



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	KONERU LAKSHMAIAH EDUCATION FOUNDATION (Deemed to be University)
• Name of the Head of the institution	Dr. G. P. S. Varma
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08645350200
• Mobile no	9948033033
• Registered e-mail	registrar@kluniversity.in
• Alternate e-mail address	iqacoffice@kluniversity.in
• City/Town	VADDESWARAM
• State/UT	Andhra Pradesh
• Pin Code	522 302
2.Institutional status	

• University	Deemed
• Type of Institution	Co-education
• Location	Rural
• Name of the IQAC Co-ordinator/Director	Dr. K. Ramakrishna
• Phone no./Alternate phone no	08645350200
• Mobile	9948131461
• IQAC e-mail address	iqacoffice@kluniversity.in
• Alternate Email address	deanquality@kluniversity.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.kluniversity.in/IQAC/pdfs/AQAR%202020-2021.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.kluniversity.in/site/pdfs/2021-22%20Academic%20Calendar.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.16	2013	05/01/2013	04/01/2018
Cycle 2	A++	3.57	2018	02/11/2018	01/11/2023

6.Date of Establishment of IQAC 10/10/2011

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR /DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Electronics & Computer Engineering	FIST (Developing and Setup IOT Lab & IOT Testbed)	DST	16.12.2016 (5 YEARS)	6900000

Department of Physics	FIST (To Augment teaching and Research Facilities)	DST	20.12.2018 (5 YEARS)	11200000
Department of Electronics and Communication Engineering	FIST (To Strengthen the Research Facilities in the department)	DST	07.01.2020 (5 YEARS)	10500000
Department of Computer Science Engineering	Speech Technologies in Indian Languages	NLTM-Meity	18.02.2022 (3 Years)	10510000
Department of Bio Technology	Design and Development a statistical scoring system against a library of Multi-Epitope based Peptide (MEBP) vaccine constructs to identify best vaccine candidates	DST/NSM	23.03.2021 (2 years)	2036000
Department of Commerce	FINANCIAL INCLUSION STRATEGIES AND ITS IMPLEMENTATION BY COMMERCIAL BANKS AN EMPIRICAL STUDY OF RURAL HOUSEHOLDS IN AP	ICSSR	13.12.2019 (3 Years)	700000
Business School	CORPORATE SOCIAL RESPONSIBILITY FOR RURAL DEVELOPMENT An Empirical Analysis of Firms and Beneficiaries in Andhra Pradesh	ICSSR	13.12.2019 (3 Years)	940000
Department of Chemistry	FIST (To Augment Teaching and Research Facilities)	DST	02-03-2022 (5 YEARS)	19000000

KLEF (Deemed to be University)	Department of Scientific and Industrial Research	DSIR	05-09-2019 (5 YEARS)	0
8. Whether composition of IQAC as per latest NAAC guidelines	Yes			
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File			
9. No. of IQAC meetings held during the year	4			
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 	Yes			
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File			
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No			
<ul style="list-style-type: none"> If yes, mention the amount 	0			
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>IQAC proposed to expand the data base availability in the Central Library in view of the increasing R&D requirements of science and humanities. The suggested ones are: i. Math Sci Net - which will be useful for Mathematics faculty ii. JSTOR - Multi-disciplinary journals data base iii. ABI/INFORM - Business database.</p>				
<p>Formation of Committee for Identifying and Establishing CPE (Centre for Potential of Excellence) i. Centre for Advanced Research and Innovation in Structural Biology of Diseases (BT) ii. Center for Space Technology and Atmosphere Sciences (ECE) On the direction of the Registrar, the Dean-R & D has formed separate Committees for Identifying and Establishing CPE (Centre for Potential of Excellence). The work is progress.</p>				
<p>Grievance Redressal Month was initiated and successfully conducted from 23rd August 2021 - 23rd September 2021-Proposed to organize "Grievance Redressal Week" every semester.</p>				

Accreditation of Relevant Laboratories by NABL

Social work and sports/two skilling courses as mandatory Graduation Requirements.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Obtaining <30 in NIRF Rankings.	KLEF obtained 27th Rank as University in NIRF-2022 Rankings.
To enhance h-index by 5.	KLEF could enhance h-index by 4, both for Scopus as well as WoS.
To apply for NBA/ABET Accreditation.	KLEF applied for NBA Accreditation for the following Departments: Department of Bio Technology, CSE & ECE. Status: NBA Pre-qualifier - Submitted. NBA SAR - Submitted. Option for Assessors date of visit is being finalised. KLEF shall go for ABET Accreditation after obtained NBA Accreditation.
Achieving 100% placements for all registered students	KLEF has been consistently achieving 100% placement of all eligible/registered students for the past 15 years.
Formal engagement in University-Society linkage with civil society and the community	KLEF has been actively involved in the "Smart Village Project", wherein about 100 villages are being supported in a number of ways. Web link: https://www.kluniversity.in/svr/index.html

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Board Of Management	27/10/2022

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	21/04/2022

16. Multidisciplinary / interdisciplinary

KLEF Deemed to be University adopts a Holistic approach toward every program being offered through the distribution of credits under various career categories. These include the basic sciences, human values, experiential learning, etc. Also, the Multi-disciplinary studies are supported in the form of minors being offered by various departments to all the students at the institute irrespective of their discipline. The institute offers necessary bridge courses for the students who do not possess the background related to the subject.

KLEF Deemed to be University offers a holistic experience to the students by offering courses under different categories. The students are given the opportunity to choose their career pathway viz. Employability, innovation and research and nurtured accordingly with the faculty members being trained as the facilitators in the appropriate pathway. To promote the engagement of students in the innovative activities leading to potential solutions for the social problems, necessary academic flexibilities like self-learning, work in lieu courses, informal learning, acceleration / deceleration of subjects, etc are given.

The institute offers multi-disciplinary studies in the form of Minors, wherein the learners are given the option to choose a bundle of courses offered by different departments of the institute. The students are counseled appropriately by their mentors in choosing the minors that suit their interests and given due awareness of the opportunities it offers. The institute ensures that the programs offered by the departments are developed in a modular approach to enable the students to attain the necessary outcomes and skills by the completion of each year of study. The modular approach enables the learner to be qualified to a certain level by the completion of each year of study and allows them to grab the opportunities appropriate to that level.

The internships covering various aspects like Social, Technical and Industrial requirements embedded into the programs offered by the institute help the students to collaboratively work with the

faculty supervisor and / or Industry mentors to better understand the problems and arrive at innovative solutions. The institute has a dedicated Student Activity Centre (SAC) that supports the learners to get involved in solving social problems through an activity-based approach rather than formal learning. This motivates the students to learn whatever is required to solve the problem and try their hands to give possible solutions. The solutions that have the potential value are encouraged to be presented in the national and international level competitions to benchmark the same. Successful students are given the recognition for their achievement in the form of converting the activity points earned in the process into equivalent credits.

The institute promotes multi-disciplinary domain-based studies encouraging the students to addressing the challenging problems faced by the mankind. The thrust areas of importance like energy, environment, healthcare, education, etc. are chosen as domains and necessary expertise is built among the faculty members through the cohorts. The institute also supports Informal Learning or challenge-based learning wherein the students will be allowed to choose a problem and start learning necessary things towards addressing it.

17.Academic bank of credits (ABC):

The University has devised a policy for the enrolment of the students into the Academic Bank of Credits and sensitized the same among the faculty mentors. The students of the institute are also addressed on the academic flexibilities and the provisions of the NEP 2020 which are aligned with the policies of the institute. Students were briefed about the academic pathways like employability, research and innovation along with the support system created for each one of them. The faculty mentors are given necessary directions to guide the students in successfully creating their ABC account and ensure that the credits of the courses they complete are accrued in it at regular intervals.

