



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KONERU LAKSHMAIAH EDUCATION FOUNDATION

GREEN FIELDS, VADDESARAM, GUNTUR DISTRICT.

522302

www.kluniversity.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KLEF Deemed to be University, Started as KL College of Engineering in the 1980, received autonomous status in 2006 and transformed as Deemed to be University in 2009. It was accredited by NAAC in 2012 with then highest grade “A” and was re-accredited with highest grade “A++” in 2018. It was given “Category 1” status by UGC-MHRD in 2019. KLEF started Off Campuses in Hyderabad at Aziz Nagar in Aug 2018 and at Bowrampet in Aug 2023.

KLEF offers UG, PG, Ph.D. Programs and Post Doc. Fellowships in Engineering, Management, Sciences, Pharmacy, Law, Architecture and Agriculture. KLEF offered 55 programs in 8 colleges and 16 departments with well qualified and experienced faculty. KLEF has Academic Staff College which takes care of knowledge upgradation of teaching and non-teaching staff. KLEF bridges the gap between industry and academics through Professors of Practice, Skill Development programs, and Industry Connect Academies. KLEF International Cell fosters necessary global collaborations.

KLEF holds an exceptional research profile with over 22,800 indexed journal publications and citations around 1,28,500 with h-Index of 81 in Scopus and 62 in WoS. More than 12,250 book chapters and 120+ books have been published. KLEF holds 45 ongoing projects worth around 49 crores and completed projects surpassing 40 crores. KLEF is deeply committed to social responsibility through initiatives like Social Immersive Learning, NSS, and NCC. Students find informal learning opportunities in various Technology, Hobby, and Societal Outreach clubs.

KLEF’s incubation center with facilities like fab lab and makers spaces, has successfully nurtured over 150+ startups through TBI, ACIC, MSME and has funded more than 25 startups.

KLEF has hostels, that accommodates 8000+ national and international students. Sports facilities at KLEF brought several national and international awards. KLEF alumni association is spread with 12 national and 3 international chapters and contributing to the growth of the institute.

KLEF accolades in 2023:

- NIRF: 28th in Universities, 44th in Engineering, 52nd in Management, and 50th in overall
- 801-1000 in Times Higher Education’s UN-SDG Impact Ranking
- QS Asia University Ranking: 751-800
- QS I- GAUGE Rating: Diamond overall rating
- QS I- GAUGE Advanced E-LEAD certification

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Comprehensive Offerings:** Provides a wide range of undergraduate, postgraduate, doctoral and post-doc programs across diverse faculties.
2. **Cutting-Edge Curriculum:** Regularly updates curriculum to align with industry standards, benchmarking against top universities and professional bodies.
3. **Innovative Teaching:** Employs technology-enhanced and engaging techniques, including ICT tools, and active learning methods for dynamic learning.
4. **Flexible Academics:** Offers a fully flexible choice-based credit system in line with NEP 2020 for student autonomy and customization.
5. **Transparent Evaluation:** Ensures timely result publication (within 15 days) for efficient feedback to the students.
6. **Expansive Campus:** Boasts a sprawling campus of over 100 acres with world-class facilities.
7. **State-of-the-Art Labs:** Features laboratories equipped with specialized instruments and cutting-edge technology including fab lab and central instrumentation facility.
8. **Global Community:** Hosts nearly 450 international students from 34 countries, fostering cross-cultural exchange.
9. **Strong Research Culture:** Promotes research with significant output, nurturing intellectual growth for faculty and students.
10. **Excellent Placements:** Facilitates successful student placements in top national and international companies.
11. **Industry Partnerships** Creates opportunities for collaborative research, internships, and placements.
12. **Holistic Development:** Provides programs focused on enhancing student personality and skillsets beyond academics.
13. **High-Quality Faculty:** Employs and nurtures qualified, dedicated, and experienced educators driving academic excellence.
14. **National & International Acclaim:** Holds national and international awards and recognitions validating its quality.
15. **Dedicated Support Services:** Provides comprehensive welfare services for student and faculty wellbeing.
16. **Sports Achievements:** Recognized for student achievements in sports.
17. **Community Development:** Engages in initiatives like the Smart Village Project for social and economic upliftment.
18. **Sustainability Focus:** Demonstrates environmental responsibility through green initiatives and a commitment to net-zero carbon emissions.
19. **E-governance/Digitalization:** Leverages technology to streamline processes and enhance efficiency.

Institutional Weakness

- **Foreign Faculty Recruitment:** Challenges in attracting and retaining a larger pool of international

faculty to diversify perspectives.

- **IP Monetization and Startup Commercialization:** Room for improvement in streamlining processes for intellectual property protection and supporting the growth of student-led startups.
- **Funding for Infrastructure:** Limited availability of government grants for ongoing campus development and expansion.
- **Geographic Constraints:** Relative distance from major industrial hubs may require proactive strategies for industry engagement.

Institutional Opportunity

- **Community Upliftment:** Potential to leverage expertise and resources to address local challenges and drive positive change in the surrounding rural area through societal research and outreach activities.
- **Industrial Partnerships:** Strengthen collaborations with industry for research, innovation, and student development.
- **Online Education Expansion:** Develop online courses and programs to increase reach and accessibility.
- **Alumni Engagement:** Expand alumni network for mentoring, support, and potential collaborations.

Institutional Challenge

- **Attracting Inbound International Students:** Need to overcome competition and enhance appeal to students from developed countries.
- **Improving International Rankings:** Requires focused strategies and investment to elevate global standing among universities.
- **Securing Research Grants:** Competition for funding from government and other institutions.
- **Strengthening Industry Collaborations for CoEs:** Initiating and establishing robust Centers of Excellence in partnership with relevant industries.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

KLEF University offers a wide range of courses tailored to local, regional, national, and global developmental needs. Programs are meticulously crafted with inputs from various standard organizations and bodies viz. APIIC, APSSDC, NSDC, UGC, AICTE, NASSCOM, AP State IT policy, AICTE, National Skill Development Corporation, NBA, ensuring alignment with industry demands. The curriculum emphasizes practical experience, soft skills, and holistic student development. KLEF implements a structured approach, defining Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) to meet stakeholders' expectations. Activities are planned to align with program requirements, emphasizing mastery of subject knowledge and practical application. The institution prioritizes students' holistic development, fostering communication skills, ethical values, and professionalism.

KLEF emphasizes skill development, entrepreneurial mindset, and career readiness, regularly updating programs to align with industry trends. Collaborations with industries and workshops foster innovation and employability. The curriculum emphasizes practical experience, soft skills, and global certifications, bridging

academia and industry. Assessments ensure curriculum relevance, while partnerships and events expose students to real-world challenges. The Academic Committee conducts evaluations to update curricula, preparing students for a dynamic job market. Through practical experiences, soft skills training, and entrepreneurial initiatives, KLEF nurtures individuals ready to innovate and contribute positively to society, empowering them to become future leaders.

KLEF aligns its Outcome-Based Education (OBE) with UN-SDGs and NEP-2020, updating curriculum to reflect emerging trends. The curriculum integrates SDG-focused courses, promoting inclusivity and sustainability. 'Gender & Social Equality' courses are integrated across programs. Courses like "Renewable Energy and Green Technology," and "Gender Sensitization," promote inclusivity, equity, and sustainability. The mandatory "Ecology & Environment" course educates on ecosystems and sustainability. Following NEP-2020, students select paths in employability, innovation, or research, fostering holistic education through self-learning and internships. KLEF's enrolment policy in the Academic Bank of Credits enables seamless Multi Entry/Exit through credit transfers. By ingraining these principles, KLEF empowers students as ethical, compassionate, and impactful professionals. Graduates excel academically, display social consciousness, and uphold environmental responsibility. They make significant contributions to society while advancing the goals of sustainable development. This comprehensive approach ensures graduates are well-rounded and well-equipped to tackle global challenges.

Teaching-learning and Evaluation

KLEF employs 'Student Centric Learning,' monitoring progress through continuous assessments and teacher observations, providing tailored support for both slow and advanced learners. Slow learners are identified based on various criteria and offered additional assistance like academic counselling, peer mentoring, and supplementary materials. Advanced learners are encouraged to explore advanced topics, secure global certificates, and engage in research projects. KLEF ensures academic flexibility for both groups, allowing slow learners to decelerate and advanced learners to accelerate their studies. It results in high pass rates, timely graduations, competitive placements, and opportunities for further studies nationally and internationally.

KLEF emphasizes active learning methods, experiential, participatory, and problem-solving approaches into course delivery. Active learning engages students through discussions, problem-solving, and case studies, fostering higher-order thinking skills. Experiential methods include lab work, simulations, and industry projects. Participatory techniques like group discussions enhance engagement, especially for students with shorter attention spans. Problem-solving methodologies involve tutorials and case studies, encouraging critical thinking. KLEF utilizes ICT tools like Cisco WebEx and Coursera for content delivery and assessment, ensuring flexibility for students. Remote labs and virtual simulations supplement practical learning. Continuous feedback drives improvement, maintaining educational quality and student satisfaction.

KLEF prioritizes student well-being through its Mentor-Mentee Scheme, offering academic, career, and psychological counselling. Mentors assist in goal-setting, career exploration, and addressing psychological concerns. Regular interactions ensure support in course selection, time management, and study techniques. Experienced professionals provide confidential psychological counselling, fostering a safe environment for mentees. Feedback mechanisms ensure the scheme's effectiveness, with periodic assessments of academic progress and emotional well-being. The scheme includes academic registration guidance, career advice, and mental health support.

All Course Outcomes (COs) are derived and mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs). Attainment of outcome is monitored by the office of Dean-Academics regularly. Deviations, if any, from the intended outcomes are identified for appropriate action. Regular assessments of CO and PO attainment are conducted, with corrective measures taken in instances of non-attainment. The insights derived from outcome attainment gap analysis guide the Department Academic Committee (DAC) in effecting necessary modifications in course content, delivery, and assessment methodologies.

Research, Innovations and Extension

KLEF supports research in line with its mission and R&D policy, providing faculty with resources for cutting-edge research. This includes access to Centers of Excellence and professor-led labs fostering interdisciplinary collaboration. The university has advanced research facilities supported by DST-FIST and DST-PURSE. KLEF has access to simulation tools (e.g., ANSYS, MATLAB, COMSOL, Ni-LabVIEW, BIOVIA), research databases (e.g., IEEE, Scopus, WoS), and plagiarism detection tools (e.g., Turnitin, Drillbit). Instruments at the Central Instrumentation Centre include XRD, LC-MS, HPLC, Anechoic Chamber, DSC, and various others.

KLEF supporting faculty research with internal seed funding and offers support such as fellowships, startup aid, and financial assistance for patents & publications with research promotion policy accessible online. KLEF holds 22,800 publications in Scopus and WoS indexed journals, with citations exceeding 1,28,500 and Scopus h-Index of 81 and WoS 62. The University has published over 12,250 book-chapters and 120+ books. Currently, KLEF oversees 45 ongoing projects worth of 49 crores, with completed projects of over 40 crores.

KLEF promotes innovation among students and faculty through specialized incubation centers focused on various initiatives supported by DST for Women Technology Park, SC-Hub and S&T-Hub etc. These centers are supported by DST-NIDHI-TBI, NITI Ayog, and MSME Business Incubator to nurture innovative projects. Funding programs like TIDE 2.0, Startup India Seed Fund, and Intellectual Property Funding Cell (IPFC-MSME) provide additional support to these initiatives. KLEF actively engages in the Ministry of Education's Institute Innovation Council (IIC) and earned 5-Star rating and Mentor Institute status, supporting a vibrant innovation ecosystem through events, patents, and startup funding.

KLEF incubation centers conducted 200+ events on Innovation & Entrepreneurship ecosystem like Hackathons, Ideathons, Innovation Boot camps, seminars and community engagements to attract Grassroots level innovators from university and nearby institutes. The KL-IPFC published 1385 patents and 18 are granted.

KLEF incorporates social issues into its education and extracurriculars. The Student Activity Centre hosts programs like NCC, NSS, Smart Village Revolution, Youth Red Cross, Women Empowerment and others to foster social awareness and leadership. Through internships, volunteer work, and partnerships, students address needs like sanitation and health, benefiting local communities and enhancing holistic development.

Infrastructure and Learning Resources

KLEF prioritizes a comprehensive infrastructure that underpins its mission of academic excellence, research innovation, and multifaceted student development. KLEF features 306-classrooms, with air-conditioning in 97-rooms, hybrid learning setups with 'UPGRAD-CAMPUS' software in 13-rooms, Wacom devices in 55-rooms, and 89-smart classrooms equipped with 75-inch interactive touch-panels with screen-recording. A total of 344-laboratories, including academic-labs, skill-building labs, fab-labs, business-labs and polyhouses.

KLEF has MOOT-court, Art-Gallery, Museums for Pharmacy and Architecture programs, theatre for creative arts besides 24-seminar halls. Three Innovation & Incubation centres (ACIC,TBI,MSME-BI) boast facilities like Makers-Space, ADSS, model making capabilities aligning with real-world industry demands. KLEF offers in-house developed ERP and a customised LMS to support academic management and online learning.

The Central Library operates daily from 7am-12midnight, having a daily footfall of 40% of the total strength, is the cornerstone of intellectual life. It houses a collection of 21-subscribed research databases, 5-statistical databases, 13,81,597 e-books, 32,637 e-journals, and 134-print journals. Fully automated with KOHA V21.11, Knimbus-software and RFID-technology, the library has self-check kiosks and mobile-app, provision of assistive technology for divyangjan. KLEF-Library is a member of DELNET, INFLIBNET, e-Shodh-Sindhu, Shodh-Ganga, British-Council and NDL.

KLEF invests in IT upgrades for a safe user experience. They provide 5235-computers with Intel Core processors, 10-system & 80-application software. Wi-Fi at 11-Gbps, 470-projectors, 55-Wacoms, and 76-smart-boards enhance learning. E-content creation is supported by 11-LCS, 5-green mat studios, a media-studio, and audiovisual-centre. Advanced research is aided by a centralized-instrumentation-centre and an animal house. KLEF's data centre boasts 282.54-Teraflops, Nvidia Ampere GPUs, and 17-application servers. KLEF has a command-control-centre with 1800-CCTV camera for surveillance.

KLEF has a top-tier sports-complex that enabled students achieve 720-medals since 2018 including silver-gold medals in Asian-University, Asian-Commonwealth, world championships besides prestigious Arjuna-Award. Indoor facilities cater to badminton-powerlifting-table-tennis-martial-arts like Taekwondo, Wushu. Outdoor areas include a firing simulator, athletic tracks, courts for basketball, cricket, and other popular sports. Separate, gyms for men and women, 2-yoga-centres with certified instructors promote well-being.

KLEF adopts a digital-forward approach, replacing traditional banners with LED-displays and 54-screens for campus-wide-communication. ERP-centralised timetabling manages facilities and resources optimally. ERP-based ticketing system is used for cleanliness, general and technical-maintenance.

Student Support and Progression

KLEF provides comprehensive career counseling services through the SWEAR (Strengths, Weaknesses, Eligibility, Availability, and Resources) analysis framework, assisting students in identifying their strengths, addressing weaknesses, and setting clear career objectives. Faculty members conduct psychological assessments, assign counselors, and aid in completing Student Information Records (SIR) and Student Assessment Records (SAR). They also offer guidance on acquiring specific skill sets necessary for successful placements, higher education pursuits, or entrepreneurial ventures.

Students at KLEF receive support through scholarships and freeships offered by the institution, government agencies, non-governmental organizations, industries and philanthropists.

KL-Academy of Competitive Exams (KL-ACE) has been providing coaching for over 30 national-level exams, equipping students with knowledge, skills, and confidence for competitive success. KLEF prioritizes students' capacity development and skills enhancement through rigorous training in soft skills, technological trends along with language and communication skills.

KLEF's Student Activity Center (SAC) oversees the student council, enhancing the student experience and nurturing skills in communication, decision-making, and problem-solving. The council organizes events and programs for student welfare, managing clubs and bodies across technical, cultural, and professional domains.

KLEF institution employs a multifaceted approach to address student grievances, by implementing guidelines set forth by statutory and regulatory bodies, fostering institution-wide awareness, establishing mechanisms for the submission of grievances and timely redressal through appropriate committees.

KLEF has achieved significant success in placing outgoing students. Additionally, students have advanced to higher education, reflecting the institution's commitment to academic progression. Furthermore, many students have excelled in various examinations such as GRE, TOEFL and GATE, highlighting their academic prowess. Moreover, 281 students have been recognized for outstanding performances in sports and cultural activities at various levels, showcasing the diverse talents nurtured within the university.

KLEF's Alumni Association with chapters in India and abroad plays a pivotal role in university development. Alumni contribute to events such as Entrepreneur Guild programs, virtual meets, and reunions, sharing success stories and insights. They actively participate in their respective Boards of Studies (BoS) for curriculum and syllabi reviews, advocating for

skill-based learning and industry-aligned education. Alumni support industry-based research, faculty development, and startup ecosystems, enhancing educational quality and administrative efficiency.

Governance, Leadership and Management

KLEF's governance model is designed to promote transparency and accountability across the institution. Committees like the Executive Committee (EC), Academic Council (AC), Finance Committee (FC), and Planning & Monitoring Board (P&MB) oversee various facets of operations, while the Internal Quality Assurance Cell (IQAC) ensures continuous quality enhancement. Leadership responsibilities are decentralized, empowering personnel in line with the principles of the NEP 2020. The strategic planning process integrates stakeholder feedback, leading to noteworthy achievements such as NAAC A++ accreditation, high NIRF ranking, and international recognition.

