INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
P. E. S. COLLEGE OF ENGINEERING, MANDYA

Mandya
Karnataka
571401

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	P. E. S. COLLEGE OF ENGINEERING, MANDYA Mandya Karnataka 571401
2.Year of Establishment	1962
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	
Departments/Centres:	10
Programmes/Course offered:	16
Permanent Faculty Members:	203
Permanent Support Staff:	206
Students:	3119
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An institution with a legacy of over five decades 2. Participation in TEQIP – World bank programme 3. Academically autonomous Institution of VTU, Belagavi
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-06-2018 To : 12-06-2018
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SANDEEP SANCHETI	
Member Co-ordinator:	DR. SUJIT BISWAS	
Member:	MR. VEDULLA SHEKHAR	Principal,Osmania University
NAAC Co - ordinator:	DR. JAGANNATH PATIL	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1
The Institute was established in the year 1962 and is located at Mandya a small town near to Mysore. Most of the students are hailing from Mandya and surrounding local regions. The College has 8 UG Programmes in Engineering and also 8 PG Programmes in Engineering, Management and Computers and also Ph.D. programme. The Institute is affiliated to Visvesvaraya Technological University, Belgaum and recognised by the All India Council for Technical Education (AICTE), New Delhi. It is an institution functioning under the grant-in-aid scheme of Government of Karnataka as well as some of the programmes are in self-sustaining mode. The Institute got autonomy in the year 2008. The schema and syllabus are prepared by the Institution itself. The Institute has a well-developed and established set up for curricular planning, implementation and enrichment. Some of the new generational practices in teaching have not been embedded in curriculum aspects which has to be done. The CBCS is implemented but not necessarily fully. The copy of the syllabus is issued to the students and also published in the College web site. In addition to the regular professional courses the College also offers enrichment courses which address to gender, environment and sustainability, human values and professional ethics. There exists a well-defined mechanism of feedback system in the College. However, the College has to monitor the implementation of the feedback collected more effectively.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QlM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The admission process of the institution is done through the Centralised Admission Process and management quota as per rules laid down by the Karnataka State Government. Students are admitted from reservation quota for SC, ST, OBC, PC, etc. with scholarships and freeships provided by the government as per the norms. The College also provides EBC scholarships to the students from poor family background from State Government of Karnataka. The college organizes orientation/induction programmes for freshers. There is no separate and identified process to assess the learning level of admitted students. However, induction and some personality development classes, awareness programmes, functional communicative skill development programmes are organized. Bridge courses are also organized for the freshers. System to be strengthened for identification of slow and fast learners. The college has tried to improve the teaching-learning process through orientation programmes, industrial visits and projects, etc. However, very limited industry internships took place in last few years. Innovative teaching – learning practices are followed. The college adheres to its academic calendar. Faculty prepares teaching plans accordingly and adheres to the academic calendar. Six UG programs in engineering are accredited by NBA. There are about 52 teachers with Ph.D., and about 151 having only postgraduate degrees. The staff to student ratio is currently about 1:16 including aided and self-supporting courses. College has implemented CBCS system only partially. Continuous evaluation and Internal assessment is in practice. Processes for internal assessment grievances needs to be strengthened. Pass percentage of students needs to be improved. The conductance of student satisfaction survey is present. The POs, PSOs and COs are stated, displayed and communicated to teachers and students. Institute formulates outcome based teaching - learning processes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3
The College has started promoting the research activities in right earnest. But the attainments are limited as of now. Some aspects of research like innovation, entrepreneurship etc., have not been promoted adequately. Participation in TEQIP has however triggered some activities and collaboration as well as faculty participation in conferences. But, financial resource mobilization through direct external or industrial support is meagre. Six VGST grant supported Research Centres have been established in the areas of Materials, High Voltage, Image processing, Bio-fuels etc.. The College also supported them with matching grants. But only a few faculty are involved in such activities and most of others are still undertaking their Doctoral studies. To promote doctoral research recently a large fraction of faculty has enrolled itself for doctoral programmes. Similarly VTU has recognised the institution as an approved centre for research for various specializations and around 60 members have been identified as a research guides. As a result, in the last five years the doctoral output has gone up and around 60 PhDs have been awarded. For Research publications, a scheme has been put up in place recently to incentivize paper publications in quality journals, which as of now are far and few. Three patents have also been filed/granted. The Consultancy activities have been shown, but mostly in form of training programmes rather than industrial or society related technical matters or developments. College has signed few MOUs (more than a dozen) with industries but mainly to help them in some teaching learning of non-technical courses. Institutional MOUs have also been promoted including a few in International domain specially one with Binghamton University, New York, USA. Extension activities are supported through NSS and other groups. But, the ownership of villages for holistic support was not evident. College has regularly won the award from Red Cross for Blood donation etc. It has been recognized by the ISTE for student related activities particularly for continuing education and also for some professional activities. Have also participated in trekking, student projects, Swachchatha drives etc. In overall terms, the College has potential to contribute and grow in the domain of Research, Innovation and Extension.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4
The College has adequate number of lecture rooms with ICT facilities and also laboratories as per AICTE norms. There exists a gigantic sports complex having Cricket stadium, Indoor stadium, Basketball, Volley ball etc. All roads in the campus are asphalted roads. The College has special infrastructural facilities for the physically challenged students but limited to ground floor only. The College has other facilities like Canteen, Dispensary, RO facility, Bank, ATM facility and Parking lots. The College has an Amphi Theatre and an Auditorium. A guest house is under construction.