The University has registered into the ABC scheme and the policy for the same is created and approved by the Academic Council. Sensitization programs were organized for all the students and faculty of the institute on effective utilization of the ABC and multi-entry/exit scheme. College level and department level coordinators were created and assigned the task of sensitizing the student mentors on the procedure to create the student accounts.

The University has good number of collaborators at national and international levels to support the students for twinning, dual and joint degree programs with necessary credit transfer agreement. Also, internationalization of curriculum is being

achieved by granting credits for courses done by the students with globally renowned Universities. The Universities or institutes for collaboration are chosen based in their support extended for the multi-disciplinary studies on domains like energy, healthcare, environment, education, etc. Collaboration is supported in various forms like project semester, year abroad, and up to 50 percentage of the courses be completed in the partner university. The institute has been exploring the possibilities of association within and outside the country on research related to domain specific problems using emerging trends like 5G, metaverse, game design and gamification, etc.

The faculty are given the freedom to design the courses to be offered in their respective cohort by proposing the same in their Board of Studies and subsequently getting it approved in the Academic Council. The procedure for the conduction of the BoS is made elaborate to consider the feedback of all the stake holders and the contribution of the course towards the Program Educational Objectives and in turn to the vision and mission of the department. The institute has taken the modular approach to devise its programs through a well-established policy that considers the various aspects of curriculum development. The year-wise progression of the students is augmented with activities like projects/field work wherein the students are required to apply their culminative knowledge by solving the problems appropriate to the level of attainment of the Program Outcomes. The evaluation of these projects/field works reflects the indication of the attainment of the level with respect to the year of study aligning with NCrF (National Credit Framework) and NSQF (National Skill Qualification Framework). Students are also encouraged to benchmark the attainment of their NCrF level through their participation in National/International level competitions.

18.Skill development:

KLEF Deemed to be University is a Category #1 University offering higher education. The concept of providing vocational education is not very much applicable to KLEF. However, KLEF is putting in significant efforts in providing soft skills of students in alignment with National Skills Qualifications Framework (NSQF), which organizes qualifications according to a series of levels of knowledge, skills and aptitude. To make the students empowered, KLEF Deemed to be University has provided 50% weightage for academic, 25% weightage for skill sets and 25% weightage for the co & extracurricular activities. This is not only into curriculum but also reflected into the grades and credits. Most of the courses being offered have been mapped to one level or the other of the NSQF.

KLEF has taken a path wherein, the faculty are skilled in their respective cohorts (as per specializations), which are in turn mapped to current in-demand industry skill sets; derived from NASSCOM, NSDC, SSCs and various Industries (through industry tie-ups) as well as through industry web portal-based surveys. Once the faculties are skilled, they get certified from respective industries/companies offering global certifications (OEMs) in whichever cohort and in turn specialization such process is applicable. As on date this is applicable to all Engineering, Management school, Architecture, Law, Arts and Fine Arts programs. These certified faculties in turn train the students through various skilling models being blended into curriculum vis-à-vis, Technical skilling, Professional skilling, pure skilling and certification courses. In 2021-22, KLEF conducted 303 value added course covering all 18000+ students, some with multiple courses.

Value-based education: The Social service activities like National Cadet Corps (NCC) and National Social Service (NSS) are given due credits as a part of the curriculum for the interested learners and the activities of the same are conducted by trained professionals. Ecology and Environment course give the awareness about various harmful activities leading to environmental hazards and how to overcome the same. This makes them become responsible citizens contributing to the sustainability of natural resources and protecting the same. Yoga/Meditation/Sports activities are made compulsory for the students for their physical and mental well-being and to take up the challenges of the future with utmost confidence. The Universal Human Values addresses the aspects like value system, gender sensitization, professional ethics, etc. such that students are exposed to the value system of the country and ensure that the opposite gender is treated and respected equally everywhere. Open electives are being offered to the students where they are free to choose the courses from across the disciplines and the students who are interested to make their own start-ups or innovate new things for the betterment of society are recommended the courses related to the Indian Knowledge Systems to have a better understanding of the context. Also, courses like Indian Constitution, Indian History, Human Geography, physical geography of India, Indian Polity and Governance, Indian Economy and Indian economic development are integrated into the program curriculum to give the context of the Indian knowledge system to the students.

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

Students undergoing informal learning mode of courses are encouraged to solve the problems faced by society by better

understanding the background and searching for existing solutions through the Indian knowledge system (IKS). Open electives are being offered to the students where they are free to choose the courses from across the disciplines and the students who are interested to make their own start-ups or innovate new things for the betterment of society are recommended the courses related to the Indian Knowledge Systems to have a better understanding of the context.

Faculty members are already supporting the students in Telugu and Hindi wherever required to motivate the slow learners. The remedial sessions arranged for the slow learners are given due care to ensure that the students won't fall short of attaining the learning outcomes only because of the language barrier. Also, the peer mentor scheme introduced by the institute supports the concept of learning through peers wherein the learners will get the chance to understand the topics by hearing that from their peers in their native language. Peer mentor scheme supports the learners in the way of making them understand based on their learning styles and preferences. Faculty are also trained to take up the class in the flipped learning pedagogy where they are required to give the self-learning material to the students in the form of videos in native language or English and then the classroom discussions are used for the application of the concepts learned. This method has enabled greater faculty engagement with the students in the form of informal interactions in the vernacular language leading to effective understanding of the subject.

In Majority of the courses across the programs offered by the institute the teachers support the students who are weak in understanding English by explaining the concepts in the native language. However, the University does not offer any full program in the Indian Language yet.

The University thetribalcommunity asapartofsmart offercoursesintheirnativelanguage.

The University has introducedcourseslikeIndianIndian History, Human Geography, physical geography of India,Indianpolity andGovernance, IndianEconomy, Indianeconomicdevelopmentthrough which studentswillgettoknowancienttraditionandevolution. The

University has introduced courses like History of art, Story of arts, and painting was introduced into the programs wherever applicable in order to give the right focus to the students on Indian Arts. Indian Heritage and Culture is introduced across a few programs as a mandatory course.

Content preparation for the Engineering courses in Indian languages is being taken up by the faculty members of the institute for a greater cause of preparing self-learning material in the form of e-books and video content. Besides, the University has introduced courses like Indian Heritage and Culture, Universal Human Values, and Gender Sensitization; a course on Vedic mathematics to enhance the numerical ability of the students.

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

The University has incorporated the OBE in all the courses offered by it towards the holistic development of the students. Also, at each course level, the attainment of the outcomes is analyzed and appropriate action is taken at regular intervals to prevent the students from falling short of the attainment of outcomes. A program development document (PDD) is designed for every program offered by the institute in order to ensure the program meets local, regional, national, and international needs by bringing their thrust areas into their courses and course content. Further to that, it is ensured that course outcomes and courses are identified in such a way that it is meeting to the highest level of attainment of the graduate attributes.

In view of OBE, all the courses offered by the program practice appropriate Active Learning Methods (ALMs) in alignment with the course outcomes. The ALMs ensure a better learning experience for the students and engage them actively in the process of learning. The ALMs followed by any program are categorized into three major categories viz. participatory, problem-solving, and experiential learning. Each ALM has a procedure and appropriate rubric for measuring the learning outcome attainment. The selection of category of the ALM is chosen purely based on the requirement of the topic or outcome to be attained. Students were also sensitized on the learning outcomes to be attained through the ALM and the evaluation parameter being used to measure their active engagement.

