		Signature with date
1	Prof.	Chairperson	
2	Prof.	Member	
3	Prof.	Member	

Place:

Date:

