



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**STANLEY COLLEGE OF ENGINEERING AND  
TECHNOLOGY FOR WOMEN**

CHAPEL ROAD, ABIS, HYDERABAD  
500001

[www.stanley.edu.in](http://www.stanley.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2018**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Stanley College of Engineering & Technology for Women (SCETW) was established by a philanthropist and entrepreneur as a self financed institution in 2008-09 on the historic Stanley campus in Hyderabad (Degree and School education) that has been a landmark for excellent education for over a century. It is supported by Executive Board of Methodist Church in India. The main objective of the establishment of the institution is to empower women and impact the world in the field of Engineering, Technology & Management studies. All the 4 UG courses have been accredited by NBA with effect from the academic year 2018-19 for 3 years.

The institute started functioning in 2008 on securing approval for the engineering UG programs of Electrical and Electronics Engineering(EEE) and Information Technology(IT) with an intake of 60 each, Electronics and Communication Engineering(ECE) and Computer Science and Engineering(CSE) with an intake of 90 each from AICTE and also affiliation from Osmania University. Since 2009-10 the institute has introduced PG courses in a phased manner. With the continuous growth, presently college offers UG courses with intake of 420 and PG courses with intake of 162 including Business Administration. Presently Stanley offers **Undergraduate Courses** in 4 Engineering disciplines and 5 **Postgraduate Courses** in programmes mentioned below:

BRANCH	INTAKE
UG COURSES - B.E	
CSE	180
ECE	120
EEE	60
IT	60
POST GRADUATE COURSES	
M.E.-EMBEDDED SYSTEMS	30
M.E.-DIGITAL SYSTEMS	24
M.TECH-SOFTWARE ENGINEERING	24
M.TECH-COMPUTER SCIENCE AND ENGINEERING	24
MASTER IN BUSINESS ADMINISTRATION(MBA)	60

The institute has qualified, experienced and dedicated faculty and has very good infrastructure. The institute has bagged 5 university ranks in the 6 batches graduated from it. Placement record of the students is good(>70%).

### Vision

Empowering girl students through professional education integrated with values and character to make an

impact in the World.

### **Mission**

M1: Providing quality engineering education for girl students to make them competent and confident to succeed in professional practice and advanced learning.

M2: Establish state-of-art-facilities and resources to facilitate world class education.

M3: Integrating qualities like humanity, social values, ethics, and leadership in order to encourage contribution to society.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Centrally located in the heart of the city.
2. Hyderabad is a hub to several industries like IT, Manufacturing,Pharma etc.
3. Good Infrastructure.
4. Commitment to achieve national goal of Women Empowerment.
5. Continuous development in infrastructural facilities to meet the quality policy.
6. Proactive and participative Management.
7. Involves all the stakeholders in the administration.
8. Ensuring better scope for personality development of the students with the amenities required for and beyond academics.
9. Committed and qualified staff with requisite qualifications.
10. Good Placements.
11. Modern laboratories to meet the demands of the industry.
12. Conducive and empowered working environment for faculty leading to faculty retention.
13. Research environment for faculty and student research.
14. A number of initiatives undertaken for supporting slow learners.
15. Use of Innovative teaching.
16. Single point comprehensive Course Information Sheet developed.

### **Institutional Weakness**

1. Academic syllabus is insufficient to meet the industry requirements- lack of more academic flexibility due to affiliated college status.
2. Sponored Research and consultancy

### **Institutional Opportunity**

1. To promote the faculty enrichment and empowerment to meet the institute needs.
2. Exploring the untapped markets for improving the quality and quantity of admissions with diversity.
3. Making the experts in industry as partners in the academic programmes in the form of visiting / adjunct faculty.
4. Develop consortium approaches and collaborations with other eminent institutions so that cost and benefits can be shared and outcomes increased.
5. Getting the sponsored research projects/seminars/workshops/EDC from UGC, AICTE, TSCHE, CSIR etc.
6. Strengthening Internships from the industry partners.
7. Ensuring Internal Quality Assurance Cell (IQAC) is more effective through external partners.
8. Institute Industry Interaction can be strengthened.

### **Institutional Challenge**

1. Meet Global challenges to admissions as several foreign universities and deemed universities are showing interest in Telangana
2. Inadequate funding as the fee structure is regulated by State Government.
3. Lack of freedom in admissions and student diversity

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

SCETW is an affiliated institution to the prestigious Osmania University and adheres to the curriculum as defined by the university. The delivery of curriculum is well planned as per the defined syllabus and academic calendar. The academic committees at institution and department levels plan/monitor its implementation. The quality assurance committees continuously give feedback about the implementation not only according to the academic calendar but also about the attainment of various objectives like course outcomes, PO, PSO. Further the institution has implemented an learning management system(LMS) which helps in the effective delivery of the curriculum along with fulfilling its objectives.

The faculty participate in various bodies at university like the Board of Studies, as evaluators, in formulating the Teaching Learning and Evaluation practices.

All the programs imparted by the institution have migrated to CBCS system in the academic year 2016-17. This gives the students an opportunity for different types of electives and enhances the learning experience keeping it in line with the expectation of the industry. Additionally various certificate courses are conducted by departments and student professional bodies to enhance the academic flexibility and have good participation.

The curriculum is enriched by conducting several courses and activities to make the students aware of gender issues, human values, environment and professional ethics with internal and external resources. Here also the participation of the students is very high.

Feedbacks are taken from all the stakeholders like parents, students, industry, etc., on regular basis, to ensure all aspirations are met.

### Teaching-learning and Evaluation

The student enrollment at the institute is good and follows the rules and regulations put in force by the government for various segments of the society. 70 percent are allocated by various state level admission bodies.

The diversity in the students such as rural vs urban, state vs non-state including other countries, slow and fast learners etc is enumerated and programs such as bridge courses, remedial classes, makeup classes, add-on courses, certificate courses, etc., are conducted to alleviate this aspect. The institution has entered into MoU's with IITs to introduce their online courses to the students like NPTEL and Spoken Tutorials.

LMS is introduced to effectively monitor the teaching learning process and its outcomes. Gap analysis is done over the entire curriculum and attainments of PO and PSO and ICT has been promoted aggressively along with LMS to improve and extend the teaching learning process and fulfill gaps identified. Several workshops and industry certification have been conducted to enrich the learning process.

The student to teacher ratio is good and the quality of teachers and their experience is continuously monitored. The number of PhD holders is good. The diversity in teachers and their specialization is monitored. Few of our teachers are recipients of state/national level awards/honours.

Strict adherence to university rules in the evaluation process is ensured. Several reforms have been implemented to ensure transparency and fairness for various internal and external evaluations conducted by the institution.

The attainment of the students with respect to course, program and program specific outcomes are continuously evaluated and monitored through use of a spreadsheet tool. The attainment levels are set after careful evaluation of previous years student performance. Based on this appropriate actions are taken for improvement in student performance.

### **Research, Innovations and Extension**

The institution has established policies for promotion of research. Given the age of the institution, recent accreditation and lack of 2f & 12b status funding has been an issue, however every effort has been made and internal funding also has been made available. **The institute has university approved research centers in CSE and ECE.** Several of our faculty are recognized guides and have scholars pursuing PhD under them and several PhDs have been awarded during the past five years.

The institution provides a platform for, and promotes research and innovations, by providing required labs, upto date software etc. Participation of industry is promoted through departmental level MoU's with relevant industry for guidance. Incubation practice has been established and is guided by industry. Awareness has been enhanced with interactions with governmental and industry agencies.

Faculty has reasonable number of publications in UGC-recognized journals/SCI and conferences and a few of them have won best papers awards, others have state and other awards for their contributions to education and research. The institute encourages research and publications by providing incentives to teachers including subsidy to registration/publication fees, travel allowances, on duty leave facility. A number of workshops and awareness campaigns have been conducted about intellectual property rights, research ethics, plagiarism, etc.

The institute promotes several extension and outreach programs with internal associations like NSS, Women Protection Cell, student chapters of non governmental organizations. The participation level is very high.

The institution has MoU's with HEI's like IIT Bombay, IIT Madras, NIT Warangal, Cyient, Lincoln University, Malaysia.

### **Infrastructure and Learning Resources**

The institution is located in the heart of Hyderabad and is easily accessible. The institution has more than adequate physical facilities for meeting the curricular, co-curricular and extra curricular needs of the students.

Adequate budget is provided annually towards infrastructure and its maintenance. Routine and on demand servicing and maintenance is done.

**Curricular:** Dedicated classroom with adequate seating, lighting and ventilation. ICT facilities are well established. Good intranet/internet facilities including wifi connectivity is provided to deliver audio/visual content to the students. LCD projectors are mounted in 75% of the classrooms and in several labs. Portable audio/video systems are also available. Labs are equipped with systems, hardware, software, test equipment, UPS, stabilizers for conduct of experiments as per the curriculum. These are continuously upgraded as required. Library is stocked with over 25000 volumes, 125 journals and magazines. Online journals are also subscribed and available. A Digital library facility has been created. The campus is WiFi enabled.

**Co Curricular:** Special consumable, equipment, hardware as required for conduct of the industry driven workshops, incubation needs, projects etc., are procured as and when required.

**Extra Curricular:** There are indoor and outdoor games facility including table tennis, shuttle, ball badminton, tennicoit, kho-kho, carroms, chess, board games, etc. A gymnasium is also available. Cultural activities are regularly conducted for which an auditorium is also available.

**Others:** Drinking water is provided through RO plants. Common room and Canteen are available. Sanitary napkin dispenser/disposal unit is available in sanitized restrooms. CCTVs are installed for safety. Fire fighting facility is available.

### **Student Support and Progression**

The students are provided with scholarships through the fee waiver scheme to eligible students by the state government. Further the management also provides free lodging and subsidized boarding facility to students on merit cum means basis.

Effective Mentoring along with students participation in management is the corner stone of student support and progression. Staff is assigned 20 students to mentor. This ensures that students progress is monitored and their specific needs are identified. Activities related to career, competitive examinations, soft skill development, remedial classes, phonetics in language lab, bridge courses, yoga and self defense and personal counseling are conducted and effectively monitored. Majority of students benefit from these facilities. Vocational courses are also conducted to enhance the skills of the students. Over 70% students obtain placement in various campus drives conducted by reputed companies like IBM, Infosys, Virtusa, SAP, TechMahindra, etc. Several students have pursued higher education inside India and abroad.

Students get a sense of belonging in the institution as they have been made part of implementation by being involved in several committees including a effective students council. Several sports and cultural activities are conducted as planned in the academic calendar.

A registered alumni association is active and participates in mentoring the students particularly in placement activity. Regular alumni meetings are held and the alumni have contributed in kind to the library, sports, clean environment and dispensing of drinking water.

There is a functional grievance redressal cell and anti ragging committee with student representation along with internal complaints committee.

### **Governance, Leadership and Management**

The Institution has well defined core values like Vision, Mission, PEOs, POs, PSOs. Being a Women institution the motto :”Empower Women, Impact the World” has been adopted. The well defined POs of NBA have been adopted with other core values being defined with participation of all stakeholder internal and external through a well defined process.

The hierarchy in leadership is defined in the organizational chart. The roles, responsibilities and decision making authority of all employees is defined. Decentralization and participative management is encouraged and is in practice through various committees so as to involve all the stakeholders, particularly the faculty and students. Administrative and Fiscal delegation of powers is also in practice. Rules and regulations handbook governing employees is available.

The institute has developed a road map of progression and has strategic plans in place for academics, infrastructure development, placements, industry institute interaction, etc., whose implementation and progress is continuously monitored.

The faculty are encouraged to upgrade their skills and increase their academic/ research contributions through various facilities like on-duty leaves, registration fee reimbursements , incentives for publications, travel allowances, etc. An effective self appraisal system is in place.

The institution has a budgetary process through which proposals under different heads are whetted and approved by the Governing Body. The utilization of the budget is also monitored effectively.

The Internal Quality Assurance system is put in place with the formation of the IQAC cell. Earlier Quality assurance was practiced in a decentralized manner at departmental level.

### **Institutional Values and Best Practices**

The institution addresses several issues related to gender, environment, energy, human values, ethics within and beyond the curriculum. Several initiatives through faculty and student participation are in place with respect to gender equity, waste management, rain water harvesting and green practices. Courses are also offered in environmental studies, gender sensitization, yoga and ethics. Several activities by student bodies are also encouraged. Student chapters in-conjugation with NGOs engage in community services within and outside the institute.

All national celebrations like Republic Day, Independence Day, Telangana Formation Day, etc., are celebrated. Other birthdays or death anniversaries of National Leaders like Gandhiji, Ambedkarji, Kalamji, Radhakrishnaji, Visveswarayaji, Ramanujamji, etc., are also celebrated along with sports,cultural, traditional, fresher days events.These serve to reinforce the human values and instill ethics in the staff and students.

The core values of the institute are well disseminated at all prominent places and the website along with the code of conduct, of all authorities starting from Principal, head of the departments, faculty-teaching and non-teaching, etc. through a handbook made available on the website. Complete transparency is ensured with all facts(academic, administrative and fiscal) being made available to all stakeholders through the website and the Learning Management System.

The institution constantly evaluates its best practises and continuously improves/innovates on them.



The main vision of empowering women through quality education while instilling human values and ethics is also monitored strictly. Several programs in self-defense, legal awareness of gender issues, social activism on women related issues like Nirbhaya, Asifa, are also taken up.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	STANLEY COLLEGE OF ENGINEERING AND TECHNOLOGY FOR WOMEN
Address	Chapel Road, Abis, Hyderabad
City	Hyderabad
State	Telangana
Pin	500001
Website	<a href="http://www.stanley.edu.in">www.stanley.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	V. Rajagopal	040-23244880	9392114063	040-27663237	vrajagopal@stanley.edu.in
Principal	Satya Prasad Lanka	040-23234880	8790001992	040-23235382	principal@stanley.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	19-06-2008

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Telangana	Osmania University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	16-04-2018	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Chapel Road, Abis, Hyderabad	Urban	5.46	13713

## 2.2 ACADEMIC INFORMATION

NAAC

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Computer Science And Engineering	12	INTERMEDIATE TSEAMCET	English	180	180
UG	BE,Electronics And Communication Engineering	12	INTERMEDIATE TSEAMCET	English	120	119
UG	BE,Electrical And Electronics Engineering	12	INTERMEDIATE TSEAMCET	English	60	46
UG	BE,Information Technology	12	INTERMEDIATE	English	60	59
PG	Mtech,Computer Science And Engineering	12	UG PGECE T GATE	English	24	21
PG	Mtech,Computer Science And Engineering	12	UG PGECE T GATE	English	24	15
PG	ME,Electronics And Communication Engineering	12	UG PGECE T GATE	English	24	9
PG	ME,Electronics And Communication Engineering	12	UG PGECE T GATE	English	30	19
PG	MBA,Business Management	12	UG GMAT TSICET	English	60	54

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	17				31				89			
Recruited	14	3	0	17	8	23	0	31	23	66	0	89
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	7	6	0	13
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	12	10	0	22
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	3	0	1	3	0	0	0	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	7	20	0	23	66	0	116

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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



Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	380	11	13	0	404
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	118	0	0	0	118
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	61	53	51	47
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	5	10	11
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	245	227	231	228
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	205	201	202	200
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>523</b>	<b>486</b>	<b>494</b>	<b>486</b>

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 702

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	6	8	7

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1642	1553	1477	1345	1338

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
278	249	249	278	266

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
448	398	400	372	396
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.3 Teachers

#### Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
137	125	125	125	125
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

#### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
137	125	125	125	125
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 46**

#### Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
736	488	423	360	341

#### Number of computers

**Response: 630**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

The Institute through its College Advisory Committee (CAC) gives the broad road map and monitors the progress for achieving the vision and mission of the institution giving inputs with regards to the direction of the industry, new pedagogues in education and social perspectives. The College Academic Committee is the highest executive administrative body and is responsible for effective planning and implementation of delivery of curriculum in the institution. The above structure is replicated at each department level.

**The institution ensures effective curriculum delivery in a planned manner with documented plan and monitoring process. The basic documents for this are**

1. Curriculum as defined by university.
2. Academic calendar as defined by university.
3. Course Information Sheet-(CIS) including COs as defined by the teacher

**And CO/PO/PSO mapping along with gap analysis and proposals for their coverage as reviewed by Department Academic Committee-(DAC)**

4. Monthly monitoring reports by teacher/Class review committee/HOD
5. Feedbacks (at least 2 times in a semester about syllabus coverage and once about course outcomes)
6. Conduct of Tutorial Classes with 1 teacher per 20 students.
7. Result analysis periodically by DAC for mid-exam performance and end exam performance evaluation with respect to CO/PO/PSO attainment.

There is a process defined for setting the vision, mission and program specific outcomes at appropriate levels and regular monitoring of this process at all administrative leadership levels. The curriculum as defined by the university is mapped on the defined PO's and PSO's through course outcomes. Each teacher develops a course information sheet(CIS) after properly defining the course outcomes, mapping the course outcomes to program and program specific outcomes, lesson plan, gap analysis and methodology for their fulfillment. The departments taking as the university prescribed academic calendar as input develops their academic calendar for the academic year. The institution then develops the college academic calendar, from these and taking into consideration curricular, co curricular and extracurricular activities.

The reviews and feed backs are conducted at different levels involving both the student, teachers and

administrators. The Class review committee meets periodically including before the start of the semester to monitor the lesson plan and syllabus coverage keeping in view the prescribed academic calendar for that program as defined by the university. The DAC reviews the CRC reports along with performance analysis of midterm exams/quizzes/assignments. Remedial classes or make up classes are conducted based on these reviews.

### **These DAC reports are then reviewed at institution level by the College Academic Committee**

The institution has a quality policy and process which is followed by each department. Each department has a Departmental Quality Assurance Committee (DQAC). Each department through its DAC generates an action plan to improve the metrics of outcomes in terms of results, placements, PO and PSO attainment, etc. The DQAC then validates compliance to action plan and metrics and gives its report to the DAC for either review of metrics or augmentation of resources for effective implementation.

*The CAC and College Academic Committee review the action plans, implementation process and feedbacks.*

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response:** 52

#### **1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
22	11	7	9	3

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**

**Response:** 4.71

#### **1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic**

Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	1	1

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 66.67

1.2.1.1 How many new courses are introduced within the last five years

Response: 468

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 79.91

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1553	1477	1345	983	612

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

*The institution caters to the cross cutting issues such as gender, environment and sustainability, human values and professional ethics in a number of ways.*

**Gender:**

The curriculum as defined by the affiliating university(Osmania University) has recently introduced a subject at V Semester level related to gender sensitivity. This course is mandatory for all students irrespective of the branch of engineering. Even before this issue was very much a central issue of our institution through its motto “Empower Woman, Impact the World” and its defined vision and mission. An audit course “Women Empowerment” was introduced for III year students in the academic year 2015-16. The timetable and syllabus for the above course are attached herewith. This course deals with both legal and social awareness levels on the women empowerment issue. The institution is an institutional member of Indian Women Network(IWN) of the Confederation of Indian Industries whose Chairperson Mrs Vanitha Datla addressed the students in the induction program. The institution regularly invites successful woman like the chairperson of ALEAP Mrs Rama Devi, etc., to enthuse the students and also make them aware of gender issues in the industry. Several activities related to gender were conducted through the staff and student participation. Gender issues are also addressed through seminars, enacted plays during cultural and co curricular activities like traditional day, cultural competitions, freshers day, annual day, etc.

**Environment and sustainability:**

The curriculum contains a course on environment science at III semester level for all branches of engineering and the students take part in field trips, conduct seminars and poster presentations. Reports are generated for public awareness and are made available to all at the library. Various programs like Swach Bharat, tree plantation(HarithaHaram), clean and green campaign, etc are conducted as part of this. Sanitation and waste disposal awareness campaigns are also conducted.

#### **Human Values and Professional Ethics:**

The curriculum contains a course on National Service Scheme (NSS) at VI semester level which is mandatory for all students irrespective of branch and the institution has a vigorous NSS body which conducts several activities to give emphasis to Human Values and societal awareness. Activities like blood donation camps, clean and green initiatives, pink ribbon marathon participation, breast feeding benefits awareness campaign, etc. *Being a woman's institution human values and ethics have been made a part of our mission statements itself.*

Professional Ethics are inculcated into students through several initiatives and are part of the teaching, learning and evaluation processes put in practice by the teachers and departments. For example the Project review committee has strict guidelines in place regarding plagiarism. Similar checks are in place for various evaluations done. *Professional ethics class is part of the induction program also. Eminent speakers are invited to address the students about professional ethics periodically.*

<b>File Description</b>	<b>Document</b>
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### **1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years**

**Response:** 84

##### **1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years**

**Response:** 84

<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

#### **1.3.3 Percentage of students undertaking field projects / internships**



**Response:** 7.55

1.3.3.1 Number of students undertaking field projects or internships

Response: 124

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.52

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	4	9	2	6

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 92.8

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
523	486	485	510	448

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
558	498	498	558	534

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
278	249	249	278	266

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

*The Institution conducts evaluation of students at two levels one on admission and secondly a continuous evaluation of the students based on midterm marks, university exams, participation in co-curricular activities within and outside institution, interaction in the class rooms and laboratories. Based on this mentors identify the learning levels of the students and encourage them to attend to Remedial classes, Makeup classes, Bridge courses, Project Based Learning (PBL), Communication Skill Classes, Paper Presentations, Project Expo.*

*Mentoring is the key for advancement of the student whether they are slow or fast learners. There is a class teacher for every section, who monitor and maintain data regarding the attendance and progression of the student. This information is made available to the mentors.*

**For slow learners**, we conduct communication skills classes, bridge course in maths, remedial classes for backlogs and for current subjects (if their performances in quizzes and mid exam are not up to the mark). Make up classes are also arranged outside the regular working hours and days to enable the students to achieve on par with others. All this is planned and incorporated in the timetable itself. Parents are also made partners in this process. More tutorials with improved student – staff ratio are conducted as and when required. Special assignments and quizzes are conducted through Learning Management System (LMS). Mentoring is done in a sympathetic manner to improve the morale of the student. These students are encouraged to use the library and e-resources like NPTEL Video Lectures, do extra experiments in laboratories. Several times the mentors encourage the students to prepare a schedule of study and it is monitored including preparation of notes and answering of quizzes and assignments.

**For fast learners**, we have a separate path of project based learning, memberships to professional societies, increased participation in workshops and seminars, these students are encouraged to take up

publications, hardware projects and mini project in advanced topics under the guidance of faculty members. Extra library cards are also issued. Special Add-on courses and Trainings are conducted in employable areas with hands-on experience.

*An induction program is conducted for all students soon after their admission. In this program, awareness is created about the Curricular Content, Rules and Regulations, Skills desired from an Engineer / Researcher, Career Opportunities, Ethics. Recently this induction program has been extended in duration to address various other issues like Human Values, Problem Solving Skills, Industrial Visits, Sports, Yoga and Self-Defence, Computer Operating Skills, Language Issues, simple Do It Yourself (DIY) experiments, Gender Sensitivity, Assessments, Professional Ethics, Know Your Neighbourhood etc.*

### 2.2.2 Student - Full time teacher ratio

**Response:** 11.65

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

#### 2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

**Response:**

The gap analysis is done at program level and course level. Skills like soft skills, life-long learning skills, communication skills, technical skills etc. are assessed at Program Outcome (PO) level and appropriate steps are implemented to overcome the issues related to the above. Beyond this students are encouraged to develop their own skills with emphasis on specialization within a branch of engineering several times leading to inter-disciplinary collaborations also.

Teachers are encouraged to use ICT to show live examples to create better understanding of the subject / topic on hand.

Mentoring including external experts, is provided to the students to prepare them to choose the appropriate Electives, Technical Trainings, Laboratory Exercises beyond the Syllabus etc.

Project Based Learning is offered by several faculty in courses taught by them. This enables the students to “learn by doing” in courses which are towards the specialization they are interested in. This has led to several projects some of which are now in incubation stage.

Similarly the institute has tied up with IITM, Chennai to offer NPTEL courses, students can take up these MOOCs courses and enhance their learning experience. A similar effort is there for laboratories courses through a tie up with IITB, Mumbai to offer its Spoken Tutorials program to the students. A special hour is created in the timetable itself for this purpose. This effort has led to more than 75 NPTEL certifications and 300+ Spoken Tutorial certifications. The institute further encourages this effort by subsidizing the students in examination fee for NPTEL based on performance.

Campus Recruitment Training (CRT) is provided to all the students normally at the end of 3rd year of their course. It starts with career counseling by experts and also alumni. Here aptitude, life skills and soft skills courses are conducted along with technical trainings. Mock interviews are also conducted. Several pre assessments are conducted and students are suggested additional trainings. The Learning Management System has libraries for various competitive exams like GRE/TOEFL/IELTS/GATE/CAT/Civils. It also has a mechanism for students to interact with the faculty one-on-one through messaging without the peer pressure.

Group Discussions/Seminars/Presentations/Quizzes/Project expos are conducted with student participation at various levels like class, year, branch and institutional level to enhance the learning experience through a pedagogy suitable to a student.

Problem solving skills of the students are enhanced through hands-on workshops conducted by industry such as IBM, Microsoft, Salesforce, LUCID VLSI, etc.

Students are encouraged to take up internships.

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 100

**2.3.2.1 Number of teachers using ICT**

**Response:** 141

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 18.24

**2.3.3.1 Number of mentors**

**Response:** 90

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

*The institution has made conscious effort to introduce innovation and creativity in the Teaching learning process by adoption of technology to enhance the learning ability assertive of the students. Along with the adoption of ICT in classrooms, laboratories and seminar halls the following have been introduced at the institution: Outcome-Based Education(OBE) and Student Centered Learning(SCL)*

OBE: The CO/PO/PSO/PEO are well defined and mapped using a 4 scale mechanism. Gap analysis and topics beyond the syllabus are identified for every course and are mapped to course outcomes. In the laboratory courses, extra experiments are introduced to meet the above and these are also mapped to course outcomes. This is an assessment tool to calculate the attainment at course level as well as at program level. The assessment tool is designed to compute the attainment at different stages of delivery of the course like after the first internal exam, after the second internal exam, after taking assignment or quiz and finally the end semester university exams. A course information sheet is created and given to all students undergoing that particular course. It contain all the information like syllabus, course outcomes, their mapping to PO, prerequisites, text/reference books, gap analysis, topics beyond the syllabus, links to video material like NPTEL, YouTube etc. Continuous monitoring is done. The set targets have gradually improved over the years.

SCL: Mentoring, conduct of remedial classes, make up classes, bridge courses, add-on workshops and courses to enhance the employability skills of the students, etc are the foundation stones of the student centric approach to learning.

The mentoring record maintained for every student helps the mentors to identify the student as either a slow learner or fast learner and different paths are advised for each. Slow learners are advised to either attend remedial classes for backlog subject or makeup classes for current difficult subjects. Special timetable is issued by the department for this purpose. Similarly fast learners are encouraged to attend industry delivered hands on trainings.