A meticulously executed strategic plan guides institutional bodies effectively. Chaired by the Vice-Chancellor, the core committee developed a comprehensive plan focusing on six pillars and corresponding key result areas (KRAs). The institute's Human Resource Policy embodies principles of fairness, transparency, and inclusivity, ensuring equitable opportunities for staff growth. Emphasis is placed on performance appraisal and career development, with clear evaluation criteria and avenues for skill enhancement. The institution provides financial assistance and organizes professional development programs for staff excellence and well-being.

Financial stability is ensured through strategic budgeting and diversified funding sources. The finance committee oversees budget formulation and allocation, with initiatives aimed at increasing student enrollment, enhancing alumni engagement, and fostering faculty-industry collaborations. Funds support academic activities, research, infrastructure development, and student welfare, driving the institution's pursuit of excellence.

Regular internal audits conducted by the Chief Finance Officer uphold financial integrity, with quarterly audits ensuring adherence to financial guidelines. External audits are performed by Chartered Accountants, validating financial activities and grant utilization.

IQAC prioritizes quality assurance through a multifaceted approach, including Academic and Administrative Audit (AAA) with subsequent action taken aligned with NAAC/UGC quality frameworks. Monthly departmental audits ensure performance standards, overseen by the Dean-Quality. Learning outcomes are regularly verified, with gap analyses forwarded to the Dean-Academics. Quality Circles and digital evaluation systems foster collaboration, innovation, and assessment transparency, driving continuous improvement in academic quality. IQAC also organizes conferences, seminars, and workshops focused on quality enhancement.

Institutional Values and Best Practices

KLEF University prioritizes gender equity, conducting biennial gender audits and offering mandatory "Gender Sensitization" courses. Equal opportunities for boys and girls in activities, unbiased batch formation, and gender-neutral campus recruitment is ensured. Women's well-being is supported through medical services, daycare, and empowerment programs. FEMFLARE celebrates women's achievements, fostering inclusivity and respect. KLEF maintains a disciplined, ragging-free environment, promoting integrity and fairness. Through SAC, KLEF ensures an inclusive and empowering atmosphere.

The University prioritizes sustainable waste management for a safe and eco-friendly campus. Solid waste and Liquid waste undergoes treatment and recycling. Biomedical waste is responsibly disposed of, and e-waste is safely recycled.

KLEF's promotes eco-friendliness with restricted vehicle entry, bicycle usage, and pedestrian pathways. Plastic use is banned, and green spaces meticulously maintained with over 6000 trees of 400 varieties. These efforts underscore the university's commitment to sustainability and environmental preservation, fostering a healthier campus.

KLEF ensures equal access to education for individuals with disabilities, adhering to The Rights of Persons with Disabilities Act, 2016. The university provides ramps, lifts, wheelchair facilities, and tactile paths, along with reserved admissions, assistive technologies, and disability sensitization programs. Special provisions are made during examinations.

The University, led by the Student Council, promotes inclusivity and diversity through various initiatives like language courses, cultural events, and community outreach. These efforts aim to foster understanding,

tolerance, and respect among students from diverse backgrounds, ensuring everyone feels valued and respected.

KLEF University prioritizes fostering an environment rooted in constitutional obligations. Through compulsory courses, debates, and feedback mechanisms, it instills civic duty and social responsibility in students and staff. Specialized committees and outreach programs further promote values of inclusivity, ethics, and democratic engagement, shaping responsible citizens.

Our best practices are (i) Holistic Student Development through Community Engagement fostering entrepreneurship, research, and rural empowerment. (ii) Green Campus Initiatives for sustainability and net-zero carbon emissions. The distinct feature of University is bridging academia-industry gap, by identifying skill demands through industry interactions, offering tailored certification paths to students and faculty. Informal, blended, and self-paced learning methods are encouraged, with hands-on projects and team activities promoting critical thinking and problem-solving skills.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KONERU LAKSHMAIAH EDUCATION FOUNDATION
Address	Green Fields, Vaddeswaram, Guntur District.
City	Vaddeswaram
State	Andhra Pradesh
Pin	522302
Website	www.kluniversity.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	G. P. S. Varma	08645-350200	9948033033	0863-2388999	registrar@kluniversity.in
Dean	K. Ramakrishna	0866-3500122	9948131461	0863-2388999	drkrk@kluniversity.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	20-02-2009
Status Prior to Establishment, If applicable	Autonomous College
Establishment Date	28-11-1980

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	20-02-2009	View Document
12B of UGC	10-12-2018	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Green Fields, Vaddeswaram, Guntur District.	Rural	43.56	369448	0		
<i>Off Campus</i>	<i>Bowrampet Village, Medchal Maljajgiri District, Greater Hyderabad, Telangana</i>	<i>Semi-urban</i>	<i>14.38</i>	<i>21616</i>	<i>0</i>	<i>27-12-2022</i>	<i>27-12-2022</i>
<i>Off Campus</i>	<i>Aziznagar, Moinsabad Road, Rangareddy District, Telangana</i>	<i>Semi-urban</i>	<i>5.2</i>	<i>14386</i>	<i>0</i>	<i>19-01-2018</i>	<i>19-01-2018</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes												
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>100783_14276_1_1707209927.pdf</td> </tr> <tr> <td>PCI</td> <td>100783_14276_6_1707209933.pdf</td> </tr> <tr> <td>BCI</td> <td>100783_14276_8_1707209938.pdf</td> </tr> <tr> <td>COA</td> <td>100783_14276_18_1707209943.pdf</td> </tr> <tr> <td>DEB-UGC</td> <td>100783_14276_21_1708340305.pdf</td> </tr> </tbody> </table>		SRA program	Document	AICTE	100783_14276_1_1707209927.pdf	PCI	100783_14276_6_1707209933.pdf	BCI	100783_14276_8_1707209938.pdf	COA	100783_14276_18_1707209943.pdf	DEB-UGC	100783_14276_21_1708340305.pdf	
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COA	100783_14276_18_1707209943.pdf													
DEB-UGC	100783_14276_21_1708340305.pdf													

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	155				361				459			
Recruited	136	18	0	154	278	80	0	358	272	116	0	388
Yet to Recruit	1				3				71			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				695
Recruited	365	330	0	695
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				451
Recruited	407	44	0	451
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	133	18	0	259	76	0	175	82	0	743
M.Phil.	0	0	0	1	0	0	1	1	0	3
PG	3	0	0	18	4	0	96	33	0	154
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	6	0	0	6
Adjunct Professor	2	0	0	2
Visiting Professor	4	2	0	6

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7464	2717	0	131	10312
	Female	5671	1520	0	43	7234
	Others	0	0	0	0	0
PG	Male	669	146	0	15	830
	Female	582	100	0	1	683
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	90	9	0	1	100
	Female	103	6	0	0	109
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	101	4	0	4	109
Female	150	20	0	1	171
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.16			
			1515392775.pdf	
Cycle 1	Accreditation			
A	3.16			
			1515392775.pdf	
A++	3.57			
Cycle 2	Accreditation			
A++	3.57			
Cycle 2	Accreditation	20		
Cycle 3	Accreditation			View Document

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture	View Document
Architecture	View Document
Arts	View Document
Bio Technology	View Document
Business School	View Document
Center For Online Education	View Document
Chemistry	View Document
Civil Engineering	View Document
Computer Science And Applications	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Mathematics	View Document
Mechanical Engineering	View Document
Pharmacy	View Document
Physics	View Document
Research	View Document
School Of Law	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>KLEF adopts a holistic approach towards every program being offered through the distribution of credits under various categories. These include: the basic sciences, humanities, professional ethics, gender, human values, environment & sustainability, employability/entrepreneurship/skill development, experiential learning, and other value framework, etc. Also, the Multi-disciplinary studies are supported in the form of minors being offered by various departments to all the students irrespective of their discipline. The University offers necessary bridge courses for the students who do not possess a background related to the subject. The students are</p>
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given the opportunity to choose their career pathway, viz. employability, innovation, and research, and are nurtured accordingly with the faculty members, who were already 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 also provided. The University 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. The University ensures that the programs offered by the departments are developed in a modular approach to enable 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 and also encourages them to address the challenging problems faced by mankind. The University 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 their achievements are recognized in the form of converting the activity points earned in the process into equivalent credits. The University fosters a unique learning environment that transcends traditional disciplinary boundaries. We recognize the intricate nature of real-world challenges, and our approach to education equips students to tackle them effectively. We curate faculty cohorts, fostering cross-disciplinary collaboration. This helps to build a robust knowledge base encompassing diverse disciplines, allowing them to guide students in a holistic manner. We champion informal learning through Social Immersive learning, by merging the expertise of faculty cohorts with the student-driven exploration of challenges, we create a dynamic learning ecosystem. This synergy fosters innovative solutions that address complex problems from multifaceted angles, where students are encouraged

	<p>to participate and organize various activities in interdisciplinary domains to learn the intricacy problems that resonate with them, regardless of their traditional disciplinary focus. This student-driven approach ignites curiosity and fosters deep engagement. KLEF's commitment to interdisciplinary domain-based studies empowers them to become a changemaker, who can bridge the divides between disciplines and create a more sustainable future.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>KLEF has devised a policy for the enrolment of the students into the Academic Bank of Credits (ABC) and sensitized the same among the faculty mentors on the ABC system and NEP 2020 provisions related to credit transfer. Students are informed about the ABC benefits, including academic flexibilities for employability, research, and innovation. The students are also addressed on the academic flexibilities Faculty mentors guide students in creating their ABC accounts and also ensure the earned course credits are uploaded to the ABC platform regularly. The university is registered in the ABC scheme with an approved policy by the Academic Council. Sensitization programs for students and faculty promote effective ABC usage and the multi-entry/exit scheme. College and department-level coordinators guide student mentors on account creation procedures. The University has registered into the ABC scheme and the policy for the same has been 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 appointed and assigned the task of sensitizing the student mentors on the procedure to create the student accounts. The University has a sizable number of collaborators at national and international levels to support the students for twinning, dual and joint-degree programs with necessary credit transfer agreements. 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 on their support extended for multi-disciplinary studies on domains like energy, healthcare, environment, education, etc. Collaboration is supported in various forms like</p>

project semester, year abroad, and up to 50% of the courses be completed in the partner university. The University 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. KLEF utilizes a modular approach for program development, considering various curriculum development aspects and ensuring compatibility with the ABC framework. The modular structure allows for easier credit transfer and program customization for students leveraging the ABC system. Year-wise student progression is enhanced through projects and fieldwork specifically designed to carry designated ABC credits. Students apply their cumulative knowledge by solving problems aligned with the level of attainment for the Program Outcomes and the corresponding credit value. Evaluation of these projects/fieldwork reflects achievement of the learning outcomes and the associated credit value, adhering to NCrF and NSQF frameworks. Students are encouraged to participate in National and International level competitions, allowing them to benchmark their NCrF level attainment. Competition participation can also demonstrate their ability to apply knowledge across various courses within their chosen program, further enriching their ABC credit portfolio.

3. Skill development:

KLEF prioritizes not just academic excellence, but also equips students with essential vocational skills and soft skills for a successful career. This commitment aligns perfectly with the National Skills Qualifications Framework (NSQF), which defines competency levels across various skill sets. KLEF recognizes the importance of practical skills beyond academics. our unique evaluation system reflects this, with a 50% weightage for academics, 25% for skill sets, and 25% for co-curricular and extracurricular activities. This emphasis on skill development is embedded within the curriculum, ensuring most courses map to specific NSQF levels. KLEF employs a strategic approach to faculty development. Faculty members gain expertise in specialized cohorts aligned with current industry demands. The university identifies these skillsets through collaborations with NASSCOM, NSDC, SSCs, and various industries. Additionally, faculty members pursue certifications

from relevant industries and companies to ensure their skill sets are current and globally recognized. This focus on faculty development ensures students receive training in the most sought-after skills across engineering, management, architecture, law, and fine arts programs. KLEF integrates a variety of skill development modules into the curriculum, delivered by certified faculty. These modules encompass technical skilling, professional skilling, pure skilling, and certification courses. In the last five years, KLEF offered over 160 value-added courses catering to all the 20,000+ students, with many students bagging multiple certifications. KLEF goes beyond skills training, fostering a strong value system in its students. Initiatives like the National Cadet Corps (NCC) and National Social Service (NSS) offer credit-worthy social service activities led by trained and lieutenant rank officers. The Ecology and Environment course raises awareness about environmental issues and fosters responsible citizenship. Additionally, compulsory Yoga/Meditation/Sports activities promote physical and mental well-being, equipping students to face future challenges with confidence. Furthermore, open electives allow students to explore courses related to Indian Knowledge Systems, fostering a deeper understanding of the social context. KLEF's credit structure guarantees that every student completes at least three value added courses for engineering, two value added courses for three year UG MHS Programme and one value added courses for two year PG MHS Programme as part of their graduation requirement. To bridge potential faculty gaps, the university leverages industry veterans, alumni professionals working in reputed organization in a good rank and also master craftsperson's to impart vocational skills. This approach ensures students receive practical training from industry experts. Their collaboration with the National Skill Development Corporation (NSDC) facilitates a unified platform for learner enrolment, skill mapping, and certification. Recognizing the growing importance of online learning, KLEF plans to offer skilling courses through online and distance modes in the future. KLEF's focus on faculty development, diverse skilling modules, value-based education, and flexible learning modes aligns perfectly with the National Education Policy (NEP) 2020. Emphasis on multi-

	<p>disciplinary learning, integrating Indian Knowledge Systems, and fostering social responsibility showcases their commitment to creating well-rounded, industry-ready graduates who are also responsible citizens.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>KLEF is at the forefront of innovation in education, fostering a unique learning environment that integrates Indian Knowledge Systems (IKS) with contemporary online learning methods. This approach empowers students, particularly those from diverse linguistic backgrounds, to delve deeper into their cultural heritage while preparing them to address societal challenges. Recognizing the potential barrier of language, the university prioritizes instruction in regional languages like Telugu and Hindi. Faculty members readily support slow learners in these languages, ensuring they grasp concepts effectively. Remedial sessions provide additional support, and a peer-mentor scheme fosters learning through peers. Students benefit from hearing explanations in their native tongue, enabling them to understand topics based on their learning styles and preferences. The university embraces flipped learning pedagogy. Students receive self-learning materials beforehand, either in their native language or English, through online videos and e-books. This allows classroom time to be dedicated to applying the learned concepts, fostering interactive discussions and deeper understanding. The informal interactions in these vernacular language discussions further enhance engagement and learning outcomes. The university recognizes the rich problem-solving potential of Indian Knowledge System (IKS). Open electives allow students to choose courses across disciplines, encouraging them to explore and understand existing solutions within the IKS framework for real-world issues. This approach equips students interested in social innovation and entrepreneurship with a strong contextual foundation. Analyzing traditional knowledge through the lens of modern challenges empowers them to develop innovative solutions for a sustainable future. The university extends its commitment to inclusivity by planning outreach programs to tribal communities and rural villages through student activity center, NSS and Social Immersive Learning enrolled students. By understanding their specific needs for</p>

self-sustainable living, the university aims to offer courses in their native languages. This initiative bridges the digital divide and empowers tribal communities by providing them with essential knowledge and skills for self-sufficiency. The university acknowledges the importance of cultural knowledge. Courses like Indian Constitution, Indian History, Human Geography, Indian Arts, and Indian Heritage and Culture are offered across various programs. These courses not only equip students with a strong understanding of India's rich past and present but also foster a sense of cultural identity and appreciation for their heritage. The KLEF's commitment to offering online learning materials like e-books and video lectures in Indian languages for engineering courses signifies a crucial step towards wider accessibility. Additionally, courses like Vedic Mathematics and Universal Human Values enrich student learning by fostering critical thinking and problem-solving skills. This multi-pronged approach positions the university as a leader in integrating IKS with online education, empowering a new generation of learners to become well-rounded, socially conscious individuals equipped to address the challenges of the 21st century.

5. Focus on Outcome based education (OBE):

KLEF exemplifies a commitment to Outcome-Based Education (OBE) by implementing a comprehensive framework that ensures student success through clearly defined learning outcomes and continuous improvement. The University employs Program Development Documents (PDDs) for every program offered. These PDDs meticulously map program outcomes (POs) to graduate attributes (GAs), ensuring program relevance to local, regional, national, and international needs. Course Coordinator along with his team of instructors strategically integrate the university's thrust areas into course content, further aligning program offerings with industry demands and global trends. Each course within a program is meticulously designed to achieve specific Course Outcomes (COs). These COs directly contribute to the attainment of POs, fostering a clear pathway for student learning and development. Regular assessments and data analysis monitor student progress toward CO achievement. This continuous evaluation allows for timely intervention and support mechanisms to prevent students from

falling behind. University prioritizes the use of Active Learning Methods (ALMs) in all courses. ALMs are strategically chosen based on the specific CO being targeted for Participatory Learning, Problem-Solving Learning and also Experiential Learning. Each chosen ALM is accompanied by a well-defined rubric. Recognizing the diverse learning styles and backgrounds of its student body, University offers a variety of learning modes to enhance the educational experience. Departments curate a selection of online courses, allowing students to pursue self-paced learning for 20-40% of their program coursework. Additionally, within specific courses, instructors may encourage self-directed learning activities, again accounting for 20-40% of the course workload. This empowers students to take ownership of their learning and explore topics at their own pace. By fostering self-directedness, lifelong learning habits which enables the students to stay abreast of advancements in their chosen fields. University also embraces open book examinations as an assessment strategy to promote higher-order thinking (HOT) skills. Open book exams allow students to access learning materials during exams. This approach incentivizes students to prioritize critical thinking and information analysis over rote memorization. Open book assessments require students to apply their knowledge, locate relevant information from diverse sources, and demonstrate their ability to solve problems effectively. Flipped learning as a novel teaching methodology which inverts the traditional classroom structure, pre-recording lectures and dedicating classroom time to interactive activities, discussions, and application-based learning. This approach allows instructors to address individual student needs and learning styles, leading to deeper student engagement and improved understanding of course content. Every rubric clearly outlines the criteria and standards for evaluating student performance and measuring CO attainment. Students are transparently informed about the learning outcomes associated with each ALM and the evaluation approach used to gauge their active engagement. GAP analysis based on learning outcome attainment was taken out for improving the Teaching Learning approach and Curriculum enhancement for next iteration of the building the courses for the upcoming batch of students.