To enhance the learning experience and to support the diversified

background of the students, the institution introduced various modes of learning as a part of the innovative teaching-learning process. Departments identify appropriate online courses that can be offered to students through a self-learning approach to an extent of 20-40 % of the total number of courses. Also, in selective courses, students are encouraged to do self-learning to an extent of 20-40% within the course. The self-learning approach enhances the exploratory learning of students and enables them to learn at their own space and at their own pace. Also, it extends lifelong learning to keep abreast with recent developments.

In order to promote enhanced learning outcome attainment of learners through higher order thinking (HOT) activities and student-centric learning, the institute promotes an open book test as part of the assessment approach. Through this, students have full freedom to access/refer to learning materials including class notes, textbooks, and/or any other approved materials while answering questions in the examination. This approach enables problem-solving skills through the application of knowledge and exploring the relevant information from the reference materials.

Flipped Learning is introduced as an innovative teaching-learning pedagogy in the institution. The teachers are sensitized to flipped learning in order to understand the idea behind flipped classrooms and how they can integrate it into their own classroom teaching. The training mainly focused on active learning and student engagement; provides knowledge to instructors with a better opportunity to deal with mixed levels, student difficulties, and differentiated learning styles during the in-class time.

21.Distance education/online education:

National Education Policy (NEP-2020) has clearly laid out the potential of Vocational courses to be offered in India. Many courses leading to lucrative avocations could be offered through Online (OL) mode to benefit students who are not able to pursue regular programmes after X/XII standards. Courses such as Digital marketing, SEO, Website design, UI/UX design, Tax Filing, Accounting and book keeping and so on could be offered through online mode. The Universities could take a big role in this effort by extending the scope of their online education centers to include vocational courses. This will bring in the lowest classes into the fold of the Universities, thus enabling showcasing of their academic environment and motivating backward students to pursue further education. This will also enhance the value of skilling and re-skilling initiatives provided by the Government

and will strengthen the efforts towards educational and economic objectives of the nation. Students of vocational courses will benefit from the academic expertise, infrastructure and enabling atmosphere of the Universities. This will achieve the social obligations of Universities in their own geographical areas and will enhance the visibility of the Universities, bringing in enormous good will and publicity for the University.

KLEF has always been a front runner in the adoption of innovative approaches in teaching and learning to benefit the cause of the students. Technology has formed the bulwark of these thrusts in academic practices at the University. Technological applications such as Enterprise Resource Planning (ERP) and Learning Management Systems (LMS) have already been implemented. Huge initiatives towards implementation of Flipped Learning, Peer Based Teaching, conducting webinars and seminars have followed the enthusiastic adoption by the faculty members with an equally encouraging response from the student community. The University has adopted "Objective Based Education" early in the decade and has successfully propagated technology enabled teaching and learning among the students. Using the Flipped Learning and Blended Learning methodologies have helped the faculty members and students to free up valuable time to focus on more practical and group-based activities, sharpening their skills and updating their knowledge constantly.

Preparation of digital content through "Semester Readiness Program (SRP)" for both the semesters has systematically increased the motivation among the faculty and the students. Self Learning Material, Video lectures, blogs and discussion forums have enabled creation of a strong scaffold for learning among the students, increasing their awareness and building their confidence in meeting the expectations of the industry. Use of varied educational tools for learning, including Mobile learning and micro learning has helped increasing the engagement of the students and to ensure their constant updating of knowledge and skills. Students read the blogs, view videos and read the self learning material before they attend classes and as a result their interaction in the classrooms has increased significantly. Professional methods adopted in preparation of digital content applying sound principles of Instructional Design has enhanced the prestige of the faculty among the students and has helped the faculty members in showcasing their expertise in a better manner.

Extended Profile

1. Programme

1.1	46
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	24
Number of departments offering academic programmes	

2. Student

2.1	16610
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	3808
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	16610
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	251
Number of revaluation applications during the year	

3. Academic

3.1	1299
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	View File

3.2		1123
Number of full time teachers during the year		
File Description	Documents	
Data Template	View File	
3.3		1160
Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4. Institution		
4.1		132049
Number of eligible applications received for admissions to all the Programmes during the year		
File Description	Documents	
Data Template	View File	
4.2		2595
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description	Documents	
Data Template	View File	
4.3		325
Total number of classrooms and seminar halls		
4.4		4415
Total number of computers in the campus for academic purpose		
4.5		26758.35
Total expenditure excluding salary during the year (INR in lakhs)		

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

All the courses in any program of study offered by KLEF are developed with relevance to local, regional, national, and global developmental needs. These are then disseminated into Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) and carried over to course outcomes (COs). The Program Development Document (PDD) highlights the entire planning made in successful implementation of the Program. The PDD derives inputs from APIIC, APSSDC, NSDC, AICTE, NASSCOM, AP State IT policy, AICTE, National Skill Development Corporation, NBA, ABET, O*NET, world economic forum, etc. The POs of a program range from contribution to the existing body of knowledge to the acquisition of necessary graduate skills. The PSOs are appropriately identified based on the needs to be catered by the program as identified in the PDD and matched to the expectations of various stake holders, viz. industry, students and parents. The COs are carefully identified to ensure that the requirements derived from the sources mentioned above are achieved. Overall development of the students is ensured with respect to various aspects, viz. communication, ethics, professionalism, Human Values, etc. through the categorization of the courses under various categories.

Figure: Process of designing outcome-based curriculum

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

847

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

240

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

Human Values & Professional Ethics:

The course "Universal Human Values & Professional Ethics" is an integral part of the curriculum. Students understand the importance of ethics and values in their personal, social & professional life after studying these courses. This inculcates values and develops ethical competence among students. Regular seminars and workshops are conducted for the faculty to spread awareness among the students and teachers.

Gender

KLEF offers "Gender Sensitization" as a course in various programs. Faculty and students actively participate in the women empowerment programs conducted internally and in outreach programs. Based on the outcomes of these activities, five teams from KLEF have worked in five different themes namely (i) Women and Adolescent Health, (ii) Self Defense, (iii) Environment, Sanitation & Hygiene, (iv) Literacy and Life Skills and (v) Women Entrepreneurship.

Environment and Sustainability

The University has prescribed the course titled "Ecology & Environment" related to ecosystem, its balance and sustainability as an integral part of the curriculum. The purpose is to create awareness of environmental issues amongst the students. Such awareness is necessary for the protection of the environment and sustainability of various forms of life.

Figure: Process of integrating cross cutting issues into the curriculum

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

302

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

13083

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

16306

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus - semester wise / is

- All 4 of the above

received from Students Teachers Employers Alumni	
--	--

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> Feedback collected, analysed and action taken and feedback available on website
--	---

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

5243

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

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

1688

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

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

KLEF takes all possible initiatives to support different types of learners at different stages. Students enrolling for various programs undergo SWEAR (Strengths, Weaknesses, Eligibility, Availability Resources) Analysis which include tests on Quantitative Aptitude, Language Skills and Reasoning to assess the

gaps in learning styles. Slow learners are identified through this process and will undergo bridge courses based on the requirement. Students are given the opportunity to be part of the informal learning created through the Student Activity Centre. This helps both advanced and slow learners to choose the appropriate domain of their interest and actively involve in solving the related problems. The students undergo the training, research and development cycle as a part of the informal learning towards addressing a problem. In addition to this, Peer Mentors support the advanced learners to accelerate their study and get the Honors/Minor degree. In all these cases, the students have to undergo various forms of assessments and slow learners identified in each case were given remedial classwork to ensure the attainment of necessary learning outcomes. The slow learners are given guidance to ensure that they perform well in the further courses they do and attain the overall outcomes of the program.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://www.kluniversity.in/site/acadboard.htm

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
16610	1123

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

The importance of student-centric methods and the three principal learning modes are given due importance while planning the course delivery at KLEF.