Other innovations used are

1. *Interactive Teaching*
2. *Multimedia learning method*
3. *Z to A approach: Explain the application part of a particular concept first, so that students would get interest in what the actual concept is.*
4. *Project Based Learning: Students of III and IV years are encouraged to take up many real time projects. They are guided by both faculty and industry research experts.*
5. *Computer Assisted Learning*
6. *LMS for students*
7. *Available for peer review and critic: Feedback on several aspects are regularly taken*
8. *Using Analogy: The use of an analogical relation between the known and the unknown can help*

*students learn new information and discard or modify misconceptions.*

9. *Role-play and scenario analysis based teaching*

10. *Mind Map: make notes that use only keywords and images to refresh information just by glancing once.*

11. *Spoken Tutorial: facilitated through MoU with IIT Mumbai*

12. *NPTEL facilitated through MoU with IIT Chennai*

13. *CRT*

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years				
<b>Response:</b> 10.99				
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years				
2017-18	2016-17	2015-16	2014-15	2013-14
26	21	19	8	1
File Description	Document			
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>			

2.4.3 Teaching experience per full time teacher in number of years	
<b>Response:</b> 9.25	
2.4.3.1 Total experience of full-time teachers	

Response: 1304

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 14.91

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	5	4	3

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 36.72

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	56	60	61	9

#### File Description

#### Document

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Continuous learning is the crux of engineering education. Unless today learnt concept in clear tomorrow, learning will not be done properly. The universities have provided a system of internal (mid) Exams of 20 marks 5 marks assignments for theory courses and 15 marks for record maintenance and 10 marks for daily performance in laboratory courses. The above distribution is



**for non-cbcs scheme. Similar break up is there for CBCS.**

The mid exam is of two parts first is compulsory and second part is choice of 2 out of 3 and 50% syllabus is for first mid second remaining 50% is for second mid. The syllabus of each subject will have properly define course outcomes and questions will be aiming to know these outcomes learning. Blooms taxonomy is strictly followed in setting the questions. For any program if there are more than one section and more teachers are involved are common paper is set. The setting of question paper, as stringent procedure is followed for every program there will be a panel to finalize the paper in which senior faculty, HOD and academic director will be the members. Two sets of question papers are set and one is randomly picked up on the exam date. The sitting for examination is done similar to end exams that are missing of different branch and year students. During the mid exams first one hour is conducted and then regular time-table is followed. During the last hour of the day a review and doubts clearing class will be specially conducted to refresh and to make them well prepared for next exam. The correction of answer scripts is done within a week, the answers will be discussed in the class. The answer scripts, are shown to students and personal discussion is encouraged.

**The university itself now introduced the CBCS and reformed the system**

**Though the university prescribes a procedure, at our institute the CIE is enriched by practising the following:**

- *Daily the last 10 minutes each teacher ensures the learning by asking questions.*
- *Weekly or after covering one and two topics a slip test is conducted, even surprise tests are also introduced by few teachers.*
- *To have practice of exams we also conduct mock exam.*
- *By conducting model and exam we also prepare them for end exam.*
- *Conducting of review class on the day prior of exam in a regular practice.*
- *Depending upon the performance the slow learning students will be identified and remedial classes will be conducted. For detained students (one or two) the subject teachers will give special teaching as per their availability.*
- *For practical courses the conducting of class itself will be a parallel process of evaluating by observing the expectation, results etc. One day prior to class students are given next class experiment and they will be coming with full knowledge, design, and program.*
- *For Mid Exams, Answer KEY is prepared by the Subject Teacher and discussed in the class.*

These practises are reforms in CIE process which strengthen the university system.

**2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

***Internal assessment involves two components.*** First, evaluating them in terms of mid exams as prescribed by the affiliating university, this is very transparent and robust. The dates of examination, model of examination, the syllabus of examination is fixed. Even the marks, absentees statement should also sent to university as per university schedule, which is commonly given to all affiliated colleges, each college should strictly follow. University will not insist on regular class work, during the examination but we

organize the classes especially the review class of the next day exam subject.

The distribution of questions in the question paper is prescribed by the university which consists of two parts, first part short questions, all the questions have to be answered, no choice. University framed this structure considering different higher level institutes practice involving different, divergent academicians and industrialists with detailed discussions in Board of Studies (BoS) meetings and finalized. The university authorities not only instruct but also administrate and verify the implementation process. The authorities not only verify the procedure, but also audits the mapping of questions to Course Outcomes (COs) and use of Blooms taxonomy in setting the questions. So this internal examination process is transparent and very robust in variety of questions and number of internal examinations.

However the assessment of learning is done by the respective teachers by spending time at the end of a class and starting of class in asking the questions to understand their level of learning. **Accordingly the teaching is planned. If any slow learner is found a special concentration is done on her and measures of remedy classes and extra assignments will be conducted to rope her in. this process is also strictly followed teachers and checked by HoD and DQAC. Thus the internal assessment is transparent and robust in our institute.**

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

**The examination involves internal exam and external exam.**

#### For Internal Exams:

The questions and process will be as per university prescribed procedure. The correction of internal examinations will be completed within one week after the examination. Before showing the scripts to students the answers will be discussed in the class. Then the answer scripts will be given to the students and they can go through their scripts check for the answers and marks awarded. Any student feels any dissatisfaction she can approach the teacher. If any mistake of overseeing the answer or wrong awarding, the student can approach with appropriate evidence of correct answer then the teacher may rectify. After satisfying the students, the mark awarded will be finalized. The average of two exams and marks for assignment will become internal marks. They will be openly put on notice boards, sent to their parents and given sufficient time to correct if any mistakes or missed entries are there.

#### For External Exams:

The external examinations will be conducted commonly by affiliating university. The dates will be announced at beginning of academic year, normally university strict to these dates. The conducting of examination will be done by jumbling the students to other institutes other than the place of study. The

seating will be mixed in such way no two adjacent students get same paper / subject. Apart from allocating one invigilator per 20 students, sitting squad and flying squad system is also in place. And university conducts the spot valuation involving different senior teachers of affiliated colleges as valuers, the system of mixing the scripts, coding checking of valuation by a senior chief examiner, for every subject. **The results will be declared after getting approval from Vice – Chancellor of University.**

**After this transparent and efficient process, the possibility of grievances will arise in**

(i) *Standard of question paper and*

(ii) *Valuation of answer scripts.*

**Regarding the question paper:** All questions are drawn from the syllabus prescribed, then on the day of examination itself, student should represent to the subject teacher then first the department level this will be examined involving senior subject teachers and represented to principal. And then to university authorities. University after getting representation from affiliating colleges conducts board of studies meeting and evaluation authorities and takes remedy measures, may be evaluating for fewer questions or giving some grace marks. This discussion is taken before starting up of valuation.

**Valuation of Scripts:** Any student feels that the valuation was not proper (i) revaluation (ii) copy of valued script procedures are in place. After declaration of results, two weeks time is given, any candidate by paying the prescribed fee can apply for this. The said scripts will be picked up and revaluation is done. If the discrepancy is more than 20%, another third valuation is done. The revaluation results will be declared normally within one month. Still any dissatisfaction “Challenge Evaluation” through court is also possible.

Thus transparency is ensured in the valuation system in an efficient and time-bound manner.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

**The academic calendar given by the affiliating university is a strict boundary line.** The implementation will be always inspected and checked by the authorities. The class work, internal examination, practical examination, and end semester exam will be strictly followed. The institution doesn't have any choice. But to see and enhance the levels of learning and better graduation, a special attention and concentration should be done. **Without deviating from the calendar extra coaching, remedial classes, Campus Recruitment Training (CRTs), special Certificate courses will be planned.**

In the academic calendar normally four dates are prescribed related to CIE, they are dates for conduct of the first CIE, dates for conduct of second CIE, date for display of sessional CIE and date for submission of the finalized session CIE marks to the university. In the CBCS scheme the CIE in every course consists of

an essay type question paper along the lines of model given the university and a quizz paper. These are evaluated for 20 and 5 marks respectively. Further two assignments of 5 marks each have to be submitted by students in each course. There is absolutely no difference in the conduct of the CIE and end semester examinations except in the total marks. The university has prescribed that the syllabus be evenly distributed among both the mid exams. After evaluation each paper is expected to be shown to the respective students and the scheme of evaluation is also discussed with them. After attending to all grievances if any, the marks are displayed on the notice board and posted in the learning management system(LMS). After conducting both the CIEs the faculty compute the average of the two and displays the same on the prescribed date on the notice board and LMS for further elimination of any mistakes in computation or valuation errors. Then these marks are consolidated by the department in university format and entered into the university portal directly by the concerned faculty themselves at the examination branch of the institution. A similar procedure is there for laboratory course. For project evaluation a departmental Project Review Committee and concerned faculty supervisor conducts reviews and presentations by individual students to finalize their CIE as prescribed by the University rules and regulations handbook.