6. Distance education/online education:

KLEF embraces the vision of NEP 2020 by fostering a diverse and inclusive learning environment. KLEF is committed to offering academic programs through Online Learning (OL) mode, harnessing technological tools for enhanced teaching and learning, and implementing a robust blended learning strategy. Many programs leading to lucrative career opportunities are offered through Online mode to benefit students, who are not able to pursue regular programs. Recognizing the growing need for industry-aligned skills, KLEF actively explores the possibilities of offering skill development courses also through OL mode wherever possible. This approach caters to a broader learner base that includes Working professionals, Remote learners and also Individuals with diverse learning styles. The Institute plans to leverage existing needs of the industry to develop relevant skill development programs. This helps to make program customization for students who may have prior learning experiences or wish to combine skill-based training with academic studies. To enhance teaching and learning activities, KLEF invests in the development and use of various technological tools like student information system (ERP), Learning Management Systems (LMS) and Mobile App. A centralized platform is developed that allows faculty to develop and deliver course content in 4 quadrant format – such as e-books, PowerPoint slides, videos and discussion forums, the platform is used for formative and summative assessments. It also provides student analytics and facilitates student engagement. Students can access learning materials, submit assignments, and collaborate with peers asynchronously. Interactive Multimedia Content, simulations, animations, and video lectures, promotes active learning and caters to diverse learning styles, and also Video Conferencing Platforms for Real-time interaction between faculty and students is facilitated, fostering a sense of community even in the online learning environment. KLEF's expertise in blended learning approach that integrates the best of both traditional classroom instruction and online learning has helped the OL programs to be more student-centric with thorough learner engagement. This strategy aligns with the emphasis on holistic and flexible learning experiences outlined in NEP 2020. Flipped Classrooms where students get the Pre-

recorded lectures or online modules introduce concepts before classroom sessions, allowing for interactive activities and discussions during in person interactions. Project-Based/Case-study based Learning for Collaborative projects/case studies leverage online tools and resources for research and communication, fostering critical thinking and problem-solving skills. To achieve the above faculty development programs (FDPs) on effective use of technology for blended learning pedagogy are conducted on regular basis. Implements several good practices in online education like Mentorship Programs for personalized guidance and support to online learners, fostering a sense of connection and belonging. Online courses are designed to promote active engagement and knowledge retention, and Skill Development Workshops are offered online, equipping students with digital literacy and online learning skills, preparing them for the demands of the digital world. KLEF is offering online programs, integrating technology, and implementing a robust online learning strategy, to meet the dynamic demands of the 21st century. This approach aligns with the core principles of NEP 2020, promoting accessibility, flexibility, and a holistic learning experience for students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes. KLEF Deemed to be University has set up an Electoral Literacy Club under Student Activity Centre (SAC) on 27/02/2023 vide. Circular No. Ref: KLEF/RO/SA/SAC/2022-23 dated 27-02-2023 with the following objectives: * To promote electoral literacy among university students through engaging and interesting activities and firsthand experiences in an apolitical, neutral, and non-partisan manner and to raise awareness about the importance of voting and encourage voter participation among university students. * To foster a sense of civic responsibility and community engagement among university students, particularly those in the age group of 18 to 21. * To promote diversity, inclusivity, and multiculturalism by engaging students from different academic disciplines, socioeconomic backgrounds,

	<p>and cultural groups. * To develop educational materials and resources that can be used to educate students and the wider community about electoral literacy and civic engagement. To promote ethical and transparent practices in the democratic process and support free and fair elections. * The Club membership is open for students of all departments to contribute, and work based on the above-mentioned motives.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, coordinator and coordinating faculty members are appointed by the University and the ELC is functional. The Electoral Literacy Club is representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club has taken up many innovative programs. They are: 1. Voter awareness Rallies: As a part of the KLEF's flagship Smart Village Revolution project, students conducted vote awareness programs in some of the adopted villages, viz. Vaddeswaram, Gundimeda, Ippatam, etc. 2. Youth Parliament: Simulating national issue debates and discussing social, economic, and civic rights to become an informed advocate. KLEF College of Law conducts this activity. 3. Elocution competitions: Speaking on topics related to vote as fundamental right and developing the confidence to advocate effectively. 4. Poster Making and Essay Writing: Promoting awareness and understanding of social, economic, and civic rights. 5. Quiz competitions: Testing knowledge of personal rights and exploring social, economic, and civic aspects for a well-rounded understanding.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The university actively promotes awareness of social, civic, and voting rights among its student body. A few socially relevant initiatives taken are: 1. Voter Registration Drives: The university has undertaken efforts to motivate and facilitate students to enrol for voter ID registration, ensuring higher participation in the electoral process. 2. Civic and Democratic Rights Awareness Campaigns: Special programs have been conducted to instil a sense of social responsibility and raise awareness about civic and democratic rights among the student community, fostering a culture of active citizenship. 3. Voting Awareness Collaborations: The university has collaborated with officials from the Election Commission of India to organise drives to enlighten students about the</p>

	<p>significance of voting rights and their pivotal role in shaping the democratic landscape. 4. Digital Content for Social Responsibility Awareness: The university leverages digital platforms to disseminate information, creating content that educates and inspires a sense of social responsibility among students. These initiatives collectively reflect the university's commitment to advancing democratic values and encouraging active participation in electoral processes among its student body.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The university has been active in ensuring every student above 18 years is enrolled as a voter. This is done through awareness programs, registration drives, and other events. The ELC in the Directorate of Student Activities Centre is responsible for carrying out electoral registration activity in a coordinated manner. Around 25% of students other than the present first years are yet to be enrolled. However, ELC will take all steps to get them registered soon.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17454	15901	15145	15786	15467
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4041	3506	3725	4276	3663
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
900	851	812	793	755
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 1108

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
31734.27	17754.69	11242.36	13826.56	12659.89

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

KLEF is committed to prioritize developing academic programs that address the evolving needs of students at local, national, regional, and global levels. This commitment is reflected in our comprehensive Program Development Document (PDD) process, which is implemented for both new programs and ongoing revisions.

The PDD Process: Our PDD process is designed to ensure that every program offered by KLEF University is:

- **Relevant:** Aligned with current and future job market and societal needs.
- **Rigorous:** Built on a strong foundation with clear learning outcomes.
- **Dynamic:** Regularly reviewed and updated to reflect the latest advancements in the field.

Here's a glimpse into our PDD process:

- **Needs Identification:** The PDD process begins with a comprehensive needs assessment, including:
 - Consulting industry experts in Andhra Pradesh's key sectors like pharmaceuticals, information technology, and renewable energy (all prominent in the state).
 - Analyzing regional trends.
 - Identifying the specific needs in India, such as entrepreneurship skills and social responsibility.
 - Examining global trends in fields like sustainable development and big data management.
- **From Needs to Action:: Program Design and Curriculum Development:** Based on identified needs, faculty with relevant expertise draft the program structure and curriculum:
 - Defining program objectives, Program Educational Objectives (PEOs) that reflect the needs of the local (Andhra Pradesh) and national (India) job market, Program Specific Outcomes (PSOs) aligned with regional (coastal states of south India) trends, and Course Outcomes (COs) that encompass essential global skills.
 - Developing a curriculum that incorporates case studies focusing on Andhra Pradesh's industries, alongside theoretical knowledge, and practical skills.
 - Ensuring the curriculum integrated with emerging technologies like AI and big data big

data for global relevance.

- **Approval and Implementation:** Once finalized, the PDD undergoes a rigorous internal review. Upon approval, the program is implemented, and student enrollment begins.

The Ongoing Review Process:

Program development at KLEF is an ongoing process to ensure programs remain relevant and responsive to the ever-changing needs of the academic and professional landscapes. Here's how we achieve this:

- **Regular Curriculum Review:** Every 2-5 years, programs undergo review, including:
 - Collecting feedback from students, alumni, employers (local and national), and faculty.
 - Evaluating the program's effectiveness in achieving its stated learning outcomes, including those specific to the local and regional needs.
 - Identifying areas for improvement and revising the curriculum to align with national and global trends.
- **Industry Engagement:** We actively engage with industry leaders and professional bodies in Andhra Pradesh, South India, and nationally. This allows us to:
 - Refine our curriculum to incorporate the latest industry trends.
 - Invite guest speakers and industry professionals to deliver lectures and workshops.
 - Offer internship and placement opportunities with leading regional and national companies.

By following this comprehensive PDD process, we ensure that academic programs equip students with the skills and knowledge they need to succeed in the local, regional, national, and global job markets.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

KLEF understands the critical importance of preparing graduates for a dynamic workplace. The university's commitment to employability, entrepreneurship, and skill development is evident in its strategic approach to program design, curriculum enhancement, and student development initiatives.

Program Design & Industry Alignment:

- **Collaborative Committees:** KLEF establishes program-specific committees that include faculty,

industry experts, and alumni. This collaborative approach ensures curricula are aligned with contemporary industry needs, evolving trends, and emerging technologies.

- **Regular Program Reviews:** Programs undergo periodic reviews to guarantee their continued relevance to industry demands, global market shifts, and the latest advancements.
- **Industry Partnerships:** Active collaborations with companies and professional organizations allow KLEF to identify essential skills and competencies critical for both employability and entrepreneurship.

Curriculum & Skill Development:

- **Up-to-Date Syllabi:** KLEF prioritizes keeping course content in line with latest advancements. Syllabi are regularly revised to ensure students learn cutting-edge technologies and best practices, preparing them for the ever-changing workplace.
- **Empowered Faculty:** Faculty members are expertise with global certifications and receive enhanced development opportunities, ensuring faculty remain current on industry advancements. This translates to a more dynamic and relevant learning experience for students.
- **Experiential Learning:** KLEF bridges the gap between theory and practice through interdisciplinary projects, internships, and industry collaborations. These opportunities foster practical skills and adaptability, preparing students to excel in real-world scenarios.
- **Student Choice:** Electives allow students to tailor their learning, aligning with career goals or entrepreneurial ambitions.
- **Soft Skills:** Dedicated modules cultivate communication, critical thinking, problem-solving, and teamwork – all highly sought-after by employers.

Nurturing Entrepreneurship:

- **Entrepreneurship Courses & Incubation:** Focused courses and a dedicated incubation center to guide students through the journey of transforming ideas into successful ventures. This support system empowers students to translate their entrepreneurial aspirations into reality.
- **External Partnerships:** Collaborations with startups, accelerators, and venture capitalists provide students with invaluable mentorship, networking opportunities, and potential funding. This fosters a supportive ecosystem for budding entrepreneurs.
- **Innovation Hubs:** Labs and maker spaces encourage hands-on experimentation, prototyping, and business development. These facilities provide students with the resources they need to bring their innovative ideas to life.

Assessment and Continuous Improvement:

- **Data-Driven Decisions:** KLEF tracks program outcomes, employability rates, and entrepreneurial success stories, and feedback from employers, alumni, and students are all carefully monitored. This data-driven approach ensures programs remain relevant and continue to meet the needs of students and the job market.

Activities for Student Success:

- Beyond academics, KLEF integrates numerous activities to maximize students' potential: project-based learning, skill development workshops, entrepreneurship competitions, guest lectures, networking events, and opportunities for globally recognized certifications.

Conclusion	
<ul style="list-style-type: none"> • KLEF's holistic approach empowers students to not only secure meaningful employment but also to create innovative solutions and lead new ventures. By emphasizing practical experience, industry exposure, and the skills that matter most, KLEF graduates are well-equipped to thrive in the ever-evolving landscape of the 21st-century workplace. 	
File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1	
Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years	
Response: 41.68	
1.2.1.1 Number of new courses introduced during the last five years:	
Response: 1075	
1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :	
Response: 2579	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

KLEF prioritizes a holistic education, integrating cross-cutting themes aligned with the Sustainable Development Goals (SDGs) and National Education Policy (NEP) 2020. This approach is not just about imparting knowledge but preparing students for responsible citizenship, ethical leadership, and professional excellence. Central to this ethos are the integration of Professional Ethics, Gender, Human Values, Environment & Sustainability, and other pivotal value frameworks into our curriculum, reflecting our commitment to fostering global citizens who are knowledgeable, skilled, and ethically grounded.

Our curriculum blends existing courses with new programs to tackle complex societal, environmental, and ethical challenges. This fosters a deeper understanding of interconnected issues and equips students to apply their knowledge in real-world contexts. By weaving SDGs and NEP 2020 principles throughout the curriculum, KLEF establishes a clear link between academics and societal needs, enhancing the curriculum's relevance and impact.

Pedagogically, we emphasize interactive and participatory teaching methods like active learning through case studies, scenarios, role-playing exercises, and community engagement projects. These methods highlight ethical dilemmas, gender-related issues, and environmental challenges within various disciplines, promoting critical thinking, ethical decision-making, and social responsibility. A cornerstone of this approach is a dedicated course on Professional Ethics, focusing on discipline-specific ethical principles, codes of conduct, and responsible practices, enriched by insights from industry experts.

Gender sensitization and the promotion of human values are woven to our educational philosophy. curriculum across disciplines, supported by workshops and seminars that foster gender awareness, diversity, and inclusion. Community service initiatives further enable students to apply their skills for societal betterment, reinforcing a sense of purpose and social responsibility.

Environmental stewardship is another key focus area, with sustainability principles are integrated into various courses, providing students with a strong foundation in environmental issues and solutions. Partnerships with environmental organizations, field trips, and research projects offer practical experiences that deepen students' understanding. Our innovative assessments that go beyond traditional testing, evaluating the application of learned principles in real-life scenarios. Reflective assignments and portfolios allow students to demonstrate not only their academic knowledge but also their ability to translate theory into practice.

Beyond the classroom, KLEF also hosts a diverse array of events and programs that reinforce our curriculum's focus areas. Workshops, seminars, panel discussions on ethical decision-making, gender sensitivity campaigns, community service programs, and sustainability-themed competitions provide additional opportunities for practical learning and engagement reinforces our commitment to these critical issues.

Furthermore, in line with NEP 2020, our innovative academic approaches include multidisciplinary programs, multiple entry and exit options, and dual degrees. The curriculum is designed for flexibility, incorporating innovative pedagogy and emphasizing outcome-based education. The incorporation of MOOCs and alignment with national frameworks ensures our curriculum remains contemporary, comprehensive, and globally relevant.

In Conclusion, KLEF's commitment to integrating cross-cutting issues exemplifies our commitment to creating graduates who are not only professionally adept but also ethically informed and socially responsible. KLEF is at the forefront of cultivating graduates who are not only professionally skilled but also ethically informed and socially responsible global citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 438

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 55

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 55

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.57

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5667	5337	5244	5634	5036

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
5299	4857	4767	5100	4627

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.52

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1498	1429	1367	1434	1097

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1700	1601	1573	1690	1511

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

KLEF prioritizes a student-centered learning philosophy, ensuring that each student receives the

necessary support to thrive. This commitment is evident in its comprehensive approach to monitoring learning progress. Continuous assessments and faculty observation are utilized to identify students with diverse learning styles, enabling the implementation of targeted support programs.

Identifying Individual Needs:

In identifying individual needs, the institution adopts a multi-faceted approach. For slow learners, indicators such as in-semester or initial test scores falling below 50% serve as initial signals. Faculty observations further inform this process, with course coordinators, academic counselors, and teachers collaborating to pinpoint challenges faced by slow learners, including slower reaction times and difficulty grasping core concepts. Conversely, advanced learners are identified through factors such as consistently high test scores (above 75%) and strong self-motivation.

Tailored Support for Diverse Learners:

Recognizing the ineffectiveness of a one-size-fits-all approach to education, the institution offers a robust suite of resources to support students with diverse needs. These resources include academic counseling sessions, peer mentoring programs, and access to supplementary learning materials. Personalized doubt-clearing sessions with instructors and bridge courses are also available to solidify foundational knowledge. For slow learners we decelerate their load and provide them an option to spread their load in the summer semester as well. Summer term is exclusively run for such students who decelerate their load during regular semesters.

The institution's Student Activity Centre (SAC) serves as a central hub for such opportunities, providing a welcoming environment for both advanced and slow learners to engage in problem-solving activities and explore areas of interest. Experiential learning and hands-on activities are incorporated to address the needs of advanced learners, empowering them to refine critical thinking skills and enhance academic performance.

Academic Flexibility and Broader Learning Horizons:

Additionally, the institution facilitates opportunities for advanced learners to enrich their knowledge and skill set through globally recognized certifications, participation in conferences and workshops, and involvement in competitive coding events. Flexible attendance options accommodate the demands of research pursuits, allowing advanced learners to dedicate more time to collaborating with faculty on projects. Moreover, advanced learners can contribute as peer mentors, accelerating the learning of their peers and fostering a collaborative environment.