Participatory Learning: The ALMs like Group Discussions, Workshops, Assignments, think-pair-share etc., help students whose learning style is in sync with Participatory Learning. These student-centric methods helps the students with short attention span to get engages completely in the learning process. Every course has incorporated into techniques which make the student actively interact with faculty.

Experiential Learning: ALMs like Lab Taken to Class (LTC), simulations, animations, case studies, etc. cater to students who prefer Experiential Learning. In LTC, students undertake lab work immediately after completion of the relevant concepts in the classroom. KLEF core subjects like Design Thinking Innovation, introduced to all the students of the University in two phases has given the opportunity for the students and faculty members to undergo experiential learning in the form of solving real world challenges.

Problem Solving Methodologies: The tutorial components and case study-based learning for majority of the core courses focus on enhancing the problem-solving skills. The tutorial sessions provide opportunity for the students for a one-on-one interaction with the faculty and come up with better solutions for the problems.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

KLEF uses Information and Communication Technology (ICT) tools for the effective delivery of the courses across various programs offered. ICT tools like Cisco WebEx, Microsoft Teams, LinkedIn Learning and Coursera are used for the content delivery and the platforms like Institutional Learning Management System (LMS), ERP and Wiley Canvas were used for formative and summative assessments. The students were supported through Online Courses from standard platforms, viz. NPTEL, SWAYAM, Coursera, etc. in cases where they are unable to appear in person for the classes. This encouraged the students to decide their own place and pace of learning without compromising with the quality standards of the University. This has helped the teachers to bring in the best of audio / video-based contents to the learners and communicate with them effectively. The student works were monitored by the teachers through the proctored assessments. The laboratory sessions were carried out through ICT tools like the remote LABs, the virtual LAB and by the usage of simulation software. The dedicated evaluation model encouraged the students to exhibit their learning outcome in forms other than the traditional methods like descriptive exams.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

1192

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

1160

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

680

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

5746

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

422

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	View File
-------------------------------------	---------------------------

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

13

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

127

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The internal assessments are categorized into summative and formative assessments. The summative assessments are conducted as prescribed for the End semester exams. The formative assessments which are aimed at continuous evaluation are conducted using a Learning Management System (LMS)/ERP.

The summative tests at KLEF are conducted with multiple-level scrutiny during the framing of the question paper and uploading on the ERP. Each question paper undergoes department Subject Expert review followed by a review by the Head of the Department and then the Dean (Academics) to ensure that all course outcome indicators are covered in the appropriate BTL levels as mentioned in the course handout.

The end-semester answer scripts are blind marked with the help of bar-coding on the papers. The process of encoding and decoding the answer scripts is done using ERP and makes the process hassle free, fool-proof and confidential.

The following aspects related to the examination cell are automated.

1. Student Exam fee payment for regular and supplementary (digital transactions support)
2. Hall ticket generation (paperless and removal of manual issue of hall-tickets)
3. Exam seating arrangement (hassle free and quick announcements)
4. Result processing and declaration (quick and single source of results)
5. Certificate Printing.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)
--	--

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Course Outcomes (COs) contribute to the realization of the Program Outcomes (POs) and the Program Specific Outcomes (PSOs). The course outcomes are further mapped with the programme outcomes which are aligned with the Blooms Taxonomy Levels (BTLs). Such set of COs and associated set of courses help in realizing the program outcomes of various programs offered by the University. The learning objectives are taken into consideration while identifying the course outcomes. Generally, a 3-credit course has 4 COs and a 4-credit course with lab component has 5 COs. Each course outcome is further divided into 2 or 3 Course Outcome Indicators (COI). The COIs hint at the abilities to be displayed or performed by the students towards attainment of the specific CO. Based on these indicators the Evaluation plan is designed for both internal and external examinations. The guidelines to be followed by the students and the faculty on the implementation of Work in Lieu courses, Inter disciplinary projects and MOOC courses were highlighted along with the rubrics for assessment that translates the learning outcome attainment (Program and Program Specific outcomes/graduate attributes) into credits. Program Educational Objectives (PEOs), PSOs, POs are publicized through the university

website and handbook.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

During a semester there shall be maximum of two in-semester Exams of comprehensive type for duration of 1.5 or 2 hours each. During a semester there shall be one end-semester examination of comprehensive type for duration of 3 hours comprising questions mapped to all COs. A minimum of 2 formative assessments per each CO of a course is conducted, the type of formative assessments and number of assessments conducted are as per the discretion of course coordinator. The Course Coordinator is given the flexibility to choose the evaluation plan for the courses with the prior approval from the office of Dean Academics. Attainment of the COs and POs is carried out at regular intervals and corrective action is taken in cases of non-attainment. The gaps identified as a part of the outcome attainment analysis acts as an input for the Department Academic Committee to carryout necessary changes in the course content/delivery/assessment methods. The contribution of each course towards the POs and PSOs are measured through the Articulation Matrix and the deviations, if any, are identified for appropriate action. The Indirect assessment of POs is carried out through various surveys and Feedback.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

3578

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

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

<https://www.kluniversity.in/iqac-files/AQAR2021-2022/Academics/2.7.1/271.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

KLEF has the vision to nourish and promote the research activities for transforming into a globally renowned research-intensive University. KLEF is providing the necessary resources to faculty, research scholars and students to enrich their research activities qualitative with Scopus and Web of Science databases for research publications analysis, plagiarism detection tools like Turnitin, iThenticate and DrillBit for documentation, statistical tools, viz. SPSS and Stat-Ease, etc. The other resources include central/departmental libraries with subscription to high indexed journals/books/ thesis/monographs in both digital and print media.

Professor-centric laboratories and Centers of Excellence are established in each department to promote inter-disciplinary and multi-disciplinary research activities in collaboration with national and international premier academic institutions and industries.

KLEF encourages product-based projects and patents through technology development hubs/incubation centers and facilitates the required resources, viz. Dervent patent database to researchers for the promotion of start-ups and spin offs. Hand holding and mentor-mentee support in translating innovations is given high priority.

Research incentives are allotted to the researchers as an encouragement for their quality research outputs. Seed money and internal funding is also made available to budding researchers to establish research facility and start their works in specific domains targeting major funding projects.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

402.70

File Description	Documents
------------------	-----------

Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

341

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

34

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
 Central Instrumentation Centre
 Animal House/Green House
 Museum
 Media laboratory/Studios
 Business Lab
 Research/Statistical Databases
 Moot court
 Theatre
 Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

122.77

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

386.66

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0.4334

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

CIIE at KLEF(KoneruLakshmaiah Education Foundation) was started in 2015 with an objective to leverage the operations of innovations & incubation, creation of next generation Startups & Entrepreneurs and foster new innovations in different areas. CIIE nurtured young Entrepreneurs in the way of seed fund support and mentor networking.

Enterprise development is one of the thrust areas of the country, which can be achieved by way of providing hand holding support to the Startups in selection and operation of selected projects/enterprises.

CIIE provides necessary facilities for the prospective next generation entrepreneurs and start-ups to learn product manufacturing processes coupled with business skill development and other support services those required to start a business.