Thus in awarding CIE marks strict adherence to academic calendar, rules and regulations of university in question paper quality and structure is ensured.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

### Response:

*The 12 well defined Program Outcomes(POs) of NBA are adopted. The course outcomes(COs) are defined for all courses conducted by the institution. The process for defining the CO takes into consideration the inputs from various stakeholders like university, employers, faculty, alumni and web search. A similar process is in place for defining the Program Specific Outcomes (PSOs). There are a minimum of 4 COs defined for each course and a maximum of 6. Similarly there are a minimum of 2 PSOs defined for each Program and a maximum of 3. The COs are then mapped on the Program Outcomes(POs) and Program Specific Outcomes(PSOs). While defining the COs care is taken to follow the blooms taxonomy. The COs are discussed in class review committee of the relevant class undergoing the course. Then a departmental committee/HOD reviews and approves these COs. The faculty delivering the course then prepares the Course Information Sheet containing the defined COs, their mapping to the POs and PSOs and blooms taxonomy. It also contains the gap analysis, gaps identified and methodology for their fulfillment.*

The Vision and Mission both of the institution and departments, the POs and PSOs, COs are then

published at

- a. **College Website:** *V&M of institution, POs*
- b. **Departmental Website:** *V&M of department, POs, PSOs and COs*
- c. **Department Notice Boards:** *V&M of both institution and department, POs and PSOs*
- d. **Classrooms:** *V&M of both institution and department, POs and PSOs*
- e. **HOD and Faculty Rooms:** *V&M of both institution and department, POs and PSOs, relevant COs*
- f. **Department Library:** *V&M of both institution and department, POs and PSOs,*
- g. **Main Library:** *V&M of institution, POs*
- h. **Laboratories:** *V&M of both institution and department, POs and PSOs, relevant COs*
- i. **Course Files:** *V&M of both institution and department, POs and PSOs, relevant COs*
- j. **Lab Manuals:** *V&M of both institution and department, POs and PSOs, relevant COs*
- k. **Lab Records:** *V&M of both institution and department, POs and PSOs,*
- l. **Mini Project Reports:** *V&M of both institution and department, POs and PSOs, relevant COs*
- m. **Project/Seminar Reports:** *V&M of both institution and department, POs and PSOs, relevant COs*
- n. **Departmental News Letters:** *V&M of both institution and department, POs and PSOs,*
- o. **Learning Management System(LMS):** *V&M of both institution and department, POs and PSOs, relevant COs*

## **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

### **Attainment of Course Outcomes**

(Data collection processes may include, Mid examination – 1, Mid examination – 2, assignments, laboratory tests, University Examination project evaluation)

Program shall have set Course Outcome attainment levels for all courses.

(The attainment levels shall be set considering average performance levels in the university examination or

any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the Course Outcomes of a course in addition to the performance in the University examination)

***Attainment Level 1: 40% students scoring less than set attainment level (50%) in the final examination.***

***Attainment Level 2: 40% students scoring more than and 60 % students scoring less than set attainment level (50%)in the final examination.***

***Attainment Level 3: 60% students scoring more than set attainment level (50%) in the final examination.***

### **Measuring Course Outcomes attained through University Examinations**

Target may be stated in terms of percentage of students getting more than the university average marks or more as selected by the Program in the final examination. For cases where the university does not provide useful indicators like average or median marks etc., the program has 50% as attainment level on its own.

- **Attainment is measured in terms of actual percentage of students getting set percentage of marks.**
- **If targets are achieved then all the course outcomes are attained for that year.**

Program is expected to set higher targets for the following years as a part of continuous improvement.

- **If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.**

### **Measuring CO attainment through Internal Assessments and Assignments:**

Target may be stated in terms of percentage of students getting more than class average marks or set by the program in each of the associated COs in the assessment instruments (midterm tests, assignments, as mapped with the COs)

Mid-term test 1 addresses CO.1 and CO.2 and Mid-term test 2 addresses CO.3, CO.4 and CO.5 Out of the maximum 20 marks for this test, Assignments marks are 05.

For example 10 marks are associated with CO.1, 10 marks are associated with CO.2, 8 marks are associated with CO.3, 7 marks are associated with CO.4 and 5 marks are associated with CO.5.

If targets are achieved then the CO.1, CO.2, CO.3, CO.4 and CO.5 are attained for that year.

Course Outcome Attainment:

Attainment through University Examination: Substantial i.e. 2

Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University examination and 20% weightage to Internal assessment, the

attainment calculations will be (80% of University level) + (20% of Internal level ) i.e. 80% of 3 + 20% of 2 = 1.6 + 0.4 = 2.0

**Weightage of 80% in given for direct assessment ( $2.0 \times 0.8 = 1.6$ )**

**Weightage of 20% to given for Indirect assessment ( $2 \times 0.2 = 0.4$ )**

**Attainment =  $1.6 + 0.4 = 2.0$**

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 74.34

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 310

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 417

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.19

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response: 0**

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response: 6.57**

3.1.2.1 Number of teachers recognised as research guides

Response: 9

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response: 0.01**

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

Response: 1

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years



Response: 654

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

*The institution has recognized the importance of having incubation center keeping in line with the Make in India and Made in India policy as part of the nation building.* A incubation center has been set up correspondingly where the students are given ample opportunity to explore the implementations of their ideas. The incubation center co-opts the required resources from several departmental laboratories as needed by the student from time to time for implementation of their ideas. Senior faculty enthusiastically involve in this center to guide and motivate the students. *Regular interaction with external agencies like, MSME, NSIC, ALEAP, etc. are done to guide the students. Each department has adopted technology themes for employment, trainings and projects.*

- *All these live MOUs have been entered into with industry to give guidance especially in enhancing and utilizing the various laboratories. As part of this activity the students working in the incubators also interact and get guidance from these industries.*
- *The incubation center currently has generated some working models like color picker robot, maze solver robot, snake game, cows and bulls game, gesture based music generator, security systems for unmanned railway crossings, etc.*
- *The incubation center is ably complemented by another student hands on project learning initiative Sigma where several students have implemented their ideas related to the application of mathematical and physics laws to light and sound and their implementation using IOT. A three phase workshop was organized where about 60 students explored and implement ideas using IOT.*
- *Further the ecosystem needed to support the incubation center has been evolved in the form of ideas contests and project expos being conducted. Several teachers offer project based learning associated with the course they are teaching.*
- *One of the products developed at out incubation center is a Theremin device which generates music based on hand gestures. The report of the same is uploaded for reference.*
- *The funding for this incubation center is totally met by the institute.*

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 93

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	19	38	9	0

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.56

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 14

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 9

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response: 1.69**

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
49	62	63	43	4

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**

**Response: 0.59**

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	9	33	21	10

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years**

**Response:**

**The institute encourages the students to organize several extension activities by the students to augment awareness to social issues leading to their holistic development.**

There is an active NSS unit in the college which conducts several extension activities such as blood donation camps, disaster relief drives for floods, earthquakes and other natural calamities like Uttarakhand floods, Hudud cyclone, Chennai floods, Kerala floods etc. Swachh bharaat, tree plantation, etc are also organized. Other than this participation in neighboring campaigns for breast feeding, pink ribbon rally, etc

have been organized.

**Students have founded chapters of "Securing Smiles", "Street cause" which are social NGOs.** Through these they have conducted donation drives to local slum children, conducted institution visits by school children to inspire them by observing our classes, laboratories, seminar halls and activities. Further they have conducted campaigns on roads like street plays/singing songs about atrocities against women, anti dowry, drugs etc.

The institution also has tie up with an **online student's magazine Stumagz** where students are encouraged to write articles about social issues and human values. Some of these articles are very inspirational. Students have written about child labor, sexual harassment, eve teasing, challenges of youth, career issues, etc.

The students have conducted a workshop on "e-commerce for public" as part of the cashless drive towards electronic transactions for sub staff of our and neighboring institutions. Here the participants were trained how to do mobile and web transactions safely including the use of Paytm.

**The MBA department conducted a 3 Day national workshop on demonetization where participants debated the pros and cons of demonetization and how to deal with it. It was widely attended by the general public also as it was an important issue at that particular time.**

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 0**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during

**the last five years****Response:** 132

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
52	53	7	12	8

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**

**Response:** 74.87

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1445	1265	1000	800	1040

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

**3.5 Collaboration**

**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years**

**Response: 47**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	8	8	8	2

**File Description****Document**

Number of Collaborative activities for research, faculty etc

[View Document](#)

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 7**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	0	0	0

**File Description****Document**

Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years

[View Document](#)

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

**The institution has adequate facilities for meeting all the curricular and co curricular needs of the students as per the AICTE and Osmania University norms. Each section (60 students) is provided with a dedicated class room, all seminar halls are provided with audio-visual equipment. Tutorial rooms are also available to conduct tutorials in 20-30 groups of students by one or more teachers.** Two seminar halls also fitted with air conditioning. 75 percent of the class rooms are fitted with LCD projectors and screens, Over Head Projectors (OHP) are available in the remaining classrooms. Portable audio systems are available in each department laboratories are well equipped to conduct all experiments as per curriculum. All requisite software to deliver the curriculum is also available in the departments and laboratories. The institution has 15 computer labs, well over the required number of computers with high end configuration also. The networking and the software required to deliver the curriculum is in place. Uninterrupted Power Supply (UPS) is installed in all computer labs with a minimum backup of 30 minutes. All labs are well ventilated and all safety measures are displayed and installed. Each lab displays its equipment list, list of experiments, occupancy charts, maintenance registers, and in-charges.