Acknowledging the diverse needs and paces of its students, the institution offers academic flexibility. Advanced learners can pursue accelerated programs or explore additional minor degrees. The SAC serves as a hub for informal learning opportunities, where both advanced and slow learners can engage in activities tracked through a point system, incentivizing active participation and reinforcing the connection between extracurricular activities and academic success.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 19.39

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

KLEF recognizes the importance of student-centered learning and actively employs a variety of methods to enhance the learning experience. This commitment is reflected in the curriculum design, which incorporates three principal learning modes: experiential learning, participative learning, and problem-solving methodologies.

Active Learning for Deeper Understanding:

Active Learning Methods (ALMs) is beyond traditional lecture-based instruction, to engage students directly with the course material through discussions, problem-solving exercises, case studies, role plays, and other interactive activities. While instructor guidance remains crucial, a greater emphasis is placed on student responsibility for their learning. This approach fosters the development of higher-order thinking skills, such as applying knowledge, analyzing information, and synthesizing ideas.

Experiential Learning: Bringing Concepts to Life

For students who thrive on experiential learning, ALMs like Lab Taken to Class (LTC), Simulations, Global Certifications and many other contemporary evaluation metric are incorporated allowing students to immediately apply concepts learned in theory. Further enriching the experience industrial visits, internships, and field projects are woven into the curriculum. Additionally, core subjects like Design Thinking Innovation provide unique opportunities for both students and faculty to engage in experiential learning by tackling real-world challenges.

Participatory Learning: Engaging All Learners

Students who excel in participatory learning environments benefit from ALMs like assignments, group discussions, workshops, and think-pair-share activities. These methods keep students with shorter attention spans actively involved in the learning process. Every course incorporates techniques that encourage students to interact with faculty, fostering a dynamic and collaborative learning environment.

Problem-Solving Skills Take Center Stage

Development of critical thinking skills through tutorial components, case studies and think-pair-share etc., are integrated in the courses. Tutorial sessions offer invaluable one-on-one interaction with faculty, allowing students to gain deeper understanding and develop effective solutions to problems. Furthermore, the university's Smart Village Revolution (SVR) project empowers students to apply their problem-solving skills by addressing real-life challenges faced by the local community.

KLEF leverages Information and Communication Technology (ICT) tools to enhance course delivery across various programs. Content delivery tools include Cisco WebEx, Microsoft Teams, and LinkedIn Learning. Formative and summative assessments are conducted through platforms like the Institutional Learning Management System (LMS), ERP, and Wiley Canvas. Recognizing the diverse learning styles and needs of the students, KLEF offers flexibility through online courses from standard MOOC platforms like NPTEL, SWAYAM, and Coursera. This allows students who are unable to attend in-person classes to learn at their own pace and place, without compromising on academic standards. Faculty are empowered to incorporate high-quality audio/visual content into their courses, fostering effective communication with students. The university utilizes proctored assessments to ensure the integrity of student work. Additionally, laboratory sessions are conducted using remote labs, virtual labs, and simulation software, providing students with valuable practical experience.

Beyond Exams: A Multifaceted Assessment Approach

Our evaluation model moves beyond traditional written exams, encouraging students to demonstrate their learning outcomes through diverse methods. The university prioritizes continuous improvement by gathering regular feedback from all stakeholders, ensuring that its student-centric approach remains effective in fostering a dynamic and enriching learning environment.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

KLEEF recognizes that a successful learning environment extends beyond academics. Seeking to address the holistic well-being of its students, KLEEF has implemented a comprehensive Mentor-Mentee Scheme, offering personalized guidance and support throughout their academic journey. This scheme pairs each student with a dedicated faculty mentor, ideally continue throughout the student's tenure at the university.

Pillars of the Mentor-Mentee Scheme:

The KLEEF Mentor-Mentee Scheme focuses on three core areas: academic development, career preparedness, and psychological well-being. Mentors serve as trusted advisors, offering guidance on a variety of topics.

- **Academic Support:** Mentors assist their mentees in setting realistic academic goals, navigating academic challenges, and selecting appropriate courses. They offer guidance on time management, study techniques, and maximizing learning potential. Additionally, mentors identify and address academic difficulties, referring students to relevant. For students considering international study opportunities, mentors offer valuable insights and support throughout the application process by providing Letter of Recommendation. Regular communication, including one-on-one meetings and virtual interaction, fosters a strong relationship and ensures ongoing support.
- **Career Guidance:** Mentors offer information on higher education options, competitive exams, and relevant skills development opportunities. These may include technical skill-building courses, certification programs, or internship placements. Entrepreneurial aspirations are also supported, with mentors offering guidance on starting student-run ventures. Preparation for job placements and future career goals is a key aspect of this support system. Mentors actively assist their mentees in crafting strong resumes, practicing for interviews, and developing their professional network. Regular meetings with parents can also address career aspirations and ensure alignment with family support systems.
- **Psychological Well-being:** KLEEF acknowledges the importance of mental health in academic success. The Mentor-Mentee Scheme provides a safe space for students to discuss personal concerns. Mentors offer guidance on time management, stress management techniques, and fostering a positive attitude within the academic environment. Additionally, they address issues related to anti-ragging, and overall well-being. Mentors may also refer students to experienced psychologists present within the university for more specialized support if required. Confidentiality is paramount, ensuring that all discussions, be they academic, career-related, or personal, are treated with utmost discretion. This creates a trusting environment where students

feel comfortable seeking guidance and support.

Benefits and Continuous Improvement:

KLEF's Mentor-Mentee Scheme fosters a supportive and empowering environment where students can thrive. Regular feedback from mentees helps to ensure the effectiveness and periodic assessments monitor student progress in academics, career development, and overall well-being. Additionally, the scheme contributes to a reduction in stress and anxiety, promoting a more positive and productive learning experience.

By addressing both academic and personal needs, KLEF empowers its students to achieve their full potential and flourish in all aspects of university life. This translates into high graduate rates, strong job placements, and a vibrant alumni network that actively supports future generations of KLEF students. The Mentor-Mentee Scheme serves as a cornerstone of KLEF's commitment to fostering well-rounded, successful graduates who are prepared to contribute meaningfully to society.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 91

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
975	935	889	870	816

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 83.03

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 920

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 16.85

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 15161

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 11.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	10	11	11

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.67

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
142	180	115	56	30

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17021	15754	14725	15101	14925

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

KLEF prioritizes student success by ensuring graduates possess not just knowledge, but also the skills to excel. This focus on learning outcomes is central, achieved through a system integrating course design, teaching, and assessment.

Course Outcomes (COs) Drive the Process:

Each program is defined by Program Outcomes (POs) and Program Specific Outcomes (PSOs), outlining graduate skills and knowledge. These guide development of specific Course Outcomes (COs) for each course. Course coordinators, in consultation with senior faculty and Heads of Departments, meticulously map COs to POs and PSOs, ensuring alignment between course content and program objectives. This mapping is documented for transparency (Articulation Matrix).

Transparency and Communication:

Students and teachers are acquainted with the outcomes of each course before the commencement of the subject. POs, PSOs, and COs are readily available on the university website, handbooks, and made accessible publicly through our University Website. COs are also displayed in Course Handouts along

with the lesson plans, lab manuals, and course files are maintained in our University ERP. Course coordinators disseminate and explain COs and the associated assessment mechanisms to entire team of Course Instructors. Subsequently, these faculty members integrate this information into their lectures, ensuring students understand expectations and how their learning will be evaluated.

Deriving Course Outcomes:

Learning objectives are carefully considered before crafting CO statements. Course content and assessments are then meticulously tailored to ensure students acquire the specified skills and knowledge. This process includes meetings between course coordinators and Heads of Departments, where curriculum recommendations are developed based on local, national, and global industry needs. The proposed curriculum, accompanied by the syllabus, COs, and their mapping to POs and PSOs, are presented to the Board of Studies for approval.

Assessment Strategies:

A typical three-credit course has four, where as a four-credit laboratory course has five COs. Each CO is further subdivided into 2-3 Course Outcome Indicators (COIs) that specify the skills students need to demonstrate referring to appropriate Blooms Taxonomy Levels. These COIs then shape the evaluation plan encompassing formative and summative assessments. Guidelines are provided for alternative assignments, interdisciplinary projects, and MOOC integration which include rubrics translating learning outcomes into clear criteria for credit ratings.

In a semester maximum of two comprehensive in-semester exams, each lasting 1.5 to 2 hours and a comprehensive three-hour end-semester examination are conducted. Beyond exams, formative assessments are used. At least two formative assessments are implemented for each CO within a course. This approach helps students develop essential skills like critical thinking.

Flexibility and Continuous Improvement:

Course coordinators have the flexibility to select the evaluation plan most suitable for their course, subject to approval. This empowers instructors to tailor assessments to their specific teaching methods and course content. GAP analysis based on learning outcome attainment was prepared after regular evaluations, CO and PO attainment are verified and necessary modifications were done to the course carefully by analysing the data.

Our commitment to aligning learning with clear outcomes fosters a dynamic learning environment ensuring students acquire the necessary knowledge and skills for success.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2	
Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)	
Response: 92.38	
2.6.2.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 3733	
File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1	
Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

KLEF places high value on the promotion of quality research in accordance with its mission and R&D policy. As per the discussions in research advisory board, research facilities and policies will be reviewed periodically for every semester and upgraded to facilitate advanced research in emerging areas. To address global challenges, the University is engaged in allocating adequate resources for S&T and maintaining the state-of-the-art facilities.

Establishment of Professor Centric Research Labs and Centers of Excellence

Several new professor-centric labs and centers of excellence are established based on national priorities to promote inter-disciplinary research activities in collaboration with premier academic institutions and industries. Eight departments have established DST-FIST supported research labs for PG and research scholars participation. DST sanctioned SEED grant for SC-Hub, S&T Innovation Hub and rural women technology park for women empowerment. In addition, a new central research lab has been created with the support of DST-PURSE program.

Procurement of New Softwares and Access to Scientific Databases

Several software like ANSYS, MATLAB, COMSOL, CST, Ni-LabVIEW, BIOVIA, etc., and various databases like IEEE, Scopus, and Web of Science and plagiarism detection tools like Turnitin and Drillbit facilities are available for research

Inclusion of New Advanced Instruments Under Central Instrumentation Center

Advanced research instruments and accessories are pooled under central facilities to meet the contemporary requirements of research. Central Instrumentation Center has advanced instruments like XRD, LC-MS, HPLC, GC, Anechoic Chamber, DSC, Lock-in-Amplifier, Signal Generator, VNA, Wear Tester, Prototype Machine, Dielectric Probe, Signal & Noise Analyzer etc.

Establishment of Incubation Centers

KLEF has instituted dedicated incubation centers namely DST NIDHI Technology Business Incubator (TBI) supported by the Department of Science & Technology (DST), Atal Community Incubation center (ACIC) supported by Atal Innovation Mission (AIM) – NITI Aayog and MSME Business Incubator (BI) supported by the Ministry of Small and Medium Enterprise, are instrumental in providing essential support and resources to aspiring entrepreneurs. These Incubation centers are supported by funding

schemes namely TIDE 2.0, Ministry of Electronics and Information Technology (MeitY) and Startup India Seed Fund (SISF) Schemes.

Research Promotion Policy

KLEF established a well-defined policy for promotion of research which has been duly implemented and made available to the all-stake holders through institute website.
<https://www.kluniversity.in/pdfs/R%20n%20D%20Policy1.pdf>

To motivate faculty and students in promoting quality research and to enhance the research output, the institution providing the following research Incentives and implementing the same to all the eligible stakeholders.

- Institutional fellowships of Rs. 31,000/- p.m. for Research Scholars and Rs.40,000/- p.m. for the Post Doctoral fellows.
- Financial support to the students and faculty to establish their start-ups through KLEF incubation centers.
- A seed grant for young faculty members to perform independent research at KLEF.
- Research incentives to faculty and scholars for high-quality publications, books/chapters, patents, research awards, sponsored projects, and contributions to the institution's citations and 'h' index.
- Financial assistance for participation in national conferences and partial assistance for participation in international conferences (up to 50%). Financial support to the faculty to visit national and international research labs/institutions for promoting high quality collaborative research.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 85.48

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
169.48	77.99	57.27	54.49	68.17

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 25.36

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 281

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 89.87

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 142

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 158

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2203.18

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 2.37

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

Response: 2621

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
E-copies of the grant award letters for research projects sponsored by government agencies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

KLEF strategically set up the Center for Innovation, Incubation & Entrepreneurship (CIIE) to nurture innovation-driven entrepreneurship in line with the university's vision. Additionally, it launched its first-of-its-kind department, the Design Thinking and Innovation department, aimed at cultivating creative problem-solving skills for real-world challenges. KLEF is honored with Membership in Global Design Thinking Alliance (GDTA).

To advance the cause of nurturing student and faculty innovations, Indian Knowledge Systems (IKS), women, rural, and social technopreneurship, KLEF has instituted dedicated incubation centers and KLIPFC (KL Intellectual Property Facilitation center). These centers, namely the DST NIDHI Technology Business Incubator (TBI) supported by the Department of Science & Technology (DST), Atal Community Incubation center (ACIC) supported by Atal Innovation Mission (AIM) – NITI Aayog and Ministry of Small and Medium Enterprise Business Incubator (MSME) Business Incubator (BI) supported by the MSME, are instrumental in providing essential support and resources to aspiring entrepreneurs.

Furthermore, the University's consistent top star performance in the Ministry of Education's Institute Innovation Council (IIC) from its inception has proven its commitment to promoting Innovation, Incubation, and entrepreneurship ecosystem in Academia. The KLIPFC cell set up under KLCIIE with the support of MSME BI conducts various events to create awareness of registration of various IPR. It also facilitates Technology Transfer and Commercialization.

The major activities of CIIE include:

- Providing seed fund startups to develop proof of concepts and transfer of technologies in the domains of IT, IOT, Biotechnology, Health Care, Robotics, and other smart Technologies.
- Organizing capacity-building programs for all stakeholders at regular intervals
- Managing the Entrepreneurship Cell and Institution Innovation Council (IIC) by MOE for the promotion of entrepreneurship on campus
- Providing co-working space, office spaces, Laboratories access, Co-living space for operations to startup
- Providing handholding support to early-stage startups through Pre-incubation, Incubation programs, and IPR registration.
- Providing external funds from Angel Investors, Venture Capitalists, CSR, and FDI.
- Organizing high-octane networking events between various communities and stakeholders for outreach and linkages.

KLEF, with the support from incubation centers, has conducted more than 200 events on I&E ecosystem varying from Hackathons, Ideathons, Innovation Boot camps, Domain-specific seminars, and community engagements to attract Grassroot-level innovators from the university and nearby institutes. The major events conducted by CIIE include:

- Innovation Boot Camp 2022 funded by TIDE 2.0 (MEITY)
- Smart India Hackathon 2020 & 2022 funded by AICTE
- Ideathon 2023 funded by ACIC (AIM)

- Mock Shark Tank 2022 & 2023 funded by KLEF
- Design Thinking Project Expo every Academic year funded by KLEF
- IPR Awareness program 2022 funded by Rajiv Gandhi National Institute of Intellectual Property Management (RGNIIPM) Nagpur
- Startup Funding Session 2023 funded by Indian Oil Corporation Limited (IOCL)

The incubation centers are supported with seed fund through schemes like: TIDE 2.0 EiR/Grant supported by the Ministry of Electronics and Information Technology (MeitY), HDFC Smart Parivartan, Startup India Seed Fund Scheme (SISFS), Community Innovator Fellowship Program (CIFP), Atal New India Challenge (ANIC), and other schemes supported by DST, AIM, MeitY and MSME.

File Description	Document
Upload any additional information	View Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 201

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

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

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 committees (Animal, chemical, bio-ethics etc.,)
3. Plagiarism check through software

4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 18

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 4.14

3.4.3.1 How many Ph.D s were awarded during last 5 years	
Response: 538	
3.4.3.2 Number of teachers recognized as guides during the last five years	
Response: 130	
File Description	Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4	
Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years	
Response: 10.81	
3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years	
Response: 11975	
File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 11.36

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 12592

File Description	Document
List of chapter/book with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6

E-content is developed by teachers :

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***
- 3. For SWAYAM***
- 4. For other MOOCs platform***
- 5. Any other Government initiative***
- 6. For institutional LMS***

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 281.44

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
103.02	81.05	40.99	43.80	12.58

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

KLEF has been at the forefront of sensitizing its students pertaining to social issues through its curriculum and extension activities. The university is encouraging the staff and students for social activities. The university has a Student Activity Center through which various activities under the domains of National Cadet Corps (NCC), Nation Service Scheme (NSS), Center of Extension Activities

(CEA), Youth Red Cross Society (YRC), Safe Life Andhra Pradesh, Smart Village Revolution (SVR), Women Empowerment Cell, KL-GLUG, Electoral Literacy Club (ELC) are been organized to sensitize the students towards social issues.

Activities like Social Internships, awareness programs on sanitation, environment, community cleanup campaigns, health & hygiene workshops, educational events, and volunteering at local charities have proved to be instrumental in promoting social cohesion, building character, and holistic development of the students.

The University encourages students during social summer internship to understand and address social issues. They explore their skills and academic knowledge to transform the villages those are facing significant challenges and resource limitations. Students are dedicated to solve complex social issues of villages. The NCC unit contributes to foster leadership qualities, patriotism, and character development among students through various social activities. The units like CEA, YRC, GLUG, ELC, and WEC have organized various campaigns such as blood donation, advocating for a drug-free India, promoting road safety, conducting regular diagnostic camps, and supporting popular government welfare schemes like Swachh Bharat, Beti Bachao Beti Padhao, Jal Jeevan Mission, Skill India, Made in India and so on.