All the departments have access to Computer labs. The entire campus is provided with WiFi internet access facilities of 120 Mbps. The institution has received TEQIP-II component of Rs.10 Cr. The amount has been utilized for the development of Laboratory Infrastructure, Research and conduction of Faculty Development Programs. Now, the institution has received TEQIP-III grants of Rs.7 Cr. because of the successful implementation of TEQIP-II.

The institution has a main library with a collection of more than 1,00,000 volumes, 105 National journals, 10 International journals and 20 Magazines. All library stocks are bar coded. The digital library has many exclusive nodes connected to different servers hosting E-resources like Elsevier, ProQuest, Taylor& Francis, K Nimbus etc. The library is open from 8 AM to 8 PM on all working days. Average number of walk-ins per day is low. Maintenance of the library needs to be improved. The library has no reprographic facility. Institution has canteen in the Campus. Separate hostels for boys and girls exist with adequate facilities. A number of sports and cultural activities are organized at the institution on a regular basis.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
Student Council is formed every year but its activities are to be strengthened. The college has the mentoring system where a mentor is allotted for every 6 students. Mentor counsels the students regarding academics and stress related issues, but the documentation needs to be improved. Different student bodies/committees have been formed by the College to encourage the students to participate and involve in various activities such as sports, life skills, technical, cultural, co-curricular, extra-curricular, etc. The College has introduced skill development courses in the class routine to enhance life skills of the students and made mandatory for all students to attend the same. The College has mechanisms for redressal of student grievances including sexual harassment and ragging cases, which is yet to be widely publicized in the campus. There is need to strengthen student grievances mechanisms. Placements Cell of the college is responsible for on campus placements of students and has attained average success only. Though college is located near the industrial and ICT hub - Bangalore, the placements have declined in last five years. Several students have opted for higher education and self-employment. The College maintains some contacts with alumni and conducts a meeting on annual basis. Alumni Association is not formally registered for the College (except for Civil Engineering Alumni) and its activities are yet to be taken off. The Civil Engineering department Alumni have donated money to construct a separate building with class rooms.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
The College has driven leadership to work and support its growth and efficient working. The organizational structure is properly defined and carries out its assigned functions. However, at the top level there are several bodies like Trust, Board of Management, Governing Council etc. which in certain cases has overlap in its functioning. They are also supported by Academic bodies like Academic Council, Board of Studies etc. Some other statutory committees like Anti-Sexual Harassment Committee, Anti-Ragging Committee also helps in discharging their duties. Members have been trained from time to time to perform their jobs.   The Vision and Mission are clearly defined and well publicized. However, the strategic plan development is just under initial stage of work and deliberations. Record keeping of various documents like agendas, minutes, action taken report have been maintained properly. Being a Govt. aided institution certain administrative practices and procedures are well defined. But, because of mixed mode of working (certain courses in self-sufficiency mode) there are challenges with some programmes and specializations, particularly with the salary

of the faculty involved in those programmes.