It also enhances hand holding and mentoring for Startups to equip them with knowledge and expertise for efficient handling operations of the Startups. Hand holding and mentoring provides an

opportunity to acquire skill on technical trades and gain exposure in all areas of business operations such as business skills development, identification of appropriate technology, hands on experience on working projects, projects/product selection, opportunity guidance including commercial aspects of business etc.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

61

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

61

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

75

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics

A. All of the above

<p>committees (Animal, chemical, bio-ethics etc)</p> <p>3. Plagiarism check</p> <p>4. Research Advisory Committee</p>	
---	--

File Description	Documents
Upload relevant supporting document	View File

<p>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website</p>	<p>A. All of the above</p>
--	----------------------------

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

336

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

148

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

2537

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

1306

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
13250	5234

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science - h-Index of the University

Scopus	Web of Science
65	50

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The consultancy projects showcase the research potential of the faculty and the University at large. KLEF has expanded the infrastructure facilities and laboratories with advanced experimental tools and instruments for simulation and analysis purposes.

Department-wise consultancy brochures highlighting the expertise of the faculty and available infrastructure, equipments, software, analytical tools in different specializations are prepared and circulated among the industrial zones for creating consultancy opportunities. Likewise, the center of excellences and Professor-centric laboratory brochures are also made available to students, research scholars and others. Accreditation of the labs is undertaken so as to ensure the quality of the work done and reports generated are viable. Validation and certification of equipments is adopted to ensure the quality and reliability of the machine outputs.

Recurring incentives and timely appreciation to faculty are given to encourage consultancy activities besides on-duty allowances for field works.

Conflict of Interest:Engagement in consultancies must not create a conflict of interest, perceived or actual. Any conflict of interest, actual or perceived must be reported to the Dean (R&D) for resolution. A conflict of interest may arise where an employee engages in consultancies at the expense of the University's interests or the interests of other employees or students.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

165.43

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities**3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year**

As part of its academic curriculum, KLEF has initiated promotion of institutional social responsibility through activities undertaken in the neighbourhood rural community. These activities aim at combining social needs, professional expertise and skilful implementation of schemes. Further, they provide students an opportunity to integrate multiple direct benefits like working in teams, working with government/non-government agencies and exposure to real time working environment. An indirect benefit is to make students aware of the problems faced by rural community and the need to alleviate them through application of technology. This initiative has resulted in outreach programmes in nearby villages, viz. Revendrapadu, Peddapalem, Chirravuru, Nutakki, Gundimeda, Poratnagar, Vaddeswaram, etc.

The extension activities are undertaken among targeted communities by floating awareness programmes. The most important side of the outreach activities is to inculcate among the students the habit of finding appropriate solutions through their ongoing studies.

From 2012, the KLEF Centre for Extension Activities (CEA) has taken up several initiatives to launch programmes involving the faculty, students and the local inhabitants. The impact of the programmes is reflected in the improved living conditions, and a proactive, participative interest among students which augurs well for the future when they handle projects of greater magnitude.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year**3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year**

16

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

172

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

16045

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3145

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

98

File Description	Documents
------------------	-----------

Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

KLEF Deemed to be University has adequate number of classrooms (300) with all the ICT facilities, viz. LCD projector, audio-visual facilities, Wi-Fi/LAN, labs, tutorial rooms as per statutory norms. A policy has been made that every year 20% of classrooms are to be installed with smart boards as an upgraded facility.

The classrooms, floors are kept spic and span with dust and wet mop with high and low dust cleaners, etc.

All the Laboratories (293) in the University work from 7.00 am to 9.00 pm for the practical needs of the students. All the laboratories are provided with well-trained technicians. A professor-in-charge is assigned to a particular laboratory to take care of the requirements of the laboratory. A student or faculty may raise a request/book a slot for utilization of laboratory.

The University has 8 GBPS internet connectivity around the campus with the help of access points and LAN. The University has 4415 computers for academic purpose to satisfy the statutory norms (AICTE, COA, Bar Council, PCI, etc.) 1:4, obsolete systems are removed and new systems are added at regular intervals of time. The University has dedicated computer centers.

File Description	Documents
Upload relevant supporting document	View File

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

KLEF Deemed to be University believes and promotes the holistic development of an individual. The University nurtures the sporting talents of the students, teaching faculty and non-teaching staff. A well equipped sports complex provides indoor and outdoor sports and games catering to both boys and girls. There are around 33 sports fields that can accommodate more than 1000 students simultaneously. In addition to this the University also has a yoga centre and a modern gymnasium with coaches to provide specialized training to students as well as members of teaching and non-teaching staff. The facilities available in the department of

sports at present are sufficient. The sports department of KLEF is developing the required facilities every year to meet the ever increasing strength of students.

KLEF believes in creating space for students to explore latent talents and provides platform to showcase such creative skills and interests through the specifically created organization KLUSO (KL University Student Ordinate). This consists of the hobby clubs that promote various cultural activities, team skills and management skills. The clubs are listed below:

- Aastha
- Arohan
- Abinaya
- Maya Club
- Narthana Club
- Samskriti
- Prakriti Club
- Swara Club
- Vachas
- Yantrana

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

KLEF Deemed to be University is situated in a spacious 100-acre campus, with a built-up area of over 20,00,000 Sft, on the banks of Buckingham Canal of river Krishna. The total green cover of the campus is over 94,000 Sqm and having 400 varieties of different plants. The campus is a self-sufficient enclave with blacktop and well-lit roads and paved path for walking. Some of its facilities are listed below for quick reference:

- Backup generators for the entire University and hostels with a total capacity of 1160 kVA
- Cable television facility is provided in hostels
- Indoor stadium / Seminar Hall covering an area of 3506 Sqm
- Bank & ATM Facility
- Post Office
- Dispensary – Routine checkup / treatment given by two physicians and a vehicle for emergency
- Protected drinking water (16 RO plants with a capacity of 15600 LD)
- Canteen with an area of 1500 Sqm.
- Covered parking facility for vehicles

- Accommodation to limited is provided to the faculty who need it
- A Guest house is also available in the Campus
- Laundry facilities
- Digital photo studio
- Round the clock security
- Common Rooms for Students.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

14475.84

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The University Central Library is ideally located providing easy access to all students, faculty & staff from all the departments. The Central Library has a three floor, fully air-conditioned building with a seating capacity of 1600. The Library has a collection of 159653 books with 27867 titles on various subjects and over 28,550 reference books covering atlases, biographies, dictionaries, encyclopedias, manuals, yearbooks, etc. It subscribes to about 500 national and 100 international print journals besides 35,662 e-journals, 32 Lakh e-books and holds over 4133 project reports and 53 Ph.D. theses. Library is automated with Integrated Library Management System (ILMS). Details are:

- Name of the ILMS software: Koha: An Open-source Library Management Software
- Nature of automation (fully or partially): Fully Automated with RFID technology
- Version: Koha 19.05
- Year of automation: 2019.