The Student Activity Center follows a process for organizing and conducting extension activities that have 6 major parameters, that a student experiences for the all-round development:

1. Needs assessment: Conduct a needs assessment to identify the gaps and priorities of the community. This can involve conducting surveys, focus groups, and interviews with community members and stakeholders.
2. Collaborative partnerships: Build collaborative partnerships with community organizations and local government to ensure the benefits of extension activities to the community.
3. Planning and implementation: Develop a clear plan including goals, objectives, activities, timeline, budget, and evaluation in collaboration with community stakeholders.
4. Engagement and outreach: Use a variety of engagement and outreach strategies such as social media, flyers, posters, and other marketing tools to reach out to the community.
5. Capacity-building: Provide education, training, and resources to empower community. This may involve conducting workshops, seminars, or other training opportunities to community members.
6. Evaluation and feedback: Evaluate the effectiveness of the extension activities to ensure the attainment of desired outcomes. This can involve collecting feedback from participants and stakeholders and analysing data and metrics.

Several awards and rewards are secured by KLEF students for their excellent services during these activities in various programs.

<https://www.kluniversity.in/iqac-files/SSR-2023/c3/3.6.1/3.6.1%20Summary/Awards.pdf>

Case Studies:

- 1) Digital Divide (Computer Skills)
- 2) Social Internship in tribal (Chenchu) Villages of Prakasam District
- 3) Mirchi Mithra (Mobile App)

4) Drone Technology (Agriculture Sector)	
File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 552

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
118	95	109	171	59

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for

internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 51

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

KLEF strongly believes in providing adequate infrastructure for academic and non-academic activities as specified by statutory bodies which helps in the all-round development of students.

KLEF has established 306 classrooms equipped with comprehensive ICT-enabled amenities. This includes 97 air-conditioned classrooms, 13 hybrid classrooms with 'UPGRAD CAMPUS' software for online recording and streaming, 55 classrooms with Wacom devices, and 89 smart classrooms with 75-inch touch panel TVs featuring interactive setups. Additionally, the campus houses 344 laboratories encompassing various disciplines such as academic labs, skilling labs, fab labs, and poly houses, along with three Innovation & Incubation centers (ACIC, TBI, MSME-BI) equipped with facilities like Makers Space, ADS studio, model making, BT-lab and IoT-lab. These facilities are designed to meet industry standards, providing students with hands-on experience to prepare them for the current industry demands.

There are 470 projectors, 55 Wacom devices, and a high-speed Wi-Fi network operating at 11 Gbps, contributing to the ICT infrastructure. Further, advanced 251-Audio systems are integrated into classroom delivery. There are 11 Lecture Capturing studios designed for capturing lectures and 5 green mat studios for video recordings of lectures.

Moreover, KLEF offers an in-house developed ERP with 21 modules and an LMS (Moodle) with 27 modules to support academic management and online learning.

KLEF has 24 air-conditioned seminar halls, Auditoriums and an Open Air Theatre for hosting curricular and cultural activities.

The University has Separate gymnasiums for boys and girls, with state-of-the-art equipment (Cybex) viz. motorized treadmills, Recumbent Bikes, etc., A total of 50 indoor games covering Badminton (Synthetic), Carroms, Chess, Table Tennis, Power Lifting, Taekwondo, Wushu, and Weightlifting are available. Outdoor games like Archery, Athletics, Short Run-100,200,400M, Middle Distance-800M,1500M, Long Run-3 km,5 km, Hurdles-100,110M, Relay-4X100M, steeplechase-Men-3000M, steeplechase-Women-2000M, Vertical Jump-Pole Vault, High Jump, Long Jump, Shot put,

Discus throw, Hammer throw, Javelin throw, Badminton, Basketball, Cricket Nets, Cricket, Football, Handball, Kabaddi, Kho-Kho, Lawn Tennis, and throwball are available. KLEF also established a firing simulator in 2022.

The International sports facility at KLEF has resulted in 720 medals from 2018-2023, among which the three outstanding ones are:

1. Arjuna Award to Ms. Vennam Jyothi Sureka in Archery.
2. Lt. V. Mounika, Faculty of CSE, was awarded the "Defence Secretary Commendation Card" by the Directorate General NCC, Ministry of Defence in 2021.
3. Ms. Shaik Sadiya Almas got first place in Power Lifting Squat-177 kg at the Commonwealth Classic & Equipped sub-junior, junior, open & Masters (Men & Women) Powerlifting & Bench Press Championship held in Auckland, New Zealand in 2022.

Two spacious yoga centers provide a dedicated environment for yoga practice. Certified yoga trainers conduct regular training sessions, fostering a conducive atmosphere for participants to enhance their well-being and mindfulness through yoga.

Complementing these facilities, the Student Activity Centre (SAC) offers a platform for students to engage in various technical, cultural, and liberal arts activities, including clubs dedicated to singing, dancing, acting, painting, fashion designing, and community service, ensuring a well-rounded educational experience.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 44.24

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
16755.19	5172.17	4447.15	6349.93	5860.88

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The Central Library of KLEF Deemed to be University is the hub of academic activities where students spend every day considerable amount of time throughout the year. KLEF Central Library services have been fully automated through Library Management System Software (KOHA V21.11) and Radio Frequency Identification (RFID) technology. A self-check-in kiosk, security gate, and self-drop box facility are provided to save the time of the users. KLEF also has KL e-library mobile app (Google Play Store). The Knimbus Remote Access tool allows the library users to search and access the online resources from any remote location with internet connection outside University Campus.

The Central library has a senior Professor acting as Chief Librarian and is well supported by adequate number of Assistant Librarians and other supporting staff. KLEF Central Library has subscribed to 21 databases having a rich collection of e-books (13,81,597) and e-journals (32,637) and journals (134 print), which supports faculty research besides all-round development of students including the Research scholars.

The KLEF Library is member of DELNET, INFLIBNET, e-Shodh Sindhu, Shodh Ganga, British Council, and NDL. The library has a well-equipped facility for the Divyangjan students. The JAWs talking screen reader for the blind, Type Ability Talking PC Keyboard, ZoomText screen magnifier, and Angel India Online Daisy player are available in the library for partially and fully blind persons.

KLEF Library has established the Media Resource Centre (MRC) which is a dynamic space that nurtures media literacy, creativity, and critical thinking. The MRC has 36 advanced computers and audio-visual facilities. It has a collection of 11547 CDs and DVDs catering to all disciplines. The library has also procured and installed NPTEL video and web courses on the LAN of the University for the benefit of the faculty and students. Periodical orientation by the Librarian is arranged for bringing awareness to the faculty and students about effective utilization of Library resources.

KLEF Library has provision for both individual and group studies (discussion Rooms) providing

opportunities for interaction, discussion, and self-studies. The central Library operates from 7:00 am to 12:00 Midnight on all the working days and from 9.00am to 5.00pm on Sundays and public holidays.

Library Footfall:

KLEF Central Library is well utilized by faculty, students, and non-teaching staff. KLEF Library keeps on recording the footfall on daily basis. By deciphering footfall trends, KLEF Central library allocates resources effectively, customizes services to community needs, and ensures the library remains a vibrant hub of knowledge and engagement. The library footfall is considered both physical and e-logins by Faculty, staff, and students. It is found that on average, around 40% of staff and students are utilizing the library facility every day.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.87

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
776.41	684.57	400.86	481.78	158.97

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

KLEF regularly updates its IT facilities to uphold security, optimize performance, ensure compliance, foster innovation, and enhance user satisfaction. These updates accommodate changes such as syllabus revisions, increased intake, and the introduction of new courses, aligning with the institution's mission and objectives in an ever-evolving digital environment.

KLEF showcases its commitment to technological advancement through investments in servers, surveillance systems, switches, routers, and various networking tools. These upgrades significantly improve connectivity and streamline data management processes. The university boasts 11 GBPS internet connectivity, and the acquisition of access points is regularly updated on a year-by-year basis.

KLEF boasts a total of 6118 computers, of which 5235 are allocated for academic use. These computers are equipped with 5 system software and 80 application software. Procured with cutting-edge specifications, they feature Intel Core i7, Core i5, and Core i3 processors paired with 16GB of RAM, guaranteeing superior performance.

The institution consistently upgrades its internet bandwidth annually, necessitating the enhancement of access points as depicted in the table below.

Year	Cumulative Number of Access points	Speed on 5GHz per Access point
2018	1291	Up to 1.20 Gbps
2020	1666	Up to 1.73 Gbps
2023	2310	Up to 4.80 Gbps

KLEF has deployed 470 projectors across its classrooms, laboratories, and seminar halls, featuring the

latest specification, notably the EPSON EB1505U model. Detailed information on the projectors' distribution by year is provided below:

S. No.	Year	Cumulative Quantity
1	2017	240
2	2018	313
3	2019	339
4	2022	470

A total of 76 interactive smart boards, equipped with touch capability, screen recording, and internet access, have been installed in classrooms to meet the interactive learning requirements of stakeholders. Details regarding the updating of interactive smart boards are provided below.

S. No.	Year	Configuration	Cumulative Quantity
1	2020	New Line TT-7519i	42
2	2022	New Line TT-7519i	63
		LG 75TR3DJ	
3	2023	LG 75TR3DJ	76

KLEF's advanced data center features high-performance computing capabilities, including TERA Flops: 282.54 (CPU+GPU), Nvidia Ampere A40 with 48Gb GPU, Nvidia Ampere A30X, A100 with 80Gb GPU, alongside 17 application servers. In 2022, a command control center was established to oversee surveillance across the campus, managing 1800 CCTV cameras with specific specifications.

In line with the green policy initiative, electronic platforms such as KLU TV and KLU Radio are utilized for promotional activities instead of traditional banners. Since 2019, a 16 X 8 LED TV at the entrance has been showcasing banners, while 54 number of 50'' TVs installed across campus buildings display digital circulars and posters.

In 2022, the University deployed 55 Wacom devices in classrooms and strategically positioned 4 Information Kiosks across campus for information dissemination. Additionally, 13 classrooms underwent conversion into hybrid classrooms, facilitating online lecture delivery and simultaneous recording for future reference. Furthermore, the university operates 11 self-recording studios (LCS) for lecture capture and 5 green-mat studios for video recordings. To maintain cutting-edge technology standards, the university regularly updates its IT infrastructure with the latest configurations on an annual basis.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 3.33

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 5235

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio**
- 2.Lecture Capturing System(LCS)**
- 3.Central Instrumentation Centre**
- 4.Animal House**
- 5.Museum**
- 6.Business Lab**
- 7.Research/statistical database**
- 8.Moot court**
- 9.Theatre**
- 10.Art Gallery**
- 11.Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 44.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
12223.30	10310.68	4897.60	5761.26	5228.27

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

KLEF Deemed to be University has implemented robust policies and protocols to manage and utilize its physical, academic, and support facilities effectively. These measures are aimed at maximizing resource utilization, improving user satisfaction, and ensuring safety and efficiency across the university campus. Additionally, ongoing assessment and feedback mechanisms have been established to continually enhance these systems over time.

KLEF employs an ERP-based central timetable system for allocating classrooms and laboratories, ensuring **optimal utilization of both physical and academic resources**.

Utilization of Classrooms, Laboratories, and Computer Centres: A centralized timetable system based on ERP is employed to schedule classrooms for lectures, seminars, workshops, and exams. Users are provided with guidelines on the proper handling of hazardous materials and lab conduct. Access to specialized software or equipment is regulated according to academic and research requirements. Users are informed about policies concerning internet usage and data security.

Library Utilization: Students, faculty, and researchers have access to library resources via borrowing systems and online databases. Additionally, group study rooms and multimedia resources are reserved with prior intimation.

Sports Complex Utilization: Teams or student organizations can book facilities through an ERP based reservation system. Equipment distribution and usage are overseen by coaches or athletic directors.

The **maintenance procedures encompass** routine, corrective, and preventive maintenance, all aimed at efficiently managing resources and maximizing the use of facilities. A ticketing system with logging and tracking features ensures equitable policy enforcement and facilitates prompt resolution of issues faced by faculty and students. KLEF utilizes an ERP-based ticketing system for its various support facilities, encompassing general maintenance (such as housekeeping, civil works, carpentry, and plumbing), ICT facilities and technical maintenance.

Maintenance of Classrooms, Laboratories, and Computer Facilities:

Housekeeping staff are assigned to clean and maintain the classrooms, including desks, chairs, whiteboards, projectors, and audiovisual equipment. The Maintenance Department oversees repairs and upkeep of HVAC systems, lighting, and other infrastructure. Accessibility features are integrated to accommodate students with disabilities.

Each laboratory is supervised by a lab in-charge, along with a Lab Assistant. The lab in-charge is responsible for maintaining and upgrading the laboratory with necessary equipment to align with

syllabus changes. They also handle equipment calibration, repair, and replacement as needed. Preventive maintenance and performance monitoring are carried out regularly.

IT personnel are responsible for maintaining computer hardware, software, and networks. This includes performing regular updates, virus scans, and system backups to ensure optimal performance and security.

Library Maintenance: Librarians and support staff are responsible for organizing, cataloguing, and shelving library materials. At the end of the academic year, stock verification is performed, and the librarian prepares a report on book utilization by students and staff. Regular inspections are conducted to ensure the condition of books, with damaged items being repaired or replaced.

Maintenance of Sports Complex:

Groundskeepers and maintenance staff are responsible for overseeing the upkeep of sports fields, courts, tracks, and facilities, including locker rooms and equipment rooms. Regular safety inspections are conducted to identify any hazards, and repairs.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 72.84

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
13537	11553	10717	11129	11160

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

1.Career counseling including e-counseling.

KLEF has been implementing a practice known as SWEAR (Strengths, Weaknesses, Eligibility, Availability, and Resources) analysis to provide career counselling to its students throughout their study

period. SWEAR Analysis was introduced in 2018 and is a customized adaptation of the well-known SWOT Analysis used in organizations. Through this, students are encouraged to recognize their strengths and acknowledge areas that require improvement. By addressing their weaknesses, they are empowered to focus on personal growth and development and thereby overcome obstacles in their path to success. Further, SWEAR analysis helps students identify their eligibility for different career opportunities and assess the availability of resources that support their endeavours. It enables effective planning and allocation of resources to equip students with necessary tools for achieving their career goals. Overall, SWEAR analysis empowers students to understand themselves better, make informed decisions, and create a clear roadmap for a successful future.

The first step of the SWEAR process involves conducting psychological and personal assessments, including the 16PF and reasoning tests, for all first-year students at the institution. This allows our faculty, to identify various aspects of student well-being, such as anxiety levels, behavioural adjustments, academic performance, emotional state, and social challenges. Additionally, individual communication skills and performance are evaluated.

To provide guidance and support, faculty counsellors are assigned to students, offering regular counselling sessions, and monitoring their activities. The students, with the help of the counsellor, fill a Student Information Record (SIR). The SIR includes details about the student's academic history, course preferences, family background, career aspirations, and hobbies. Student assessment record is maintained pertaining to their interpersonal and intrapersonal skills, as well as their academic abilities. After analysing the student's Strengths, Weaknesses, Eligibility, Availability of options & Risks, and Resources, the counsellor helps the student set clear career goals based on the SAR findings. Using the information from both the SIR and SAR, the counsellors identify suitable career choices for the students.

Faculty counsellors offer guidance on elective courses and advise on acquiring specific skillsets required for successful placements, pursuing higher education, or venturing into entrepreneurship. This information is regularly monitored and updated every semester to ensure students' progress and development. Students are provided e-counselling facility through qualified trainers. Students with psychological issues are provided psychological counselling by the inhouse psychology specialists. Orientation sessions are also provided to the students.

2.Guidance for competitive examinations

Since the AY_2015-16, KL-Academy of Competitive Exams (KL-ACE) has been playing a crucial role in serving the student community who aspire to excel in competitive exams. KL-ACE's primary focus is to provide comprehensive training and coaching to students, enabling them to acquire essential knowledge and skill sets necessary for various competitive examinations. At KL-ACE, coaching for various National Level Competitive Exams is offered right on campus. KL-ACE is committed to empowering our students to succeed in their chosen competitive paths. Through dedicated programs, workshops, and mentorship initiatives, students are empowered with the knowledge, skills, and confidence needed to embark on their pursuit of cracking competitive exams.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 76.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2565	2206	2176	2559	2615

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 48.36

5.2.2.1 Number of outgoing students progressing to higher education

2022-23	2021-22	2020-21	2019-20	2018-19
570	702	829	892	436

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 14.9

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 2863

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 last five years

Response: 281

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	58	23	54	67

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

KLEF has appointed a student council under the Student Activity Center (SAC). Its overall responsibility is to enhance the student experience aligning with the vision of the center. Council members gain valuable experience in communication, decision-making, and problem-solving. This student-led council has been the core criteria for the all-around development of institutional development and student welfare. Brainstorming and implementing an event or a program that is designed for the welfare of a student has always been the target goal for each council. The student council has been operating student-run clubs related to technical, cultural, innovation, outreach & society, and student professional bodies/chapters. Organizing and implementing various activities including hands-on projects/workshops/conferences/consultations are the core responsibilities that are successfully being executed. The student council each year sends number of teams of students who represent the university in various competitions, paper/project presentations, conferences, hackathons, and volunteering services.

Each year the Student Activity Center appoints its council by releasing an open circular where all the interested students get themselves registered and attend the council selection interviews by the student council selection panel consisting of the respective domain mentors and all these selected committee members inturn elect their University Student Council and Director-SAC act as presiding officer and appoint the Student Council for each Academic Year.