College has been deputing faculty for QIP like schemes. In recent times TEQIP has promoted and supported elements of faculty development and empowerment. Faculty appraisal systems and some of the Welfare schemes are being practiced but more can be done with support of schemes like professional development allowances etc.

College has been able to generate enough financial resources on yearly basis for its smooth functioning and is able to meet out general expenditure. However, funds in form of Endowments or Corpus are limited, which if available, can be helpful to make them grow fast. In general financial discipline is maintained and audits etc. are carried out regularly. The financial autonomy at top has not been percolating to the required levels. More can be done to empower stakeholders both financially and administratively. Similarly, IQAC has been established recently and started playing its role, but more clarity is required for its effective functioning.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7
The ratio of boy to girl students is about 50:50. The College has facilities for helping gender sensitivities and their special requirements. The College campus as well as the hostels are maintained in a safe and secure way. The college has committees to organize various programs for gender sensitization among the students, faculty and staff. A system exists for counselling of students but it needs to be structured formally. Separate common room exists for girls only. College has initiated activities for rain water harvesting but proper systems for waste-water/sewerage water treatment does not exist. No special practises are in place for handling of solid waste or e-waste management. The campus is well landscaped with good number of trees and plants as well as roads and pedestrian ways. However, promotion and use of bicycles is yet to be implemented. Better awareness to make campus plastic free and offices paper-free, needs to be initiated. Special attention to differently-abled (Divyangjan) students is restricted to ramps on the ground floor level only while the three storied building has no provision for lifts. The college organizes some of the national festivals as well as the anniversaries of national personalities. It also maintains good degree of transparency in its functioning. The institute has claimed best practises of proctor system, delivery of value-added programs and PG scholarship

under TEQIP, which in true sense are not so unique. The management and leadership need to focus on some new generation and distinctive approaches to transform the college further more.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)

Strength

Strength

- Sufficiently large campus area with good building infrastructure
- Location in a rural setting, but close to Mysore city
- Faculty members have started engaging themselves with research
- Progressive, keen management striving for quality academic and research output
- Completed TEQIP – II and participating in TEQIP - III

Weakness

- Though faculty:student ratio is adequate, faculty cadre ratio needs improvement
- Placement in terms of quality and CTC
- Inadequate use of ICT enabled teaching and learning resources
- Sponsored R&D and consultancy work is in infancy
- Industry – Institute interaction at low level

Opportunities

- Enhancing faculty qualification and research potential
- To create modern laboratories through industrial support
- Enhance Innovation, Entrepreneurship and Incubation
- Help local region and industry through societal problem solving, consultancy and technology transfer
- Starting courses of new generation and newer specialization

Challenges

- Increased competition and rapid technological changes
- Attaining higher bench marks of quality and rankings
- Orienting student & faculty for the use of ICT
- Attracting quality faculty and students in adequate numbers with diverse background
- Improving corpus and endowment funds for financial self sufficiency

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Efforts to be made to improve faculty cadre ratio through encouragement of young faculty members for PhD and facilitate their work

- Enhance diversity by admission of the students at least from all over India

- To make better and effective use of Alumni's potential for improving quality as well as branding

- Library facilities, including text/reference books and e-resources to be augmented

- Entrepreneurship activity support to be started in right earnest

- Faculty and students to make better use of ICT facilities, e-learning resources and ERP

- All stake holders are to be encouraged to undertake research and consultancy through collaborative activities

- Improve the placement and training in core companies with better job profiles

- Effective use of MOUs and collaborations for all-round growth

- Student counselling processes to be strengthened

- Allocation of more financial resources for research and general quality initiatives