**The Library is spread over 6500 sq. ft. and has a seating capacity of 200 students and houses over 25000 volumes of books, over 100 print journals and technical magazines,** PG and UG project reports of the past, bound back volumes of journals. In addition to the print media material it houses a digital library (20 systems) with audio facility. Here NPTEL videos, internet access, e-journals etc. are available. Students also encouraged enrolling and using MOOCS courses like NPTEL, Swayam, OCW, EDX, etc. The NPTEL material of the library can be accessed in any lab on the internet. Similarly e-journals are accessible from all labs and staff rooms. Reprographic facility is available.

In each laboratory students do experiments over and above the curricular needs. These experiments are designed to enhance the learning experience of the students.

Further students are offered project based learning in several courses where the teacher guides the student to do projects using knowledge acquired in a particular course.

For both the above and the curricular mini projects, projects, thesis experimental work of the PG student several special equipments, components, software are made available in many labs.

**The institution has 320 Mbps internet connection from 3 separate providers.** All computer labs are networked with CAT 6 cabling and have internet facility. Wi-Fi connectivity is available in all blocks and canteen.

Staff room with cabins, necessary furniture and fittings, spacious (>5 sq.mtr per staff), well ventilated, computer with printer available, internet facility (wired and Wi-Fi).

**Generator (125 kVA) is available for power backup.** All safety measures are in place as required. All

HODs are provided with A/C rooms.

A centralized Examination Cell is also available with adequate computing and reprographic facility.

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

##### **Response:**

*The institution caters to the all round development of the students including their co curricular needs. Towards this several facilities like sports, gymnasium, yoga classes, self defense classes have been built up.*

##### **Sports and Games:**

- The institution has the following courts
- Shuttle court dimensions 20 feet by 44 feet
- Badminton court dimensions 20 feet by 44 feet
- tennicoit court dimensions 12.2 by 5.5 metres
- kho kho court dimension : open court
- Table tennis facility is also available
- Indoor games room with carroms, chess, scrabble, monopoly etc is available.
- All these facilities have been established since the inception of the institute i.e. 2008.
- There is games hour in the time table itself which gives all the students an opportunity to avail these facilities.
- Self defense karate workshops have been conducted for all first year students as part of the induction program over 2 days. Similar 30 hours programs have been offered to all interested students.

##### **Gymnasium:**

- A gymnasium was established in 2017 with the following equipment:
- Treadmill, exercise cycles, fold down weight bench, dumbbell, weights, skipping ropes, handgrips, yoga mats. Parallel bars have been available since inception(2008).
- Earlier yoga workshops were conducted intermittently to the interested students .This academic year yoga workshop has been conducted as part of the first year induction program for all first year students as a 2-day event.
- The above facilities are also available to all students beyond the regular working hours of the institute.

##### **Cultural activities:**

- The institute has a very active cultural committee which organizes several events in an indoor auditorium of 750 capacity which has a back stage green room. There is also an indoor A/C seminar hall with a 200 seater capacity. Both the halls are equipped with audio systems. The A/C seminar hall has AV system with projector facility. The institute is very supportive of the cultural activities



with monetary support as and when needed.

- The regular cultural activities conducted annually are Cultural day, Traditional day, Introfest(exclusive cultural event for first year students), Freshers day, Annual day, Women's day. During all these occasions, several competitions like singing, dancing, instrumental, rangoli, floral arrangement, mehendi, hair styling, etc. are conducted and prizes are awarded.

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 46

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 33.24

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
367	114	143	99	153

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

<https://www.inflibnet.ac.in/soul/>

*Software for University Libraries (SOUL) is an state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software was designed to automate all house keeping operations in library. The software is suitable not only for the academic libraries, but also for all types and sizes of libraries, even school libraries. The first version of software i.e. SOUL 1.0 was released during CALIBER 2000.*

### **Major Features and Functionalities**

- UNICODE based multilingual support for Indian and foreign languages;
- Compliant to International Standards such as MARC21, AACR-2, MARCXML;
- Compliant to NCIP 2.0 protocol for RFID and other related applications especially for electronic surveillance and self check-out & check-in;
- Client-server based architecture, user-friendly interface that does not require extensive training;
- Supports multi-platform for bibliographic database such as My SQL, MS-SQL or any other RDBMS;
- Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material;
- Supports requirements of digital library and facilitate link to full-text articles and other digital objects;
- Support online copy cataloguing from MARC21 supported bibliographic database;
- Provides default templates for data entry of different type of documents. User can also customize their own data entry templates for different type of documents;
- Provides freedom to users for generating reports of their choice and format along with template and query parameters;
- Supports ground-level practical requirements of the libraries such as stock verification, book bank, vigorous maintenance functions, transaction level enhanced security, etc.;
- Provides facility to send reports through e-mail, allows users to save the reports in various formats such as Word, PDF, Excel, MARCXML, etc.;
- Highly versatile and user-friendly OPAC with simple and advanced search. OPAC users can export their search results in to PDF, MS Excel, and MARCXML format;

- Supports authority files of personal name, corporate body, subject headings and series name;
- Supports data exchange through ISO-2709 standard;
- Provides simple budgeting system and single window operation for all major circulation functions;
- Strong region-wise support for maintenance through regional coordinators. Strong online and offline support by e-mail, chat and through dedicated telephone line during office hours; and
- Available at an affordable cost with strong institutional support.

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

##### Data Requirement for last five years

##### Provide the description of library enrichment which includes

- Name of the book/manuscript
- Name of the publisher
- Name of the author
- Number of copies
- Year of publishing

The Institution has the practice of collecting and maintaining rare books, manuscripts, special reports or any other knowledge resources to benefit students and faculty for their knowledge enhancement, research and exploring new things apart from the standard books. Details of Collection of some of the rare books, manuscripts, special reports are Executive summary for the proposed Kaleshwaram project; National policy on Education; Education policy outlook: Turkey; Role corporate in Road safety etc.

A.Y	Name of the Book	Name of the Author	Name of the Publisher	No. of copies	Year of Publication
2017	Executive summary for the proposed Kaleshwaram project		EPTRI	01	2017
2017	Science, spirituality and the nature of reality	Penrose, Roger	Bhaktivedanta Instutute	01	2005
2017	Hinduism : Its meaning for the liberation of the spirit	Swami Nikhilkananda	Sri Ramakrishna Math	01	1982
2017	Landmarks of American writing	Hennig Cohen, Editor	Voice of America forum lectures	01	1970
2017	John Donne: A collection of critical essays	Helen Gardner, Editor	PHI	01	1979
2016	The Long Revolution	Williams, Raymond	Chatto & Windus	01	1961

2016	National policy on Education	T S R Subramanian (Chairman)	Ministry of HRD	01	2016
2016	Essays of five decades	Priestley, J B	Little Brown & Company	01	1968
2016	John Donne: A collection of critical essays	Helen Gardner, Editor	PHI	01	1979
2015	Role corporate in Road safety		FICCI	01	2015
2015	Select articles from Andhra Patrika, Andhra Prabha and Andhra Jyothi (weeklies)	Sri Rama Avadhani, P, Compiler		01	1968
2015	Five stages of Greek religion	Gilbert Murray	Doubleday & Company, Inc.	01	1912
2014	Shakespeare: A Survey	Chambers, E K	Sidgwick & Jackson Ltd.	01	1925
2014	Antony and Cleopatra	Ridley, M R Ed.	Methuen and Co. Ltd.	01	1906
2014	Eternal values for a changing society  Vol.I Philosophy & Spirituality	Swami Ranganathananda	Bharatiya Vidya Bhavan	01	1994
2014	Shakespeare and his critics	F E Halliday	Gerald Duckworth & Co. Ltd.	01	1958
2013	Manorama Year Book 2013		Malayala Manorama	01	2013
2013	Education policy outlook: Turkey		OECD	01	2013
2013	Leopard Knowledge Encyclopedia	Lynnette Brent Sandvold: Yaamini & John Perritano	Chester Fisher	01	2010
2013	A Critical history of English Poetry	Herbert Grierson & J C Smith	Penguin Books	01	1944

**4.2.3 Does the institution have the following:**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 8.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
10.5	9.5	6.7	8.0	6.5

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 23.95

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 426

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

*The institute has more than adequate IT infrastructure to meet the curricular needs. The details of various IT infrastructure and their periodic upgradation are given below.*

## **1. Systems:**

The institute has 630 systems in various labs exclusively to meet the curricular requirements. More than 50 systems are available for administrative and exam branch needs. Out of these in the year 2015, a figure of 100 systems were purchased of dualcore pentium configuration as part of the then upgradation. In 2016 another 100 systems of i3 configuration were added. In 2017 another 150 systems of the configuration of core2duo, i3 and i5 were added.

Currently 200 systems have 4GB RAM and the remaining have 2GB and the process of making all systems with 4GB RAM is in progress.