Students well-versed in academic knowledge, possessing a research-oriented mindset in their respective domains are represented in various cells, clubs and committees which includes Academic Council, Research Council, Technical Clubs, Professional society chapters, Innovation and Incubation Cell, Entrepreneurship cell, Department Academic Committee, Department Development Committee. The Head of the Department, Director-SAC, Dean Academics, Dean – Skill and Dean R&D are the direct mentors of the team who select these students based on academic performance and interest of the student.

These are responsible for brainstorming practical and innovative learning measures for increasing the academic efficiency of each student, developing active methods for promoting and supporting research-related activities among students, increasing the technical involvement of students in various projects/consultations leading to the development of the university.

Students who are strong and skillful beyond their academic performance are selected for the sports committee, hostel committee, transport committee, Anti-Ragging Committee, Internal complaints committee, women’s forum, Women Empowerment Cell, Internal Quality Assurance Committee, Discipline Committee, Grievance Redressal committee, event council, outreach & society council where the students have been mentored by the HoD, Principal, Dean -IQAC, Director-SAC, Dean Student Affairs, Event Convenors, Clubs Council who ensures smooth and efficient operations of their respective areas of expertise, alongside continuous improvement through innovative implementations aligning to the institutional development and student welfare.

During the tenure of the council operations, the students tend to improve their communication skills, leadership skills, and personality, as they are constantly facing real-world situations and having continuous interactions during meetings/conferences. The students are also appreciated for their service by the Director of SAC and Dean of Student Affairs through university-recognized certificates, awarding credits, and also receive references/letters of recommendation by the administration panel/project coordinators.

Student Committee Activities website: <https://sac.kluniversity.in>

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 160.35

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
32.21	22.11	28.22	26.87	50.94

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

KLEF has a registered Alumni Association since 2013 with 12 local chapters in India and 3 in abroad 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 chapter has nominated administrative wing that acts as interface between the local chapters and the University.

Alumni of the university are contributing their mentoring services to their respective departments. This became influential in making the students understand the industry institute gap and help in a way to plan and shapeup their career in right direction, making them understand various business opportunities. It further provides all the support required for preparing the students to become industry ready or to make as entrepreneurs.

Alumni are influential in continuously supporting outcome-based education in the University meeting the goals of valued based education. Professors of Practice from Alumni were appointed to teach the students weekly, aiming to bridge the gap between industry and academia. These dedicated alumni bring practical knowledge and real-world experience into the classroom, enriching the learning experience and actively contributing to the outcome-based education commitment. They also participate in Board of Studies meetings, ensuring curriculum updates and incorporating industry requirements, advocating for skill-based learning, project-based labs, and a student-centric environment.

Alumni have deliberated on industry-based research projects and undertaking consultancy based on the expertise of the faculty and the kind of research labs supported by the university. They have helped the University by bringing in funding from non-governmental organizations. The Alumni working in globally reputed institutes are helping research scholars in their research activities, and the faculty by supporting them in creating start up eco system for Entrepreneurial aspirants.

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. The alumni in turn contribute through Mentoring sessions, Guest lectures, Knowledge sharing sessions also provide internships and placements.

Alumni are helping to develop quality standards that could be used for enhancing the quality of academic delivery in education system. Alumni have helped the university in developing different software's and Apps that are supportive in the administrative and functional assistance. From the year 2022-23 onwards the university initiated various professional awards and recognitions to the distinguished alumni, based on their achievements and their services rendered to the university and society.

With their continued engagement, for sure the university will reach new heights of excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Effective alignment of governance and leadership structures at KLEF with its vision and mission is evident from 42 programs across 16 departments, exceeding 900 well-qualified and experienced faculty, over 450 international students from 34 countries, established collaborations with renowned international universities and professional bodies, growth in international placements, expansion in international research collaboration, impressive h-index of 81 (Scopus) and 62 (WoS), growth in patents, incubation of over 150 startups, A++ accreditation and NIRF, QS, THE rankings, etc.

KLEF's **governance aligns** autonomy and oversight, segregates academia and administration, promotes transparency and accountability, leverages external advisory, and implements e-governance. KLEF's institutional bodies, particularly the Executive Council (formerly BOM) chaired by the Vice-Chancellor highlights their participative management approach and decentralized governance structure. The Academic Council (AC) focuses on curriculum enrichment and NEP-2020 implementation, while Finance Committee (FC) and Planning and Monitoring Board (P&MB) oversee financial and infrastructural affairs. The IQAC Advisory Committee monitors progress, suggests initiatives, and ensures continuous improvement in rankings, ratings, and accreditations. These institutional bodies comprise with external members, students, and other stakeholders. Each proposal undergoes various stages before final decision by the EC. Program and curriculum proposals are initiated by department BoS, reviewed by the AC, while administrative proposals by different Department Development Committees are forwarded to the P&MB and the FC through respective Deans. Quality related issues are presented to the IQAC Advisory committee through Dean-Quality. Proposals are presented to the EC for deliberation and approval, **ensuring comprehensive decision-making processes.**

Leadership at KLEF is facilitated through decentralized hierarchy and delegation of powers as outlined in university's organogram. Central-level committees play crucial role in providing recommendations, making decisions, and monitoring progress, while reports from department-level committees serve as valuable inputs. This structured approach ensures that all functionaries are assigned well-defined roles, responsibilities, and necessary powers to enhance performance efficiency. **KLEF empowers its personnel** through academic/functional autonomy, fostering leadership development, and encouraging meaningful contributions to Institution.

KLEF strategically **aligns its vision, mission, and plan with NEP-2020**, reflecting commitment to sustainable growth. NEP-2020 implementation focuses on holistic student development, emphasizing conceptual teaching, creativity, communication, and soft skills. Continuous assessment, co-curricular activities, internships, and research opportunities are encouraged, with exposure to latest developments through workshops and seminars. OBE and Active Learning Methods are aligned with course outcomes,

supported by initiatives such as academic flexibilities, credit transfer, double degree programs, bridge courses, open electives, and inter-disciplinary projects, all in line with NEP-2020.

University's sustained growth is evident in NAAC accreditation (A++), NIRF ranking (28th among universities), THE's Impact Ranking 2023, QS World University Rankings, and other national recognitions for energy efficiency, environment-health, and safety. These accolades testify to **university's effective strategic planning and governance**.

Perspective planning at KLEF incorporates inputs from various sources such as government policies, stakeholder feedback, audit reports, rankings, community interactions, and meetings. Strategic targets are collaboratively developed by Deans with departments and centres, actively involving faculty and students when necessary. Consolidated KLEF strategic plan is meticulously reviewed by P&MB before presenting to the EC for final approval.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

KLEF's strategic plan, meticulously executed, serves as guiding beacon for institutional bodies, demonstrating remarkable efficiency across operations. The core committee chaired by the Vice Chancellor, with members including Registrar, Deans, Principals, and Directors, conducted series of meetings to develop comprehensive strategic plan.

The Plan, based on six pillars (Academic and Research Excellence, Capacity Building, Global Collaboration, Incubation and Entrepreneurship, and Sustainable Development), meticulously outlined Key Result Areas (KRAs) with corresponding targets and assigned responsibilities for monitoring progress. It also identified critical enablers for successful implementation, including funding from various sources like student fees, alumni contributions, and donations along with initiatives such as online courses, consultancy, and technology transfer.

KLEF's institutional bodies operate effectively within a structured framework. At the forefront of governance is the Executive Council (EC), serving as apex body responsible for development, implementation, and monitoring of strategic plan. Supported by Academic Council (AC), Planning and Monitoring Board (P&MB), Finance Committee (FC), and IQAC Advisory Committee, EC ensures

seamless alignment of institutional objectives with statutory requirements and best practices in higher education. This is achieved through the introduction of relevant policies, procedures, roles, and responsibilities for functionaries, as well as appointment guidelines and service rules.

Periodic meetings of EC, AC, P&MB, FC, and Boards of Studies (BoS), along with quarterly gatherings of IQAC Advisory Committee, facilitate essential deliberations and ensure alignment with institutional goals. Appointment processes adhere to stringent guidelines, ensuring transparency and meritocracy. Robust policies govern faculty and staff recruitment, promoting a conducive work environment.

Administrative setup, comprising functionaries, viz. Vice-Chancellor, Pro-Vice-Chancellors, Registrar, Deans, Principals, COE, Directors, and HoDs, ensures effective strategic plan implementation. University's strategic plan integrated NAAC (Cycle 2) recommendations, with remedial plans developed based on annual Status Report and Action Taken Report. Annual targets are detailed in the annual 'Calendar of Activities' and 'Action Plan.'

Each department's BoS, chaired by HoD and assisted by Departmental Academic Committee, includes industry experts, students, and other stakeholders to design, develop, and review curricula meeting industry needs and academic standards. Rigorous approval processes by AC demonstrate the institution's commitment to academic excellence. Various departmental committees, including faculty, students, professors-in-charge, and course coordinators, contribute to implementation and offer valuable feedback for improvement. Dean-Academics ensures program enhancement within institutional policies.

University Research Board (URB), College Research Committee (CRC), Departmental Research Committee (DRC), supported by departmental Research Progress Assessment Committee overseen by Dean (R&D), implements R&D policies to achieve targets, evident from consistent growth in university's Research, Development, and Innovation footprint. Dean (F&SA) ensures qualified faculty availability through rigorous recruitment processes outlined in HR Policy.

Deans (Skilling, Student Progression, Placements, and International Relations) collaborate, enhancing student skills and placement success, reflecting KLEF's commitment to diverse career opportunities and global job market readiness through proactive initiatives, cohesive leadership, and transparent processes, setting benchmarks for academic excellence and societal impact while fostering holistic development.

Dean (P&D) oversees infrastructure development aligned with strategic goals, while Dean-SA addresses student welfare and discipline. Dean-Quality leads IQAC, monitoring academic and administrative quality through periodic audits and feedback.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

KLEF's commitment to collective growth is deeply ingrained in its organizational ethos and is prominently reflected in its Human Resource Policy. This policy underscores the institution's dedication for providing equal opportunities for all faculty and staff members to learn, develop, and progress together. It serves as a guiding framework that ensures fairness, transparency, and inclusivity in all aspects of personnel management.

KLEF Deemed to be University **prioritizes performance appraisal and career development** through a systematic and transparent evaluation process where staff set clear goals and objectives with Key Result Areas (KRAs) and Key Performance Indicators (KPIs). Faculty members are **evaluated based on their**

contributions to teaching, research, administration, and extension activities, with clear communication of metrics. KLEF **provides avenues for equitable career progression and skill development**, ensuring all staff can thrive professionally. With other measures, **faculties who achieved prefixed benchmarks are provided with performance-based allowances such as research allowances, skill allowances and admin allowances in addition to their salary**. All **women faculty and staff** are provided equal opportunity in all aspects of career development and progression along with their male counterparts. The faculty/non-teaching staff, who **fall behind** in terms of their performance, are **provided with necessary opportunities and support** for development.

The university provides a comprehensive range of **facilities and support services** aimed at promoting work-life balance, physical and mental health, and financial security. These include on-campus amenities such as health centers, day-care centers, and subsidized higher education opportunities for faculty, staff, and their children. Additionally, the institution offers financial assistance for attending conferences, seminars, and workshops and for obtaining global certifications, thereby facilitating professional networking and career advancement opportunities.

In addition to the above, KLEF Deemed to be University extends various **financial and non-financial assistance measures** to support staff members in times of need or personal emergencies. These include interest-free salary advance options, loans for purchasing laptops, access to Provident Fund schemes, Group Saving Linked Insurance (GSLI), medical insurance coverage, reimbursement of medical expenses, and provisions for paid leaves under special circumstances. Further, the institution offers transportation fee concessions, subsidized accommodation options, and even provides transit accommodation for newly joined faculty members relocating from other states for a specified period.

KLEF prioritizes skill enhancement and professional development for all faculty and staff members, offering diverse programs and initiatives through Deanships, the Academic Staff College (ASC), and various departments and cells, fostering competency enrichment in academics, research, and administration. These programs include but are not limited to faculty development programs, workshops, seminars, training sessions, conferences, symposia, expert mentoring sessions, and discussions. By actively participating in these activities, faculty are empowered to stay abreast of emerging trends, best practices, and advancements in their respective fields.

Research Incentives at KLEF aim to foster top-notch research among Faculty and Research Scholars. Annually, performance-based incentives are given for publications, guidance for Ph.D./PDF candidates, cross-citations, book authorship, granting and commercialization of patents and recognition from esteemed organizations. KLEF also encourages collaboration and offers incentives for joint projects, h-Index landmarks, and consultancy endeavours with industry partners.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 70.4

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
596	609	499	580	610

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 64.51

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
572	651	675	560	194

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

KLEF Deemed to be University employs a robust mechanism to anticipate its financial needs via annual budgeting, diversifies its funding streams through a comprehensive resource mobilization policy, and ensures the effective and efficient utilization of raised funds. The finance committee, comprising the Hon'ble Vice-Chancellor, Pro Vice-Chancellors, Deans, management representatives, and finance officers, plays a pivotal role in this process. Each academic/non-academic department communicates its funding requirements to the finance officer through the Dean (Planning and Development) before the commencement of the AY. Subsequently, the finance officer presents these requirements to the finance committee, which then formulates the institutional budget. This budget undergoes scrutiny and approval by the Executive Council (EC).

The institute's strategic initiatives primarily revolve around bolstering student enrollment and enhancing visibility to attract a larger student body. These efforts encompass securing higher national and global rankings, deploying creative marketing campaigns, and organizing interactive campus tours to highlight the institution's unique educational experience. Further, the university encourages faculty to pursue research projects from esteemed agencies such as AICTE, DST, DBT, UGC, MYAS, CSIR, ISRO, TANII, TANSCH, etc. Research and Development grants obtained from government agencies and NGOs serve as another significant funding source. Leveraging its alumni network is also a key priority, achieved through alumni meetings, recognition ceremonies, and the expansion of alumni chapters. By highlighting alumni achievements and fostering a sense of belonging, the institution encourages

philanthropy, resulting in donations for further growth. Additionally, the university benefits from contributions by philanthropists.

The institution fosters collaborations between faculty and industry through an attractive consultancy policy, which promotes consultancy projects and collaborative research ventures. This not only generates financial support but also facilitates knowledge exchange between academia and real-world applications. Corporate training programs have also proven to be lucrative sources of funds. Innovation is highly valued, leading to initiatives aimed at patenting novel ideas and inventions. By safeguarding intellectual property, the university not only demonstrates expertise but also explores avenues for commercialization, thereby contributing to revenue generation.

Funds mobilized from diverse sources are allocated prudently. Other than staff salaries, fund allocation includes support for academic activities and campus maintenance, thus creating an environment conducive to learning and research. The institution invests in modern equipment and facilities proportionate to student numbers, ensuring advanced resources for effective teaching and research. Dedicated funds are earmarked for R&D facility and infrastructure development, while financial support is extended to faculty members for attending conferences/seminars/workshops. Demonstrating its commitment to holistic student development, KLEF Deemed to be University has established a state-of-the-art sports complex. This facility offers extensive opportunities for students to engage in sports and physical activities, promoting well-being, teamwork, and sportsmanship.

In conclusion, the proactive strategies adopted by the university for fund mobilization and resource optimization underscore its commitment to academic and research excellence, as well as a fulfilling student experience. Through innovative outreach, faculty engagement, alumni collaboration, and prudent resource allocation, the institution is well-positioned to achieve its objectives of academic distinction and holistic growth.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 262.89

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
93.03	75.23	25.88	68.75	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	View Document
Annual audited statements of accounts highlighting the grants received.	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

KLEF Deemed to be University places a strong emphasis on financial transparency and accountability, ensuring the integrity of its financial operations through a robust system of audits. These audits encompass both internal and external assessments, overseen by a dedicated team of professionals.

The university conducts internal audits at regular intervals to evaluate its financial processes and transactions. The internal audit team, led by the Chief Finance Officer, is tasked with this responsibility. These audits occur quarterly, i. e. once every three months. Internal audits serve as Pre-Audit of major receipts and payments. Under this the internal audit team conducts a preliminary review of significant financial transactions before they are finalized. This pre-audit process ensures that major receipts and payments adhere to established financial guidelines and regulations. Second purpose is concurrent/post audit of other receipts and payments. This comprehensive approach helps identify any discrepancies or irregularities in the financial records. Gratuity payments and settlement audit scrutinize gratuity payments and full and final settlements to guarantee accurate and fair compensation to employees and staff.

For external audit, the university has been engaging the services of a reputed Audit Firm. This independent auditing firm conducts a thorough statutory audit that encompasses all financial and accounting activities of the institute. Upon completion of the audit, the auditors issue a certificate confirming the accuracy and integrity of the Annual Financial Statements. The external auditors also play a crucial role in validating the university's utilization of grants from various funding agencies. Their

review and verification ensure that these grants are used only for their intended purposes. The Certificates of Utilization are countersigned by the Chartered Accountants, adding an extra layer of authenticity.

Any observations or objections raised by both the internal and external auditors are meticulously documented in their respective audit reports. These reports serve as a means of communication to highlight areas that require attention or correction. The university promptly conveys these objections to the relevant departments or individuals responsible for the flagged transactions or processes. Corrections and rectifications are then made in collaboration with the concerned parties. The amended records are subsequently reviewed and validated by the auditing teams to ensure that the identified gaps have been adequately addressed. Additionally, thorough follow-up procedures are implemented to monitor ongoing compliance.