The Digital Library has 130 computers and subscribed to several E-Resources, which includes: ASCE, ASME, ASTM, Bentham Science Pharma collection, CMIE, EBSCO Art & Architecture, EBSCO Business Elite, EBSCO Hospitality & Tourism, GREENR, IEEE, J-Gate

Engineering and Technology (JET), J-Gate Social and Management Sciences (JSMS), LexisNexis, Manupatra, McGraw Hill Science & Engineering Access, Nature, Biotechnology, Oxford University Press, Science Direct, Scopus, Springer and World E-Books.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e - journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

684.57

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

8321

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

325

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

KLEF Deemed to be University has a policy to create and enhance IT facilities to promote vertical and horizontal mobility for Research and also advancement in teaching learning methods. A centralized server that is operational 24/7 is maintained regularly to provide uninterrupted IT services for students and staff. The University has firewalls in place to prevent hacking and cybercrime. The LAN firewalls provide limited access thereby protecting sensitive data. The University updates IT facilities regularly. New labs for mechanical and civil engineering departments were established with 108 HP Systems, AMD processors, 4 GB RAM, 500 GB HDD, during 2012-13. During 2013-2014, HPC was installed which provides cloud environment within the campus. Majority of services like internet, e-mail services CCTV monitoring etc., are provided by the DATACENTER which houses IT Networks, Infrastructure in the campus. During 2014-15, "Cyber roam firewall" (CR 2500 ING-XP) was procured. During 2015-16, Architecture Lab was established. In 2016-2017, Elite Lab is established. The University has a 24/7 Wi-Fi facility for students and faculty members to avail internet connection in the entire campus. KLEF has State-of-the-art Data Centre with advanced servers provides highly interactive learning environment with full fledged hardware and software training facilities.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
16610	4415

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ≥ 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development
Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

829441457

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

KLEF Deemed to be University has state-of-the-art laboratories manned by qualified lab technicians, who work in shifts to support the project/dissertation/research work. The lab scheduling is designed considering the sitting capacity, number of sessions and the strength of technicians. All the laboratories are open from 7.00 am to 9.00 pm.

The library is kept open from 7 am to 10 pm on weekdays and 9 am to 5 pm on Sundays and other holidays. The student can use the book for one semester and thereafter it should be renewed.

KLEF has established Rs.1.5 Crore sports complex housing various indoor sports like Table - tennis, Tennicoit, Chess, Wrestling, Gymnastics, etc. There are 33 sports fields, 2 gyms, a cricket and foot-ball field, 6 basketball, two tennis and four badminton courts.

As the new programmes are floating in the university, a policy has been made to procure and upgrade the computing facilities by considering all the statutory norms strictly.

A policy has been made that every year 20% of class rooms are to be installed with smart board as an upgraded facility.

Maintenance and Construction inspectors periodically inspect buildings, landscape and equipment. Routine checks are organized to preempt certain maintenance problems.

File Description	Documents
------------------	-----------

Upload relevant supporting document	View File
-------------------------------------	---------------------------

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

15396

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

4066

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
 Soft skills
 Language and communication skills
 Life skills (Yoga, physical fitness, health and hygiene)
 Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
 Implementation of guidelines of statutory/regulatory bodies
 Organisation wide awareness and undertakings on policies with zero tolerance
 Mechanisms for submission of online/offline students' grievances
 Timely redressal of the grievances through

• All of the above

appropriate committees

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

911

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

2239

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

461

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

127

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	View File
-------------------------------------	---------------------------

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The University has an active Student Council with representatives from all the departments. The objective of the student council is to engage students in constructive social action programs with enhanced skills and knowledge, and to foster all round development to be globally competitive and socially responsible citizens.

The student council will be appointed every year through a regular selection process by assessing academic performance, leadership qualities, co-curricular and extra-curricular achievements. This council has a unique structure which includes both final and pre-final year students. The final year students will be acted as core members while pre final students will be acted as coordinators to oversee the activities of university fests, NSS, Youth Red Cross (YRC) events, etc. To form the council 50% of members are selected based on their academics and remaining members are recommended by the individual departments.

The student council for the Academic year is circulated through the Registrar to all faculty, staff and students of the University. The Student Council plays an active role in scheduling and implementing these programmes and also mobilizing the infrastructural and manpower requirements for the conduction of events. The student council will act as an important link between University administration and students.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 other support services during the year

KLEF Deemed to be University has registered Alumni Association in 2013 with 12 local chapters in India and three overseas covering USA, UK and Australia. Alumni are one of the main stakeholders of the University as they contribute immensely to the development of the university in multiple dimensions. Every Alumni chapter is provided with an administrative setup to provide interface with the alumni of all local chapters and University. Alumni of the University are actively contributing their mentoring services to all department students of the university. This became influential in making the students understand the industry institute gap and also help in way to plan and shapeup their career in right direction, making them understand various business opportunities and providing all the support required for preparing the students to become industry ready or to make as entrepreneurs by knowing the current dynamics of the industry. The University is conducting many alumni-based events like Entrepreneur Guild programs, online virtual meets, Reunions, Silver jubilees celebrations for each of the batch which has completed 25 years after their graduation, Mentoring sessions, Guest lectures and Knowledge sharing sessions. During these events, the Alumni share their success stories also with the current students.

File Description	Documents
Upload relevant supporting document	View File

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

A. \geq 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision: To be a globally renowned university.

Mission: To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of the students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values. The above-mentioned Vision & Mission are reflected in academic and administration governance as under:

Academics: Incorporate into the curriculum the application orientation and use high standards of competence for academic

delivery; Design and implementation of educational system adhering to OBE.

Research: Creation of ambience that is conducive for undertaking sponsored research, internal funded research and offering consultancy services to wide spectrum of originations; Establishing centers of excellence in frontier areas of research and design innovation centers with industry collaboration; Promotion of International conferences/Seminars/Workshops in collaboration with professional bodies for creation of avenues for research exchange.

Infrastructure: Promotion and maintenance of state-of-the-art facilities for academic delivery, research and co- and extra-curricular facilities and develop congenial and eco-friendly residential campus.

Governance: Institute measures for transparent administration that aid in improving efficiency, accountability and reliance.

Quality: Internal quality Assurance cell monitors all quality systems of the University.

File Description	Documents
Upload relevant supporting document	View File

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

KLEF Deemed to be University has a well laid practice of decentralization and participative management. Different committees are constituted, viz. Board of Management, Academic Council, Board of studies, Research Board, etc. The roles and responsibilities of office bearers and authorities and the structure of such organizational units are defined as per the UGC regulations. Students are also nominated to the departmental and university level committees to participate and contribute to the discussions related to various academic and administrative matters and necessary actions are being taken. Planned and scheduled working, agenda-based discussions, recording resolutions, entrusting responsibility and follow up with actions to be taken, etc. are practiced in the organizational units.

Case study showcasing the practice of decentralization and participative management in KLEF: To ensure realization of vision and mission of the University, the design and development process of curriculum is initiated taking into consideration the stated customer needs and overall goals of the university and statutory bodies, viz. AICTE, UGC, etc. Dean-Academics provides general framework of curriculum considering the recommendations of the

statutory bodies, all round development and competitiveness of the students, ALMs, global, regional and local needs, evaluation patterns, etc. The same is implemented by the Heads of departments.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

To enrich and strategize and deploy the plans KLEF Deemed to be University has taken pragmatic approach to achieve long term vision and through mission statements. The strategic plan (2018-23) assumes six major challenges for KLEF over the next few years:

1. Intense competition for faculty. This will increase as faculty retirements increase in between 2018-2023.
2. Intense competition for students—at all levels—makes financial aid, scholarships, fellowships, and the living learning environment more critical, but also more expensive. Limited availability of fellowships for graduate students is a significant problem for graduate education.
3. Limitations on tuition revenue. The university will need to reduce the growth rate of tuition increases and apply more of the revenues from tuition to financial aid, creating pressures on other parts of the university budget.
4. Increasing infrastructure costs (libraries, research facilities) of high-quality scholarship and teaching will continue, making strategic choices necessary to determine where to invest limited resources and where to disinvest.
5. The real financial support to private universities will continue to decline, leading to, among other things, the need to reassess how the university fulfills its public engagement mission.
6. Diverse and excessively complex funding models for academic units.

File Description	Documents
Upload relevant supporting document	View File

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

For effective implementation and execution of various policies for the benefit of students and staff, the following committees are formed.