Upgradation of displays from CRT to LCD has also been undertaken and currently less than 200 systems have CRT monitor while all the others have either 14.1" or 15" monitors.

All systems have optical mice. Adequate number of printers are available in campus. The exam branch has a high speed multi tray scanner cum printer. All Hods, office and TPO have scanner cum printers. All staff rooms have printers.

## **2. UPS:**

All computer laboratories are having UPS backup of 30 minutes.

## **3. Networking and internet:**

All systems on the campus are networked. Since 2015 networking standard used has been 'cat6 cabling' and a project has been undertaken to replace old 'cat5' with 'cat6'. All the hubs have been upgraded to 100 Mbps and rack mounted.

The current internet connectivity is 340Mbps with 1:1 connection ratio. Out of this, 40 Mbps is a leased line with redundancy in connectivity and 300Mbps is broadband. There are 3-service providers(20+20+300) to ensure uninterrupted service. From block to block optical fibre connectivity has been provided.

## **4. WiFi:**

WiFi connectivity was first introduced in 2011. In 2013 two college blocks had Wifi repeaters installed to improve connectivity. In 2015 all college blocks were given WiFi routers. This has been steadily upgraded in 2016 and 17 nearly each floor on all blocks has WiFi routers, all HoD rooms and staff rooms have WiFi connectivity. Currently the whole campus is WiFi connected.

## **5. Software:**

The institute has all requisite softwares as per the curriculum. From time to time the institute constantly upgrades the softwares. For example the institute first purchased microsoft developer network academic alliance for the Computer Science department with 48 Microsoft software including operating system, MSOffice, SQL server, etc in 2011. This was upgraded with the purchase of a new license in 2014 with increased number of softwares in the bundle, later in 2015 a further license was purchased which included the dreamspark program of the microsoft bundle of 127 softwares. Also the Matlab license purchased in

2011 for MATLAB2008b was augmented by a new matlab license for the MATLAB2013b in 2015. New toolboxes for signal processing have been added. At the same time, as recommended by AICTE, free and open source softwares are being used in DataMining lab.

#### 4.3.2 Student - Computer ratio

**Response:** 2.61

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 3.59

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)

2017-18	2016-17	2015-16	2014-15	2013-14
40	19	12	10	14.5

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

##### Response:

##### GENERAL MAINTENANCE COMMITTEE

Is one of the most important organs for smooth functioning of any College / Organization. General maintenance deals with erecting and maintenance of machines, Mechanical / Electrical equipment / machines, and buildings. They paint, repair flooring, and work on plumbing, electrical, and air-conditioning, heating systems, Lift & Fire protection system.

##### Functions of the Committee:

- To suggest measures for the safety, development and maintenance of Institute's infrastructure.
- To ensure optimal use of the infrastructure and to get the defective gadgets repaired.
- To suggest measures to dispose of unserviceable articles / accessories lying in the labs.
- To correlate with the all the labs of different departments (CSE, ECE, EEE, IT) for maintenance purpose.
- To have a proper monitoring system over Regular maintenance and Breakdown maintenance.

##### Roles and Responsibilities:

- Chairman, Coordinator and Member from Admin department shall prepare a tentative Budget for General Maintenance.
- Coordinator shall initiate the meeting needed for any kind of maintenance work. He will distribute the work among the members. Every work should be followed up by him until the completion of the job.
- Assistant coordinator will look after the maintenance required in different Lab and maintenance related to Fire Safety System.
- One faculty member will look after the civil maintenance (Construction / Structural) work. (Preferably from Engineering department )
- One faculty member will look after the Electrical maintenance work. (Preferably from Electrical department)
- One System Administrator & Lady Faculty Member will look after the maintenance work of Computer / I.T & Greenery in the college.
- The Estate Officer will look after the maintenance related to drinking water and maintenance related to Plumbing.

##### Facilities



**The General Maintenance Committee having following facilities:**

1. Store room for spare parts
2. Well equipped Technician.
3. Quick response system to the Emergency fault / Maintenance.
4. Twenty numbers of Separate Housekeeping Staffs (Five male and fifteen female) to maintain proper Clean and Hygiene ambiance inside the college.
5. There are Four numbers of Gardener for maintain the Greenery inside the college.
6. There are few Staff members were trained in with Fire Safety measures.
7. One authorized Electrician is available all the time for any electrical fault maintenance.

**ELECTRICAL/COMPUTER NETWORK MAINTENANCE COMMITTEE**

**Roles and Responsibilities of the Committee:**

1. Perform routine maintenance
2. Ensure safety measures are in place and followed
3. Conduct emergency Maintenance in case of any failure in Power / Network Connectivity
4. Liaison with outside bodies like State Electricity board / ISP to ensure uninterrupted service.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 48.42

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
617	687	729	753	735

#### File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0.75

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	15	12	9	3

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### **5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 50.6

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
855	1007	826	911	166

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### **5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 43.09

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
913	646	640	501	504

<b>File Description</b>	<b>Document</b>
Details of the students benefitted by VET	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 73.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
356	329	312	275	219

<b>File Description</b>	<b>Document</b>
Details of student placement during the last five years	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 6.47

#### 5.2.2.1 Number of outgoing students progressing to higher education

**Response:** 29

<b>File Description</b>	<b>Document</b>
Details of student progression to higher education	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 65.96

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	27	16	35	9

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
34	36	48	48	12

#### File Description

Number of students qualifying in state/ national/ international level examinations during the last five years

#### Document

[View Document](#)

## 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	3	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

#### Response:

*Recognizing that the Students are the most important stakeholders in the institute, the Students are involved as stakeholder in administering the institute by making them members of several committee that oversee and organize. This ensures the effective participation, good feedback and flow of information to all students regarding all initiatives under taken by the institute.*

The Student Council consists of a representative from each section and in case of pg programs one per program and is chaired by the Principal. Only one other staff who acts as a staff adviser attends these meetings. It meets at least twice per year and is also convened by the Principal at any time needed. The major areas of deliberations are trainings, academic calendar, review of past activities including results. The vision and mission level core values are also discussed here.

The participation of students various committees in other areas are

Description	List of Committees
Curricular	<ul style="list-style-type: none"> <li>• Department Advisory Committee,</li> <li>• Class Review Committee</li> </ul>
Teaching Learning and Evaluation	<ul style="list-style-type: none"> <li>• Examinations/Time-Table/Admissions</li> <li>• Internal Training (Managerial/ Soft / Communications skills,</li> </ul>
Research, Innovations and Extension	<ul style="list-style-type: none"> <li>• R&amp;D, Consultancy</li> <li>• Entrepreneur Development Cell</li> <li>• Department Association Committee</li> <li>• Professional Societies activities committee</li> <li>• NSSCommittee</li> </ul>
Infrastructure and Learning resources	<ul style="list-style-type: none"> <li>• Website/Information and Computer Technology(ICT)/Interne Committee</li> <li>• General Maintenance Committee</li> </ul>
Student Counseling	<ul style="list-style-type: none"> <li>• Industry Institute Partnership Cell</li> <li>• Alumni Coordination Committee</li> <li>• Canteen Committee /House-Keeping/Hygiene/Sanitation</li> <li>• Sports &amp; Games</li> <li>• Transport Committee</li> <li>• Arts/Cultural Committee</li> </ul>
Governance, Leadership and Management	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• Class Review Committee</li> <li>• Departmental Academic Committee</li> </ul>

	<ul style="list-style-type: none"> <li>• Public Relations, Press &amp; Media, Publication Committee</li> <li>• Social Welfare (BC/SC/ST)</li> </ul>
Institutional Values and Best Practices	Though they are not directly involved their participation is ensured in the form of feedback about vision, mission, program educational objectives etc. Further they give feedback about course learning outcomes which are factored into course and program attainment computation in the internal assessment component.
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 20.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	29	26	26	9

<b>File Description</b>	<b>Document</b>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

**The institute has a registered and functional Alumni Association.**

Even though the association is relatively young, its activity has been very promising. The Alumni have been very active in trying to contribute to the growth on the following areas

**Career Guidance and Mentorship:** The alumni address the students often as part of the Career Recruitment Training sharing their experiences as a students and employees. They also share about their work place and technology they work with. They conduct quizzes and awareness programs. They also

share information about their association with NGOs and their social activities.

They have counselled the students about the effect of social media and how to use them properly. They give interview tips and help review the resumes of the students. They also bring the HR incharges of the companies they are working in to advise the students about current recruitment practices and expectation from students.

The biggest returns from the alumni is the feedback they give about the facilities in the college and the trainings offered to them. This has led to improvement in these areas. They have also helped in the creation and updation of various manuals prepared for the placement process including technical rounds.

The alumni also help in placing current students. One alumna who became an entrepreneur has offered internships to students. Several alumni have returned to the campus as HR recruitment team much to the deilght of the instituion. The single most significant contribution is their reputation in their work place which has led to repeat drive in succeeding years as has been mentioned by HRs during several pre-placement talks ex: Amazon, HCL, Netelixir, etc.