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SANDEEP SANCHETI	Chairperson	
2	DR. SUJIT BISWAS	Member Co-ordinator	
3	MR. VEDULLA SHEKHAR	Member	
4	DR. JAGANNATH PATIL	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. SANDEEP SANCHETI	Chairperson	
2	DR. SUJIT BISWAS	Member Co-ordinator	
3	MR. VEDULLA SHEKHAR	Member	
4	DR. JAGANNATH PATIL	NAAC Co - ordinator	

NAAC

Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 1)

P. E. S. COLLEGE OF ENGINEERING, MANDYA, Mandya, Karnataka, 571401

Track ID : KACOGN100180

AISHE-ID : C-1345

Visit dates : 11 - 06 - 2018 to 12 - 06 - 2018

Grade Sheet

Name of the Institution: P. E. S. COLLEGE OF ENGINEERING, MANDYA
Type of the Institution: Autonomous colleges
Dates of Visit: 11 - 06 - 2018 to 12 - 06 - 2018

No	Criteria	Weightage (W_i)	Criterion-wise weighted Grade Point $(CrWGP_i)$	Criterion-wise Grade Point Averages $(CrWGP_i /W_i)$
1	Curricular Aspects	150	530	3.53
2	Teaching-learning and Evaluation	280	828	2.96
3	Research, Innovations and Extension	130	389	2.99
4	Infrastructure and Learning Resources	100	358	3.58
5	Student Support and Progression	90	275	3.06
6	Governance, Leadership and Management	100	261	2.61
7	Institutional Values and Best Practices	100	203	2.03
	Total	$\sum_{i=1}^{7} (W_i) = 950$	$\sum_{i=1}^{7} (CrWGP_i) = 2844$	**2.99**

$$\text{Institutional CGPA} = \sum_{i=1}^{7} (CrWGP_i) / \sum_{i=1}^{7} (W_i) = 2844/950 = 2.99$$

Grade: B++

Name of the Institution: P. E. S. COLLEGE OF ENGINEERING, MANDYA
Type of the Institution: Autonomous colleges
Dates of Visit: 11 - 06 - 2018 to 12 - 06 - 2018

No	Criteria and Key Indicators	Key Indicator Weightage (W_i)	Key Indicator Wise Weighted Grade Points $(KIWGP)_i$
Criterion 1: Curricular Aspects			
1.1	Curriculum Design and Development	50	180
1.2	Academic Flexibility	40	140
1.3	Curriculum Enrichment	40	140
1.4	Feedback System	20	70
Total		$\sum W_1 = 150$	$\sum (KIWGP)_1 = 530$
Calculated $CrGPA_1 = \sum (KIWGP)_1 / \sum W_1 = 530 / 150 = 3.53$			
Criterion 2: Teaching-learning and Evaluation			
2.1	Student Enrollment and Profile	20	50
2.2	Catering to Student Diversity	30	80
2.3	Teaching- Learning Process	50	180
2.4	Teacher Profile and Quality	40	90
2.5	Evaluation Process and Reforms	40	125
2.6	Student Performance and Learning Outcomes	50	170
2.7	Student Satisfaction Survey	50	133
Total		$\sum W_2 = 280$	$\sum (KIWGP)_2 = 828$
Calculated $CrGPA_2 = \sum (KIWGP)_2 / \sum W_2 = 828 / 280 = 2.96$			
Criterion 3: Research, Innovations and Extension			
3.1	Promotion of Research and Facilities	14	56
3.2	Resource Mobilization for Research	10	34
3.3	Innovation Ecosystem	9	28
3.4	Research Publications and Awards	20	23
3.5	Consultancy	7	28
3.6	Extension Activities	50	160
3.7	Collaboration	20	60
Total		$\sum W_3 = 130$	$\sum (KIWGP)_3 = 389$
Calculated $CrGPA_3 = \sum (KIWGP)_3 / \sum W_3 = 389 / 130 = 2.99$			
Criterion 4: Infrastructure and Learning Resources			
4.1	Physical Facilities	30	115
4.2	Library as a Learning Resource	20	63
4.3	IT Infrastructure	30	110
4.4	Maintenance of Campus	20	70