- Board of Management
- Academic Council
- Planning and Monitoring Board
- Finance Committee
- Board of Studies
- Fee Review Committee
- Purchase Committee
- Discipline Committee
- Extension Activities Committee
- Women's Forum Committee
- Hobby Clubs Committee
- Sports Committee
- Boy's Hostel Committee
- Girl's Hostel Committee
- Canteen Committee
- Transport Committee
- Grievances and redressal Committee
- Committee for SC/ST/OBC/Minority
- Anti-Ragging Committee
- Anti-Drug Committee
- Internal Complaint Committee

The above committees will meet at designated intervals of time to tackle the concerned issues in time. These bodies are running effectively and efficiently as per the university policy under the guidance of the Administration.

Administrative set-up:

The following link provides the administrative set-up of the university.

<https://www.kluniversity.in/BOM.aspx>

The following link provides the Organogram of the university.

<https://www.kluniversity.in/admnbod.aspx>

HR Policy:

- Detailed procedures for appointment of various administrative posts are given in the HR Policy.
- The service rules, regulations, leave rules, other employee

benefits, duties and responsibilities of various employees, powers and functions of committees are provided in the HR Policy in detail.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Teaching Staff:

Faculty appraisal focus on the evaluation of individual teachers to make judgement about their competencies and performance and to provide feedback to support the improvement of their skill sets. This typically aims to support professional development and career advancement and also serves to hold faculty accountable for their practices. Since the effective monitoring and appraisal of faculty is central to the continuous progress of the university, a methodological and detailed appraisal form is developed for different categories based on the teachers' interest and options, viz. Academic, Research and Administration. The appraisal form also provides opportunities to incentivize recognize and reward effective teaching, research and administration.

Non-Teaching Staff:

For Non-Teaching staff, every year their performance and contributions on the following parameters are evaluated by their immediate supervisors:

- Punctuality to office
- Behavior with staff and students
- Maintenance of Dress Code
- Work Knowledge
- Computer Knowledge
- Efforts in improving Job Skills

Promotional Avenues:

Every year based on the performance, qualification and experience of the faculty members, salary hikes and promotion will be given following AICTE/UGC guidelines. Faculty members getting their qualifications upgraded along with experience and also contributing research will be encouraged as per the norms.

File Description	Documents
Upload relevant supporting document	View File

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

715

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

1123

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	View File
-------------------------------------	---------------------------

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

KLEF Deemed to be University has the following sources of mobilizing funds in order to ensure smooth conduct and sustenance of the institution's activities:

Internal Sources

- Tuition fee paid by students belonging to various courses
- Interest from Fixed Deposits owned by this University for short term and long term deposits in nationalized banks.

External Source

- Funds from DST-FIST for optimizing and upgrading infrastructure facilities of this University.

Strategies for Mobilizing Resources

- Extensive efforts for visibility undertaken to increase the strength of students for offered programmes.
- Faculty members are constantly motivated to apply for funded research projects from various funding agencies such as AICTE, CSIR, DBT, DST, UGC, etc.
- Alumni network is strengthened by organizing meetings, honoring alumni and by opening up of alumni chapters wherever possible.
- Attractive Consultancy Policy will be framed for encouraging consultancy and collaborative research initiatives.

Optimal Utilization of Resources

The mobilized funds are optimally utilized for providing salaries to staff, academic activities and maintenance of the University campus as per UGC and State Government norms. The University allocates budget to create and upgrade the infrastructural facilities in tune with the modern trends which are judiciously utilized for the same.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)**113.81**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)**122.77**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

KLEF Deemed to be University regularly conducts internal and external financial audits. It has an internal audit team headed by Chief Finance Officer to ensure maintenance of annual accounts and audits.

1. Internal Audit is conducted by Internal Audit team, once in three months. This is mainly pre-audit of major receipts and payments and concurrent/post audit of all other receipts and payments. Team also checks gratuity payments and full and final Settlements, etc.
2. External Audit: External Audit is conducted by M/s. Suresh and Siva Chartered Accounts, Vijayawada, who conduct statutory audit covering all financial and accounting activities of the Institute including:
 1. All receipts from fees, donations, grants, contributions, interest earned and returns on investments,
 2. All payments to staff, vendors, contractors, students and other service providers,
 3. Conducts regular accounts audit and certifies its Annual Financial Statements.
 4. All Utilization Certificates to various grant giving agencies are also countersigned by the CAs.

Mechanism for settling audit objections: All observations/objections of external and internal audits are communicated through their report. The objections raised by the auditors are communicated to the concerned for rectification of the gaps. Once it is rectified, the same will be checked by the auditing team.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC institutionalized the process by reviewing the teaching-learning process through

- Periodical Academic Audit (both internal and external), and
- Feedback from all stakeholders

1. Faculty and Student Quality Circle Meetings (QCMs),
2. Students' in and end semester feedback,
3. Feedback from Industry experts, parents, Alumni and employers, and
4. Outgoing students (Students satisfaction survey) etc.

1. Reviewing and enhancing the teaching-learning process through periodical Academic Audit (both internal and external).

The purpose of an academic audit isto encourage departments or programs to evaluate their "education quality processes"- the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning.

Academic audit is regularly conducted by IQAC to review the academic process in all the Depts / Colleges / Schools. The benchmarks and guidelines for audit are prepared as per NAAC /NBA / UGC quality framework.

1. Reviewing and enhancing the teaching-learning process through Stakeholders' feedback:

Stakeholders' feedback is used as an important tool to close the loop for theteaching-learning process.

The feedback on course structure includinglab,teaching pedagogy, evaluation process and other infrastructure is collected from the students through ERP after 3 weeks of commencement of the semester.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting documnent	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Academic domain:

1. Performing SWEAR (Strengths, Weaknesses, Eligibility, Availability and Resources) Analysis to all students to identify the career options.
2. Offering Capstone Project - A Capstone Project is a multifaceted body of work that serves as a culminating academic and intellectual experience for students.
3. To commence Online courses through MOOCS (NPTEL, Swayam, Coursera, etc.) for encouraging self-learning.
4. To commence Online Evaluation from the AY_2020-21.
5. To allow One-year Internship-cum-placement for the students who got placed in III year.
6. Semester Readiness program (SRP) involving industrial experts in subject domain.
7. To offer "Gender Sensitization" subject as compulsory Audit course for all UG Students.
8. Introducing Mandatory Social internship/Field work at the end of First Year.
9. Introduction of L-T-P-S in place of L-T-P structure.
10. Attracting Doctoral and research intensive Faculty Members to strengthen R & D
11. Identifying and establishing CPE (Centre for Potential of Excellence).
12. To obtain NABL accreditation for some of the Laboratories of BT, CE & ECE Departments.
13. Introduction of Skilling module in all (i) Communication, (ii) Aptitude, (iii) Verbal and (iv) Reasoning courses

Administrative domain:

1. Preparing University Calendar of Events
2. Conducting Grievance Redressal Week every year

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities****7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year**

Gender Sensitization is a basic requirement to understand the sensitive needs of a particular gender. Sessions of debate, discussions, seminars and conferences will help enable spreading awareness about the issue further. Grievance's redressal cell and Women's Forum are responsible for annual gender sensitization

action plan and implementation without fail. The calendar of events of the university will provide the list of mandatory events and awareness programs to be organized for the academic year in the field of Women Empowerment. Yearly, 30 Awareness programs on Gender sensitization and Anti-discrimination have been conducted in to the students (Online/Offline). Women's Forum conducts internal events to encourage the women and girl students in various disciplines such as:

- Health- Issues related to nutrition, maternal mortality, breast/ovarian/cervical cancer, pregnancy issues, depression and anxiety, child care, etc.
- Self Defence- Training/awareness programs for safety measures, Girl child safety, domestic violence, work place harassment, confidence building programs, etc.
- Sanitation and Hygiene- Menstrual hygiene, home & environment hygiene, etc.
- Literacy- Basic education, digital literacy, etc.
- Women Entrepreneurship- Financial safety, business opportunities, govt. schemes, credit, etc.
- Legal Awareness- Women rights & duties, gender equality in society & work place

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://www.kluniversity.in/iqac-files/AQAR2021-2022/SA/711/ap.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.kluniversity.in/iqac-files/AQAR2021-2022/SA/711/supp2.pdf

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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

management Waste recycling system Hazardous chemicals and radioactive waste management

KLEF follows the following the principle of the waste hierarchy:

- REDUCE - the best approach to waste is to reduce it at source.
- REUSE - if you cannot reduce it, then try to re-use it.
- RECYCLE - if you cannot reuse it, then try to recycle it.