In this way, KLEF Deemed to be University maintains a rigorous audit framework that fosters financial accountability, transparency, and the accurate representation of its financial activities.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC periodically conducts academic audits to review academic processes in all the departments, colleges, and schools. Benchmarks and guidelines for audits are prepared in alignment with NAAC/NBA/UGC quality frameworks. Brainstorming sessions on audit reports are held to analyze and recommend measures for quality enhancement. Audits occur once during the semester and again at the

semester-end, with non-compliances raised by IQAC auditors. Checkpoints for semester-in and semester-end audits cover a wide range of aspects, including academic delivery, use of ICT tools, quality of question papers, outcome attainment analysis, industry lectures, syllabus revision, mentor-mentee data, stakeholder feedback, etc.

The departments undergo monthly audits on academic and administrative targets to ensure performance standards. Dean-Quality/Associate Deans-Quality review departmental performance, forwarding reports to respective Deans and Principals for follow-up with Heads of Departments (HoDs).

Deans' targets are audited to ensure effective implementation of strategic plan, with particular emphasis on academic performance.

IQAC assesses verify learning outcomes both by direct and indirect methods regularly to ensure academic quality. Course outcome assessment is done at the end of every semester, and program outcome assessment is done after completion of final year final semester. This ensures the attainment level of desired learning outcomes and program specific outcomes. The gap analysis w.r.t. learning outcomes is forwarded to Dean-Academics for necessary action.

Quality Circles' feedback, Stakeholders' feedback, and involving industrial experts in subject domains during Semester Readiness Program (SRP) are also instrumental in enhancing academic quality at KLEF.

This confirms that IQAC is playing a pivotal role in institutionalizing quality assurance strategies and processes at KLEF. Through periodic academic audits and monthly departmental audits, IQAC ensures effective teaching-learning process, operational methodologies, and learning outcomes. Audit of Deans' targets helps to ensure that university's strategies are effective to achieve strategic objectives as planned. These audits facilitate continuous improvement by identifying areas for enhancement and recommending measures to bolster academic quality. Additionally, IQAC verifies learning outcomes regularly to ensure alignment with program objectives and their attainment.

Two significant practices:

Quality Circles:

IQAC plays a pivotal role in fostering collaboration and innovation through departmental Quality Circles, engaging faculty and students in discussions, idea generation, and problem-solving. These quality circles, guided by IQAC, convene meetings to review teaching-learning processes, methodologies, and outcomes, leading to impactful initiatives such as curriculum updates and industry projects. Collaborative efforts significantly enhance student engagement, improved outcomes, and boost employability. Additionally, Quality Circles adeptly identify and address infrastructure challenges, optimizing resources and enhancing efficiency through constructive dialogue and feedback mechanisms.

Digital Evaluation Systems:

Recognizing need for efficient and transparent assessment processes, IQAC championed implementation of digital evaluation systems across academic programs. Traditional paper-based evaluation methods were replaced with online platforms, facilitating seamless assessment processes. These systems streamline management of examinations, quizzes/assignments, empowering faculty to create, administer, and grade assessments digitally, thereby eliminating manual paper handling and reducing administrative

burdens. Besides, digital evaluation systems offer enhanced accuracy, timely feedback provision, and improved data security, benefiting the students with convenient access to assessment materials and feedback online, fostering higher interactive-learning experience.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

NAAC peer team in the previous cycle (cycle 2) provided the following recommendations for quality enhancement of the institution:

1. Enhancement of University-Industry interface initiatives.
2. To expand the diversity of programmes offered
3. More departments need to initiate efforts for obtaining 'Centre of Excellence', 'Centre for Advanced Studies'.
4. Formal engagement in University-Society linkage with civil society and the community to be publicized.
5. IPR cell be strengthened to get patents.
6. Outcome based curriculum initiated recently needs to be implemented with appropriate training for all the faculty members.
7. Capacity development of staff for Content development for OER, MOOCs and Case Studies, etc.
8. Increased budget provision for encouraging incubation and start-ups.
9. Motivating and encouraging faculty members of all the departments and Centers to initiate research in interdisciplinary areas.
10. Conduct and implement academic audits by external academic peers and industries.
11. Alumni association activities to be streamlined and function in a more coordinated way.

Compliance to the above recommendations is appended below:

<https://www.kluniversity.in/iqac-files/ssr-2023/c6/6.5.3/Comp-NAAC-Cycle-2-Recom.pdf>

Post accreditation (second cycle) the following initiatives are taken up by IQAC:

1. Academic Initiatives:

1. Recommended to perform SWEAR (Strengths, Weaknesses, Eligibility, Availability and Resources) analysis on all freshmen to identify their interest in choosing their career path and providing guidance to fulfil their desired goals in terms of placements, higher education, entrepreneurship/start-ups, etc.

1. Recommended recruitment of 100% Doctoral faculty in Sciences, Humanities and Management departments and with maximum percentage in Engineering, architecture, and law departments to enhance the Research Environment, bring in high-quality publications, improved h-index, obtaining research projects from Govt/ NGOs and filing/publishing/award of high-quality patents.

2. Recommended students to take Online courses through MOOCS for encouraging self-learning, obtaining additional credits for getting Honors Degrees, specialization, etc.
3. Recommended introducing 2-credit compulsory course on Gender Sensitization for all UG Students to help achieve gender equity.
4. Recommended to invite Expert faculty from premier institutions abroad to teach few core subjects.

b. Administrative initiatives:

1. Implementation and monitoring of strategic plan, by preparing action plan with the help of university Calendar of Events. This includes every single activity by every Division with a clearly mentioned date/period for achieving targets. The Registrar disseminates the activities among all concerned functionaries for its implementation. All functionaries are required to submit a compliance report at the end of each month to the Registrar. The depth of deliberation is evident from 1600+ activities distributed over the Academic year (2022-23).
2. Recommended to organize Grievance Redressal Week every year to resolve pending students' grievances at once. This is in addition to the normal grievance redressal mechanism already existing in the Institution. Dedicating one full week as Grievance Redressal Week has helped to resolve numerous grievances of students at single window.
3. IQAC has initiated monthly audits of the Deans and Registrar's Office to ensure consistent progress. This aligns with KLEF's practice of decoding long-term strategic targets into quantitative values and developing annual targets for Functionaries, distributed throughout the academic year.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

KLEF Deemed to be University is deeply committed to uphold gender equity as a fundamental philosophy throughout the university. The institution has adopted a proactive approach, which includes the practice of conducting gender audit once in two years to identify areas requiring improvement and necessary actions are initiated based on the Gender Audit Observations.

KLEF has introduced compulsory audit course on “Gender Sensitization” for all the students to help in achieving gender equity.

Through the dedicated efforts of its student bodies, particularly the Students Activity Centre (SAC), KLEF has successfully implemented numerous initiatives as explained: KLEF provides equal opportunities for boys and girls in organizing various cultural and technical fests, including the University annual events, Samyak and Surabhi; As a policy, practical batches and project batches are formed purely based on merit and without any differentiation, promoting gender equality. It has been observed that the percentage of boys and girls is almost equal in campus recruitment training, which is followed by placements. These initiatives have proven to be effective, contributing to the cultivation of an inclusive and empowering environment within the institution.

To foster greater gender sensitivity among faculty members, KLEF has organized specialized training programs, to create inclusive environment regardless of gender, can thrive and succeed. Further, KLEF is dedicated to promote gender equity in leadership positions by providing equal opportunities for women to serve in administrative roles. Efforts have been made to support girl students through mentorship programs that facilitate their career development and advancement on par with male students.

KLEF has emphasized the importance of providing access to essential services for the well-being of women within the university community. This includes offering medical care, and legal aid services. Separate common rooms for women are provided in each block with sanitary napkin vending machines. Day-care centres are also provided for the children of female staff. Separate gym is provided for women. To train girls in different sports/games, female coaches are appointed along with male coaches. A lady physician is also made available in the campus & hostels. Some females have been appointed as vigilance officers, to maintain discipline in the campus. The Life-Long Learning Education (LLLE) programs have been introduced to empower and support women entrepreneurs, further contributing to their holistic development and success.

The Women’s Forum of KLEF organizes FEMFLARE to showcase and celebrate women's talents and

achievements. These events provide a platform for women to express themselves, fostering a sense of empowerment, confidence, and inclusivity. Throughout the campus, KLEF has fostered a culture of discipline, promoting responsible behaviour among students, staff, and faculty. A ragging-free campus environment has been established, ensuring everyone is treated with dignity and fairness.

In a nutshell, through SAC, KLEF Deemed to be University has taken significant strides in promoting gender equality and ensuring the safety and well-being of women within the institution. The successful implementation of these measures has fostered an inclusive and empowering environment, upholding the core values of integrity, respect, and excellence.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The University recognizes the critical importance of sustainable and comprehensive management and disposal of solid, liquid, hazardous chemical, and non-hazardous waste for fostering sustainable development and ensuring a safe and healthy work environment with 100% recycling. The University has implemented a well-defined policy to dispose of all waste from various spaces using appropriate mechanisms at the source level.

The total solid waste collected on campus is around 46000 kg/year. Waste bins are strategically placed at every corner of the campus to facilitate the collection of each category. As part of our commitment to a plastic-free campus, plastic covers and disposable items are strictly prohibited.

a. Solid waste management: Dry, wet, and sanitary waste is segregated into different colored bins. Food waste, vegetable peels, and other kitchen waste collected from canteens and messes are composted using an OWC machine with a capacity of 500 kg/day. Garden waste is composted using 31 composting pits, along with garden waste and dry leaves. Once processed within a defined timeframe, this compost will serve as manure for the kitchen garden and agricultural fields. Recyclable waste is collected and handed over to PCB-certified vendors for further recycling. Stakeholders are encouraged to utilize digital platforms such as LMS and email to reduce paper usage.

b. Liquid Waste Management: The total water requirement during operations is 980 KLD. Wastewater generated on campus is treated in four sewage treatment plants with a handling capacity of 980 KLD. The treated water is then recycled for flushing and watering gardens and lawns on campus. Sludge settled in the STPs is removed monthly and composted, with the resulting compost used as manure for gardens. Consequently, all wastewater generated on campus is effectively treated and utilized, with 40% of the total water demand being met by treated water from STPs, reducing dependency on fresh groundwater sources.

c. Biomedical waste management: Sanitary napkin waste is collected in separate bags and sent for recycling using incinerator facilities. Sanitary waste is handed over to a PCB-certified agency. KLEF adheres to and practices a sustainable and healthy waste management system to promote a green and eco-friendly campus.

d. E-waste management: E-waste is routinely collected from source points and sent to designated storage areas. Outdated, rejected, or scrapped CDs, DVDs, CPUs, keyboards, mice, etc., are identified and condemned by the internal committee before being handed over to PCB-certified vendors for safe disposal.

e. Waste recycling system: KLEF is committed to implementing the 5-R principle (Refuse, Reduce, Reuse, Recycle, Recovery) by adhering to waste management policies. Both grey and black water are recycled using STPs, with treated water utilized for flushing and gardening purposes. Food waste and dry

leaves undergo processing through the OWC machine, resulting in manure used in agricultural fields.

f. Hazardous chemicals and radioactive waste management: The University does not generate any radioactive or hazardous chemical waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic,

landscaping with trees and plants etc in 500 words

Response:

KLEF campus is appropriately named as "Green Fields" with beautiful landscaping. The University has undertaken initiatives such as restricted entry of automobiles, use of bicycles and battery powered vehicles, pedestrian pathways, banning single use plastics to foster environmental friendly campus, all of which are rigorously implemented by entire community.

Restricted entry of automobiles:

Within the campus of colleges & hostels, vehicle entry is strictly prohibited. Students & staff are permitted to bring their vehicles up to designated parking area and entry beyond that point is strictly forbidden. Two-wheelers must be parked near designated area at the main gate or pathway to SDC block cellar, and under no circumstances they are allowed inside the premises. All motor regulations enforced by road transport authority apply, including strict speed limit of 10 kmph within campus boundaries up to designated parking area. Violations of these rules will result in revoking of parking permits. Students are strongly encouraged to utilize public transport or bicycles for commuting to university, supporting campus's green initiatives and promoting environmental sustainability. Additionally, they are urged to advocate for use of public transport or pooling of vehicles wherever possible, thus reducing pollution and contributing to preservation of Green Planet.

Use of Bicycles/Battery powered vehicles:

Students and staff opt for bicycles, public transport, and vehicle pooling for commuting. Approximately 6000 students and faculty members travel daily via 100 college buses. All vehicles are restricted to designated open-space parking zones, ensuring pedestrian-friendly avenues and buildings that are free from pollution.

Pedestrian-Friendly pathways:

All roads leading to buildings within campus feature pedestrian-friendly pathways, accompanied by zebra crossings as needed.

Ban on Use of Plastic inside campus:

Use of plastic is rigorously prohibited on campus. Regular circulars are issued across all sections of campus to strictly enforce this ban. In university canteens and eateries, only steel utensils are utilized instead of plastic ones, and snacks are exclusively served on biodegradable leaf-made plates. Single-use plastics are completely outlawed within campus premises. KLEF is strictly implementing 5-R Waste Management Principle (Refuse, Reduce, Reuse, Recycle and Recover) to ensure clean and green campus.

Landscaping with trees and plants:

Lawns, gardens, and avenue trees are meticulously tended to on daily basis. KLEF boasts over 6000 trees of approximately 400 different varieties, excluding smaller plants. These trees form vibrant canopy of lush greenery, enclosing academic blocks in serene enclave. Main avenues are lined with trees measuring 20'-30' in girth, while trees and shrubs of 10'-15' girth adorn roads connecting various academic blocks.

Some of trees lining avenues are over 40 years old, with some towering to heights exceeding 60 feet. Rare trees and plants, along with well-manicured lawns and gardens, are professionally cultivated. Meticulous upkeep of green spaces reflects deep-rooted love for nature inherent in both soil and minds of KLEF community.

In conclusion, KLEF's firm commitment to sustainability is exemplified by its stringent policies and proactive initiatives. Through bans on plastic, promotion of eco-friendly transportation, and meticulous maintenance of green spaces, the university fosters a healthier, more sustainable environment.

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

KLEF is dedicated to promoting social justice and ensuring equal opportunities for everyone. As part of its mission, the institution has prioritized making higher education accessible to divyangjan students. Guided by The Rights of Persons with Disabilities Act, 2016, KLEF upholds the rights of individuals with physical and mental disabilities.

The university staunchly opposes all forms of discrimination. Its objective is to foster a comprehensive and inclusive teaching and learning environment where incapacitated students and employees are not marginalized or treated unfairly. KLEF ensures that its programs, administration, and activities are accessible to all students and staff, including divyangjan. The institution is committed to providing

support and assistance to differently abled individuals, striving to extend help whenever needed.

KLEF Deemed to be University is providing the following facilities to the Differently abled persons:

- The University Campus has divyangjan friendly, barrier free environment.
- KLEF has provided ramps at the entrance of each block and lifts for easy access to all the floors & classrooms.
- KLEF has provided Divyangjan friendly washrooms with necessary holding rods two way open doors, sensor based flush system in all the academic blocks.
- KLEF has provided tactile paths, lights, display boards and sign boards at all major junctions on the roads and at the entrance of each block.
- KLEF has provided exclusive parking space for the Divyangjan.
- KLEF provided “Wheelchair facility” for the benefit of differently abled students.
- The University has provided reserved seats during admission of differently abled students in all categories. It assesses the educational needs of persons with disabilities enrolled in higher education. The divyangjan students are advised on the types of courses they can pursue at KLEF.
- KLEF Conducts awareness programs for teachers about the approaches to teaching, evaluation procedures, etc. which they should adapt in the case of divyangjan students.
- KLEF encourages the visually challenged students to make use of the 'Special Section for the Visually Challenged' for acquiring knowledge through E-Learning. Numerous audio books are made available in the library for the benefit of Divyangjan students.
- Assistive technologies and facilities like, Divyangjan accessible website, Jaws talking screen reader for the blind, open book scanning & reading with pearl hi speed camera are provided in the central library.
- Screen reading, font enlargement software are uploaded in the library systems to help the needy.
- Divyangjan sensitization sessions are part of the students and Employee induction programs.
- KLEF Staff are trained to assist Divyangjan people.
- Mechanized equipment like, motorized wheel chairs and battery cars are provided for Divyangjan mobility inside the campus.
- During the examinations, provisions are made for Divyangjan for human assistance, reader and scribe. Necessary guidelines and regulations for the use of reader and scribe during exams are specified separately in the examination policy.
- The seating arrangement for Divyangjan students is provided in the ground floor during the examinations.

File Description	Document
Upload supporting document	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

KLEF University through the Student Council is committed to foster an inclusive and harmonious environment that embraces cultural, regional, linguistic, communal, socio-economic, and other diversities. Over the years, the university has implemented initiatives such as training programs, workshops, extension activities, cultural programs etc. to promote tolerance, harmony, and inclusivity among diverse community.

The University introduced credited courses on a few foreign languages, fostering an inclusive environment that celebrates linguistic diversity. These courses provide students with opportunities to enhance their language skills and engage with diverse cultures on a deeper level, enriching their educational experience. Some of the students who learned foreign languages are getting international placements.

Training and workshops have been provided to staff and students aimed at cultivating cultural competence and promoting inclusivity. These workshops focus on understanding implicit bias, developing cultural competence, and promoting cultural diversity. Through these sessions, the University equip individuals with the necessary skills and knowledge to create a welcoming and inclusive environment.

Adopting policies and practices that champion diversity and inclusion has been crucial. The university has ensured equal access and inclusivity by offering prayer spaces for religious observances. Annual cultural fests viz., Samyak and Surabhi, showcase diverse cultures through music, dance, food, and other activities, breaking down stereotypes, fostering tolerance, and encourage different cultures. KLEF also organizes social-cultural events like AFRO-FEST, celebrating African culture through poems, dances, singing, and fashion shows every year.