No	Criteria and Key Indicators	Key Indicator Weightage (W_i)	Key Indicator Wise Weighted Grade Points $(KIWGP)_i$
	Infrastructure		
Total		$\sum W_4 = 100$	$\sum (KIWGP)_4 = 358$
Calculated CrGPA$_4$ = $\sum (KIWGP)_4 / \sum W_4$ = 358 /100 = 3.58			
Criterion 5: Student Support and Progression			
5.1	Student Support	30	65
5.2	Student Progression	20	80
5.3	Student Participation and Activities	30	110
5.4	Alumni Engagement	10	20
Total		$\sum W_5 = 90$	$\sum (KIWGP)_5 = 275$
Calculated CrGPA$_5$ = $\sum (KIWGP)_5 / \sum W_5$ = 275 /90 = 3.06			
Criterion 6: Governance, Leadership and Management			
6.1	Institutional Vision and Leadership	10	30
6.2	Strategy Development and Deployment	10	30
6.3	Faculty Empowerment Strategies	30	86
6.4	Financial Management and Resource Mobilization	20	44
6.5	Internal Quality Assurance System	30	71
Total		$\sum W_6 = 100$	$\sum (KIWGP)_6 = 261$
Calculated CrGPA$_6$ = $\sum (KIWGP)_6 / \sum W_6$ = 261 /100 = 2.61			
Criterion 7: Institutional Values and Best Practices			
7.1	Institutional Values and Social Responsibilities	50	103
7.2	Best Practices	30	60
7.3	Institutional Distinctiveness	20	40
Total		$\sum W_7 = 100$	$\sum (KIWGP)_7 = 203$
Calculated CrGPA$_7$ = $\sum (KIWGP)_7 / \sum W_7$ = 203 /100 = 2.03			
Grand Total		**950**	**2844**

$$\textbf{Institutional CGPA} = \sum_{i=1}^{7} (CrWGP_i) / \sum_{i=1}^{7} (W_i) = 2844 / 950 = 2.99$$

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

P. E. S. College of Engineering

K. V. Shankaragowda Road, Dist. Mandya, affiliated to University of Mysore and
Visvesvaraya Technological University, Karnataka as

Accredited

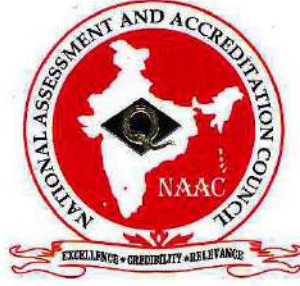with CGPA of 2.99 on seven point scale

at B^{++} grade

valid up to August 15, 2023

Date : August 16, 2018

Director

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : P. E. S. College of Engineering

Place : K. V. Shankaragowda Road, Dist. Mandya, Karnataka

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point $(Cr\,WGP_i)$	Criterion-wise Grade Point Averages $(Cr\,WGP_i / W_i)$
I. Curricular Aspects	150	530	3.53
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VII. Institutional Values and Best Practices	100	203	2.03
Total	$\sum_{i=1}^{7} w_i = 950$	$\sum_{i=1}^{7}(Cr\,WGP_i) = 2844$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^{7}(Cr\,WGP_i)}{\sum_{i=1}^{7}W_i} = \frac{2844}{950} = \boxed{2.99}$$

$$\text{Grade} = \boxed{B^{++}}$$

Date : *August 16, 2018*

Director

- This certification is valid for a period of *Five* years with effect from August 16, 2018
- An institutional CGPA on seven point scale in the range of 3.51 - 4.00 denotes A^{++} grade, 3.26 - 3.50 denotes A^{+} grade, 3.01 - 3.25 denotes A grade, 2.76 - 3.00 denotes B^{++} grade, 2.51 - 2.75 denotes B^{+} grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer

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