100% the wastewater is currently being recycled using a 600 KLD sewage treatment plant (STP). No plastic covers or disposable items are allowed to be served in by cafeteria and canteen within the campus. Everything is served either in metal utensil or in a degradable item. A waste segregation plant is established to segregate waste and to supply to the respective vendors and processing units within the campus. Waste bins are placed every corner of the campus for each category of waste that is produced.

E-waste Management: An MoU has been made with Waste Ventures India Private Limited with a purpose that all the e-waste produced at KLEF will be used to recover valuable materials from old electronics that can be used to make new products. As a result, we save energy, reduce pollution, reduce greenhouse gas emissions, and save resources by extracting fewer raw materials from the earth and protect our surroundings.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

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

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways

A. Any 4 or All of the above

4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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 a maximum of 200 words)

The Office of International Relations of KLEF is the nodal point for international student activities. International students will be admitted at the beginning of the academic year commencing in July/August every year. The international students club also managed by the Office of International Relations cell to encourage them to participate in all cultural and technical activities.

1. University will provide equal opportunity to the foreign students to represent their culture and nationality in the EVENTS/FESTS conducted by university.
2. KLEF Deemed do be University conducts NSS activities and makes students to be a part of the culture, and to engage students in constructive social action programs with enhanced skills and knowledge, and to foster all round development to be globally competitive and socially responsible citizens.
3. The university celebrates festivals like ONAM, HOLI etc to improve cultural and linguistic harmony among the students.
4. In hostel, both north Indian and South Indian foods are provided to make everyone habituate and understand the regional habitats.
5. Various programs like Ethnic Day, Onam are conducted every year, which encourage all the students to participate and help each other to understand the regional, linguistic, communal, socio-economic problems and for arriving at possible solutions.

File Description	Documents
Upload relevant supporting document	View File

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

KLEF strongly believes in the concept that imparting of Human Values and Professional Ethics are inevitable for the advancement and improvement of a civil society. In order to inculcate Human Values and Professional Ethics among the professionals value based and ethical practices are accomplished during the execution process. The major emphasis behind these activities is on development of value based education.

In order to develop the Eco-Friendly and Sustainable ambience KLEF encourages students to adopt reflective policies and practices to enhance the environmental quality in order to adopt sustainable and green methods. Celebration of various days like World Environment day, Clean and Green Program, Swachh Bharath Rally, Plantation Programs, Rain Water harvesting campaigning and World Ozone Day some of the activities promoted and executed by the students and faculty for the practice and awareness on sustainable

growth and Eco-Friendly ambience. World Heritage Day, World Organ Donation Day and International Literacy Day are celebrated to enrich students' awareness among the national prominence days. The university organizes the commemorate days such as National Unity Day on the eve of Sardar Vallabhai Patel Birth Anniversary, Human Rights day (Nethaji Subhas Chandra Bose Birthday) Celebrations, Ambedkar Birthday, Gandhi Jayanthi, etc.

supporting document: <https://www.kluniversity.in/iqac-files/AQAR2021-2022/SA/719/rp.pdf>

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

All of the above

File Description	Documents
Upload relevant supporting document	View File

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

The Government of India has declared specific days to celebrate in their academic institutions to create awareness among the student community, about the customs, culture, patriotism, law abiding, charity, sacrificing, human relations, philanthropy, benevolence towards mankind, respecting elders and honouring the constitution other awareness programs which emphasize the non-involvement in Anti-Social activities, women harassment are also conducted. Birth anniversaries of National Leaders are also celebrated in order to recollect their contribution in independence struggle. The main objective is to enlighten the students with morals besides academics. KLEF also offers tributes to the nation martyrs of our proud army soldiers who lost their lives in protecting our mother land. An academic calendar is framed well in advance to celebrate these commemorative events and circulated in entire KLEF including teaching and learning communities. The students of hobby clubs, NSS, NCC, Centre for extension activities of SAC (Student Activity Centre) organize them. Students of all streams participate in the events by contributing their creative ideas in banner designing, poster designing, decoration, publicity, promotion through KLU

radio, digital display through group messages, What'sApp, Face book, etc. which are in turn monitored and guided by Dean (Student Affairs), Associate Deans and Directors.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Smart Village Revolution Program towards Sustainable Rural Development

Objectives of the practice: To Educate for the self-employment of Village people and to create the health and hygienic awareness among the people in the village. For the holistic development of villages, about 20 categories activities have been conducted. These cover job creations though skill development, water management, low-cost sanitation, tourism promotion, nutrition for pregnant and lactating mothers, women empowerment, waste management, tree plantation, organic farming, etc. Several medical camps were conducted both for people as well as for animals.

Smart village revolution (SVR) is an initiative undertaken by KLEF and adopted 5 Mandals which consist of 108 villages with primary focus on harness the benefits of technology learned in the classroom for the rural folks. The initiative is a community effort to mobilize the collective strengths of faculty, students and people from various streams and integrate it with technology to provide benefits to the rural community. The success of the above practice is best shown through the pictures taken before and after smart village campaign and are provided in the web site with given below link.

<https://www.kluniversity.in/svr/index.html>

<https://www.kluniversity.in/iqac-files/AQAR2021-2022/iqac/721/BP.pdf>

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Skill development of the student as distinctive feature of the University:

All the courses in any program of study offered by KLEF Deemed to be University are developed with relevance to local, regional, national and global developmental needs. The thrust areas are

identified at all these levels from appropriate sources relevant to the program. All the local, national, and global needs are mapped to departments' mission, which are then disseminated into Program Educational Objectives (PEOs), Program Outcomes (POs) and carried over to course outcomes (COs). The POs of a program carry components from contribution to the existing body of knowledge to the acquisition of general graduate skills.

The benchmark organizations considered to prepare the Program Development Document (PDD) are APIIC, APSSDC, NSDC, AICTE, NASSCOM, AP State IT policy, AICTE, National Skill Development Corporation, NBA, ABET, O*NET, World economic forum, etc.

For monitoring these activities, KLEF has created a position, viz. Dean-Skill Development and appointed a senior faculty to look after. The Dean-Skill Development plans and implements various skilling activities and also explores new and future skilling activities for the benefit of students, scholars, faculty and non-teaching staff. The relevant link in the KLEF Website is given below:

<https://www.kluniversity.in/skill-development/About-skill.aspx>

7.3.2 - Plan of action for the next academic year

1. Curriculum up-dation in line with industry 4.0
 2. Plastic free environment.
 3. Green Audit.
 4. QS ranking.
 5. NBA accreditation of few programs.
 6. Aiming at below 30 rank in NIRF.
 7. Trapping more research grant from govt organisations.
-