Extension activities like blanket distribution, rice bowl challenge, Pustakdhaan (donation of books), and Vastradhaan (donation of used clothes) are organized to promote socio-economic upliftment and create a more inclusive society. Through these initiatives, individuals are not only provided with essential resources but also empowered to contribute positively to the communities, fostering a sense of solidarity and shared responsibility.

KLEF actively fosters inclusivity among its student community through academic and non-academic sports, events, and outreach domains. The university organizes cultural exchanges, language support programs, and community engagement activities to celebrate the diversity of its student body. Regional clubs include KUTUMBH and Cultural Clubs – Ohana Club, which actively promote cultural diversity across the nation. The university has implemented anti-discrimination policies, ensuring a safe and respectful environment for all students. As a policy, practical batches and project batches are formed purely based on merit and without any differentiation, promoting inclusively. KLEF encourages collaboration and interaction among students of different backgrounds.

In its commitment to inclusivity, KLEF extends equitable access to students from socially disadvantaged communities and women through priority admissions. The University takes pride in having dalit and women faculty members in its administrative bodies, educating students on the legal protections provided by the Indian Constitution and addressing social inequalities, fostering empathy, understanding, and respect for diversity.

Students participate and enjoy different sports (cricket & football matches etc.) that bring together individuals from different cultural backgrounds. KLEF celebrates progress and remains dedicated to sustain an environment where everyone feels respected, valued, and included.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

KLEF is deeply committed to foster an environment that embraces the constitutional obligations. The institution undertakes initiatives to sensitize students and employees to their constitutional obligations, encompassing values, rights, duties, and responsibilities as citizens. These efforts are aimed at instilling a sense of civic duty and social responsibility among all members of the university community. KLEF ensures active participation of students and employees in these activities, reflecting its dedication to promoting a culture of inclusivity and social awareness. Further, the establishment of a dedicated "Value Education Cell" underscores the university's commitment to nurturing responsible citizenship among its students, guiding them towards ethical and socially conscious behavior.

In terms of policy, culture, and curriculum, KLEF takes proactive measures to gauge and uphold constitutional obligations. Notably, the institution mandates the "Indian Constitution" as a compulsory two-credit audit course for all programs, ensuring that students gain a comprehensive understanding of their rights and duties as outlined in the Indian constitution. Moreover, the university values freedom of speech, encouraging students to provide feedback on academic / infrastructure-related matters and allowing faculty members to voice their opinions on administrative issues. To further engage students in constitutional discourse, KLEF organizes debates and elocution competitions, fostering critical thinking and dialogue around issues of constitutional significance. Besides, KLEF has established Grievance Redressal cell and SC/ST/OBC cells to address any grievances and ensure a fair and inclusive learning environment for all.

Through the Students Activity Centre (SAC), KLEF hosts a wide range of social activities and guest lectures aimed at promoting human values and ethics. The institution has also formed specialized committees, including a discipline committee, an anti-ragging committee, and a Women's Forum, to address specific issues related to discipline and gender equality. These initiatives underscore KLEF's

commitment to foster a safe, respectful, and inclusive campus environment for its staff and students.

To raise awareness of constitutional values and rights, KLEF employs various direct and indirect strategies. Programs are conducted for KLEF students and residents of adopted villages (under the Smart village revolution project) to educate them about their rights under the Right to Information (RTI) Act. Social media platforms such as Facebook and Instagram are utilized to disseminate human values and quotes from noted personalities. Further, the university's curriculum includes subjects related to the Indian Constitution and Human Values & professional ethics, as compulsory audit courses, ensuring that students receive foundational knowledge in constitutional law and ethics. Professional electives cover topics such as IPR and environmental studies, providing students with a comprehensive understanding of legal and environmental issues.

KLEF-SAC regularly organizes lectures, workshops, and cultural events to promote ethical behavior and cultural awareness among students and faculty members. The establishment of the Electoral Literacy Club further demonstrates KLEF's commitment to promote democratic values and civic engagement among its students. By celebrating events such as World Heritage Day, World Organ Donation Day, and International Literacy Day, KLEF seeks to instill a sense of civic pride and responsibility in its students, encourage them to contribute positively to society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Title of the Practice-I:

Holistic Development of Student through Community Engagement

Objectives of the practice:

- To actively engage the students in solving real-world problems, developing skills like communication, problem-solving, and teamwork.
- To engage students in technological innovation.
- To instil a sense of purpose and social responsibility among students.
- To empower the students for bringing positive change in rural communities.
- To bridge the gap between education and impactful action.

- To encourage the development of an entrepreneurial mindset among students.

The Context:

To involve students in rural community engagement, addressing contextual challenges. Students face a gap between theoretical education and practical skills, especially in entrepreneurship, while rural communities struggle with limited resources and environmental issues. The initiative bridges this gap by providing hands-on experiences, fostering entrepreneurial skills, enhancing research abilities, and empowering students to drive sustainable development and positive change within rural communities, facilitating their holistic development.

The Practice:

This innovative methodology focuses on the holistic development of students by enhancing their skills in problem identification, communication, societal impact, entrepreneurship, and research. It does so by integrating students from various academic backgrounds into a 21-day social internship in rural settings. They conduct pilot studies to identify challenges in critical sectors like agriculture, education, water, sanitation, healthcare, and energy conservation.

Students engage closely with local stakeholders through Gram Sabhas, fostering a deep connection with the community and gaining unique insights. This continues as they move to Design Thinking and Innovation (DTI) workshops to analyze issues and develop project proposals for seeking funds through the Micro, Small & Medium Enterprises (MSME) sector, with additional support from the Atal Community Innovation Centre.

Further, the students' journey involves leveraging FAB labs for project prototyping and fabrication, leading to the formation of technical clubs. Digital initiatives spearheaded by the internal KLUG, with Sustainable Development Goals (SDGs), reinforce this unique educational model. By culminating in the formation of community committees, launching awareness campaigns, and implementing practical solutions, sets a new standard for uniqueness in higher education.

Evidence of Success:

This transformative program has empowered over 16,000 students, fostering leadership and community engagement. Through DTI over 1,000 prototypes developed instilling entrepreneurial spirit among students. Around 1,000 papers are published addressing societal issues focusing on research and practical problem-solving. It serves as a benchmark for achieving a 100% placement rate, ensuring students' readiness for professional success. With 50 patents secured collectively, this practice contributes to technological advancement and societal betterment.

Problems encountered and resource required:

Implementing a transformative program presents challenges such as resource allocation, community engagement, skill development, research focus, placement opportunities, incubation support, intellectual property management, and evaluation. Adequate financial, human, physical, and technological resources are essential, along with partnerships, training programs, incubation services, and monitoring tools. Effective management of these resources facilitates student empowerment, innovation, and community impact.

Note:

This transformative program emphasizes experiential learning, fostering a culture of collaboration and creativity. It offers hands-on projects enhancing practical skills and real-world readiness and prioritizes diversity and inclusion, ensuring equal opportunities. Through partnerships with local businesses and community organizations, it creates a supportive ecosystem for innovation and entrepreneurship, driving positive societal change.

Title of the Practice-II

Comprehensive Green Campus Initiatives

Objectives of the Practice:

To mitigate environmental impact and promote sustainability within the campus infrastructure and operations. Implement sustainable practices in construction, water management, waste disposal, energy consumption, student research, projects, and entrepreneurial endeavors. Fostering a culture of environmental responsibility among students, staff, and faculty. Serving as a model for sustainable practices in Indian higher education.

The Context:

The Comprehensive Green Campus Initiatives are arising from recognizing environmental challenges and the need for sustainable practices amidst rapid urbanization and environmental degradation. Overcoming logistical challenges and fostering sustainability consciousness within the university community, including students engaged in research, projects, and entrepreneurship, is pivotal. This reflects the institution's commitment to environmental stewardship in Indian higher education.

The Practice:

The institution is currently initiating various green initiatives, including tree plantation during constructions and road projects, with over 80 trees being planted. Five Sewage Treatment Plants (STPs) are ensuring zero water discharge, achieving 100% treated water efficiency. Zero waste discharge is being achieved through proper waste segregation and recycling with PCB-certified vendors. Green building projects, green cleaning chemicals, dual plumbing systems, BLDC fans, and LED lighting are contributing to sustainability. Students are currently engaged in sustainability research and projects, while entrepreneurial ventures are focusing on green technologies. Despite challenges in investment and behavior change, these initiatives are leading to increased green cover, efficient water management, reduced carbon emissions, and impactful student-led projects.

Evidence of Success

Our university is at the forefront of green initiatives, with a comprehensive approach to sustainability embedded in every aspect of campus life. From energy-efficient infrastructure to waste reduction programs, we prioritize environmental stewardship. Our efforts have garnered recognition from prestigious organizations such as UNESCO, CII, SECM, Green Tech International, and MGNCRE Govt

of India, with over 13 awards celebrating our success. These accolades serve as evidence of our unwavering commitment to creating a greener, more sustainable future for generations to come.

Problems Encountered and Resources Required

Encountered problems involve initial infrastructure investment, ongoing maintenance needs, and behavioral shifts towards sustainability. Addressing these requires continuous awareness campaigns, educational endeavors, and stakeholder involvement. Vital resources include funding for infrastructure, staff training, community engagement programs, student research grants, and entrepreneurial support.

Notes:

Institutions aiming to adopt similar practices should prioritize long-term sustainability benefits and actively involve stakeholders, particularly students. Collaborating with certified vendors and local authorities can optimize waste management, while partnerships with industry leaders can provide access to sustainable technologies. By emphasizing environmental stewardship, research, entrepreneurship, and fostering a sustainability culture, institutions can inspire future environmentally conscious leaders and innovators.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Empowering the students through holistic upskilling:

In this rapidly changing scenario and due to the immense inclusion of technology and software in almost each and every profession, and the expectations of the companies to hire multi-tasking, highly skilled work force; imparting just academic based professional education is not at all sufficient.

At our university, we prioritize bridging the gap between academia and industry by meticulously identifying the requirements of skilled personnel in both the industrial and R&D sectors. This begins with robust interactions between our departments and key players in various industries, ensuring a clear understanding of their evolving needs. Through this collaborative effort, we delineate various cohorts

based on the demand for specific skills, subsequently identifying relevant skill domains. The 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 our industry tie ups) as well as through industry web portal-based surveys. To support this, we establish tailored certification paths aligned with these domains, providing students and faculty with clear trajectories for skill development. Our commitment extends to faculty and student cohort mapping, enabling targeted training initiatives. Faculty members are empowered through training and certification from **respective industries/ companies offering global certifications (OEMs)** in whichever cohort and in turn specialisation. The certified faculty are complemented by a monthly allowance to recognize their dedication above and beyond their regular duties. With certified faculty leading the charge, our students benefit from expert guidance as they undergo training and certification, ensuring they are equipped with the skills demanded by today's industries.

To make our students empowered with the requisite skills, at our university we have **50% weightage given for academics, 25 % weightage given for skill sets and 25% weightage for the co & extracurricular activities** and this is not only into curriculum but also reflected into the grades and credits. Such process is implemented (as on date this is applicable to all Engineering, Management school, Architecture, Law, Arts, Fine Arts programs). This process was set in motion during the 2021-22 academic year, and outcomes have already materialized during the subsequent academic years of 2022-23 and 2023-24. As of now, our faculty has earned 412 global certifications, and an impressive 14,339 students have also attained global certifications. Among these globally certified students, 6,403 have secured placements in multinational companies.

The **certified faculty** 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.** Each such **course** has been **mapped** to respective domain specific Industry cohort, and in turn to the **NSQF** (National Skill Qualifier Framework) and **NOS** (National Occupational Standards) based **levels and Job roles.** This process is ensured to be completed successfully for all students, in a sequential manner, cohort and specialisation wise, by the time students reach their pre-final year; and thus, are fully equipped with the industry in-demand skills and are henceforth ready for profession.

Informal learning, blended learning and self-paced learning is facilitated in almost each and every course, along with making students **work on live industry projects** through the acquired skills, and that too in teams also taken up in a systematic and sequential manner which facilitates students not only to gain required project related skills but also gain the basic learning experience through team working on soft skills aspects. Many activities through **student technical and hobby clubs are made part of informal learning,** that enables the students to acquire **critical thinking, complex problem solving skills** and apply the knowledge of technical and managerial levels to **design prototypes, business models** which are focused on **solving some societal problems,** thereby making students to see various problems of the society and strive to provide solution for them through their knowledge and skills. Doing so ignites the spark among students minds towards innovative thought process which further leads to innovation as well.

Current and future generations of students are highly tech savvy and hence do not need much tutoring in class rather they are highly motivated only when we make them get involved and make them perform in teams. **Hackathons, Design Contests, Ideations etc are also most essential components that are embedded into our evaluations for various categories of courses,** all these truly equip our students to be ready with current and future in-demand skill sets, technologies and also possess by experience the

required soft skills and thus ultimately be empowered to sustain and groom well in the society and outshine themselves in their chosen profession.

Apart from skilling in the in-demand industry skills, we **also offer a set of skilling and training programs** for those students who give their **career choice** as higher education abroad/ within India, for **GRE, TOEFL, IELTS, CAT, MAT, GMAT, GATE etc.** as a comprehensive program of 3 semesters right from their pre-final year.

Students are also given value addition, by means of making them get trained and certified through professionals, on any one of their chosen physical activities from within **Sports, Games or Yoga**, thus helping them to have a good physical and mental balance, and at same time become skilled in their chosen activity.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- Awards and Rankings:
- NIRF 2023 Rankings: (all over India)
 - 28th rank in University category
 - 44th rank in Engineering category
 - 52nd rank in Management category.
 - 50th rank in Overall category.
- QS Rankings
 - QS Asia University Ranking: 751-800
 - QS I- GAUGE Rating: Diamond overall rating
 - QS I- GAUGE Advanced E-LEAD certification
- (ARIIA) (University & Deemed to be University (Private/Self-Financed) (Technical))-Band-Excellent (1-36).
- Institutions Innovation Council of Ministry of Education graded KLEF with 5 Star rating
- Times Higher Education Rankings.
 - THE Young University Rankings in world - 351–400 band THE World University- 801-1000 band
 - THE World University Rankings by subject- 401–500 band in Computer science, 501-600 band in Engineering.
- “BEST WATER MANAGEMENT INSTITUTION” by Water digest, world water awards in coordination with UNESCO, Ministry of Jalsakthi and Ministry of Environment, Govt of India.
- Andhra Pradesh State Energy Conservation Award – 2022.
- Third Prize for “Excellence in Waste Management” by CII South Region in 2022.
- “Excellence in Energy Management” by CII South Region
- Andhra Pradesh State Energy Conservation Award – 2021.
- “One District One Green Champion” Awards! By Mahatma Gandhi National Council of Rural Education.
- All India 1st Rank under Swachhta Institute Rankings in the category of residential universities – UGC by MHRD, Govt. of India.
- 32 Industry Collaborated Skilling Centres for Global Certification Training
- 128+ Startups by students, faculties, Alumni & External Members
- Innovator Fellowships, Pre-Incubation, Incubation, Acceleration, EiR and many more programs supported by TBI and ACIC
- Equipped with state of art Facilities - Makers Lab, Fab Lab, Advanced Design Simulation Lab, Rapid Prototyping Lab and many more for development and validation of their prototype.
- Recognized as Mentor Institute (IIC) by Ministry of Education and AICTE to mentor mentee institutes on Innovation and Entrepreneurship ecosystem
- Top Rating in Institute Innovation Council recognized by AICTE for the last three years.
- Yoga and meditation classes for students.

Concluding Remarks :

During the 2018-2023 cycle, KLEF has embarked on a journey of educational transformation, prioritizing

innovation, inclusivity, and holistic development. The university has established interdisciplinary research centers and incentivized cross-disciplinary research projects, fostering innovation and addressing complex societal challenges through a holistic approach. KLEF has seamlessly integrated the NEP into its academic framework, offering student's flexibility in designing their learning paths and allowing for the recognition of prior learning and skill development initiatives.

University has launched comprehensive skill development initiatives aligned with NEP 2020 objectives. These initiatives include industry-relevant certification programs, internships, apprenticeships, and entrepreneurship development programs, empowering students with practical skills and experiential learning opportunities. KLEF has made significant strides in enhancing students' skill sets, preparing them for obtaining global certifications through Skill week. Skill Week serves as an intensive platform where students immerse themselves in hands on training sessions by industry experts.

KLEF University has demonstrated remarkable progress in its research endeavors, particularly in the publication of high-impact research articles in Q1, Q2 and Q3 journals.

Additionally, the university has invested significantly in research infrastructure and facilities, providing researchers with state-of-the-art laboratories, equipment, and resources to conduct their experiments and investigations.

KLEF has made significant strides in maintaining a green campus with the ultimate goal of achieving net-zero carbon emissions. Through a combination of innovative initiatives and committed efforts, the university has transformed its campus into a model of sustainability and environmental stewardship. Through the adoption of renewable energy sources such as solar panels and wind turbines, KLEF has been able to lower its carbon footprint. . By promoting recycling programs, composting organic waste, and reducing single-use plastics, KLEF has been able to divert a significant portion of its waste away from landfills, further reducing its environmental impact.

KLEF has been at the forefront of the Smart Village Revolution, leveraging its academic prowess, research capabilities, and commitment to social responsibility to drive progress in rural communities. The university actively collaborates with local stakeholders, including government agencies, NGOs, and community-based organizations, to identify needs, develop solutions, and implement projects.