In case of Higher Education also the alumni guide the students about preparation of exams like GRE, TOEFL, IELTS. They suggest material and their availability on the internet as well as which the good is training institute locally. Their advice about the colleges to apply and the procedures to apply is valuable. There have been instances of alumni helping new students to settle down on arrival due to the alumni network especially in the United States. They share their experiences about the visa procedures and professional behavior,culture and ethics.

Another area of the alumni contribution has been donations in kind like books to the library, water dispensers, games material . One alumna fondly remembers playing shuttle in the college and regularly donates cases of shuttle cocks to extend the experience to current students.

They network regularly with the faculty using social media like Facebook and Whatsapp and make known their availability. Each department has its own unregistered alumni association besides institution's association.

#### **5.4.2 Alumni contribution during the last five years(INR in Lakhs)**

**? 5 Lakhs**

**4 Lakhs - 5 Lakhs**

**3 Lakhs - 4 Lakhs**

**1 Lakh - 3 Lakhs**

**Response: ? 5 Lakhs**



File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 15

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	4	5	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

*The vision and mission statement of the institution have been formulated with the core issue of “Women Empowerment” and “Quality Education” in mind. The governance of the institution is designed around mechanisms to identify and meet the aspirations of all stakeholders. Collaborative and consultative approach has been the cornerstone of governance.*

Other than the mandatory committees there exists several other committees at departmental and institutional levels to oversee the curricular, co-curricular and extracurricular needs of the students in a balanced manner. While the organogram of the institution serves to define hierarchy in organization and sets procedural mechanisms to effectively govern the institution, the authorities in-charge at different levels take as inputs the recommendations of the above consultative and advisory committees. The roles and responsibilities of these committees are well defined. The institution is governed by two bodies namely the governing body(GB) and the College Advisory Committee(CAC) under the chairmanship of the Director. Both these bodies have representative members from management, industry, academia, faculty and parents. Care has been taken to see that from the faculty and industry women members are given adequate representation. These two bodies set the direction and road map for the institute. Further they set out strategic plans and monitor their implementation and progress of the institution. Administratively the College Academic Committee(CAC) is the highest committee with running the day to day activities of the institution. It consists of all the heads of department, Director lead by the principal himself. This body oversees the implementation of the directions of the above two committees and it regularly meets to oversee and plan, budget resources, review progress and reports of various other committees in a timely manner.

- *There are several other committees such as student council, timetable, training and placement, library, industry-institute interaction, placement, alumni, maintenance, purchase, transport, canteen, arts and cultural, sports and games, etc. committees which assist the CAC to implement all strategic plans in a timely manner.*
- *There are also several mandatory committees such as anti-ragging, internal complaints, SC/ST/BC welfare, grievance redressal cell etc.*
- *At the departmental level there are several committees to assist the head of departments. They are Departmental Advisory committee, Departmental Academic Committee, Departmental Quality control committee(DQAC), project review committee, class review committee, lab in-charges, class incharges, mentors etc.*
- *There are a total of 29 committees at institute level and 8 committees at departmental level. The list and roles and responsibilities of each are attached as uploaded document.*
- *While these are highly active they are also representative of all the stakeholders. Further recently a IQAC has been formed w.e.f from 1st July to oversee the DQAC in place supervised by the Director.*
- *The governing body, director, principal and various heads of the department ensure that the governance and leadership is broadly spread to ensure participation of all stakeholders in*

*achieving their aspiration while having a clear hierarchy and adherence to all statutory norms.*

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

*The institute believes in the collective team work for the development of the institution and also for the benefit of the stakeholders.* The decentralization has earned good success in all aspects of administration and academics. The working methodology is basically a student centric, which is the dearest and highly responsible element of the system. The management has constituted various institutional committees consisting of faculty and staff members and transparency is well maintained at all levels. *This is done through an institutional rule book and code of conduct document, available in the library, with the HODs and the Principal.*

#### **Functions of Key Administrative Positions:**

**Governing Council:** Frames directive principles and policies, Amend and approve policies, budgets

**Correspondent / Secretary:** To look after the overall development of the institute, Instill encourage and dedication in every member of the institute

**Director of Academics:** Advice the Principal in Academic matters, R & D and Chair the selection committee for temporary Recruitments.

**Principal:** Defines organization structure, delegates responsibilities, ensures periodic monitoring & evaluation, ensures purchase procedure, define quality policy/objectives, prepares budget, conducts meetings, manages accounts, oversees office Administration, compliances with AICTE, TSCHE & Osmania University, Admission, examinations, Library up-gradation, Alumni interaction, prepare academic calendar, oversee the teaching-learning process, discipline, Student health care & Orientation.

**Public Relations Officer:** Propose admission policy, arranges campaign, executes admission process, designs admission brochure, maintains college website, Events Publicity.

**I/C Alumni Association:** Takes care of student council (SC), Arranges meetings of SC, alumni registration, prepares alumni newsletter and budget.

**Entrepreneur Development Cell:** Conduct awareness campaigns regularly, interacts with external organizations like msme etc.

**Administrative Officer:** Liaisons with AICTE/DTE, university, college roster, service books, recruitments, maintains minutes of meeting (all), Co-ordinate day-to-day activities of office, purchase, Annual budget etc.

**Training & Placement Officer:** Liaisons with industry, Student Training/Placement, Arranges campus interviews, Proposing T & P budget.

**Librarian:** Executes routine library activity, propose expansion/development, Maintains library discipline/culture, Prepares library budget.

**I/C Counseling Cell:** Facilitate career guidance to students, Arranging professional counselors, maintain records, provide slow-pace program for weaker students, Arrange remedial classes.

**I/C Internal Quality Audit Cell:** coordinates as MR, establishes, implements/ QMS, arranges internal audits/ MRM, maintain up-to-date master documents with history of revision.

**I/C Student Professional Activities:** Organize events through students professional bodies, paper and design contests, Newsletters publication, student achievements records in various activities.

**I/C Gymnasium/ Sports:** Conducts of sports, purchases of sport items, Encourage students to participate in University level tournaments, Creation and upkeep of sports facilities, Proposing budget.

**Head of Departments:** Plan/execute academic activities of the department, Maintain discipline/culture, Maintain the department neat and clean, Pick and promote strengths of students/staff, monitor academic activities of the department, Propose Department Budget, Adhere to QMS Procedures, maintain records of departmental achievements, oversee Employee Attendance System & Maintain the attendance report

**Delegation of Financial Power:** Principal can sanction up to Rs.1,00,000.00, HODs up to Rs10,000.00

**List of staff members permitted to take administrative decisions:** Principal, HODs, Administrative Officer, Controller of Examination.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

*The Institution has evolved a strategic plan in 2010-11 taking as input the road map defined. This road map includes Accreditation by NBA and NAAC, 2b and 12f status from UGC, Permanent Affiliation, UGC Autonomy in a phased manner. In order achieve this core areas were identified and a strategic plan was evolved for each of these areas.*

The Areas identified and the outcome metrics to improve therein were

- a) Academic excellence
- b) Improvement in Teacher profile

c) Research and Development activities

d) Improvement in infrastructure

e) Industry – Academia interactions

f) Engineer and Society

While all strategic plans and their implementation have shown healthy growth in metrics, it has been observed that the phased, planned and budgeted growth in infrastructure has been the key to this. The improvements in infrastructure keeping in line the changing pedagogy and its implementation like aggressive adoption of ICT through improved facilities in classrooms, laboratory, library, wifi enabled campus.

Improvement in infrastructure:

I) networking of all computers on campus

II) Upgrading the networking cable from cat5 to cat6

iii) Increase in internet bandwidth in a phased manner 5mbps ? 10 mbps ? 23 mbps ? 53 mbps ? 300+mbps, the 53 mbps and 300 mbps are dedicated to enable moocs(npTEL, spoken tutorials and other hands-on training and assessments.

iv) Up gradation of systems

25 percentages of systems are i3 and above configuration, 60 percentages are core2duo or dual core.

The existing RAM capacity of all systems have been upgraded to at least 2GB and 40 percentage of systems are with 4GB RAM.

v) The institution has gone in for Microsoft dreamspark license under which 129 software which includes system and application software. 500 licenses of each are available and utilized. Further all technical software as required for effective delivery of curriculum have been procured and are in use. Training of teaching and non teaching faculty in these areas have been conducted through the vendors directly.

vi) Up gradation of classrooms and seminar halls have been undertaken to provide the environment for ICT during teaching sessions. All seminar halls and 75 percentage classrooms are equipped with projectors, systems, internet connectivity and OHP facility is also available on demand. Each department has at least one laboratory with projector facility and one mobile projector is also available.

vii) The entire campus is Wi-Fi enabled. All blocks have wifi routers to ensure good reception.

viii) The co curricular and extracurricular activities of the students are adequately supported in terms of infrastructure. Games room(indoor and outdoor) have been established and equipped. A shuttle and ball badminton court has been set up.

ix) Barrier free environment has also been set up.

x) Potable water supply is made available in every block through coolers and dispensers. A RO unit has been established and enhanced to meet the increasing demand for water supply.

xi) A green initiative has been undertaken on the campus, further 40 percentage of our lighting load has been migrated.

### **6.2.2 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**

#### **Response:**

*The highest body in the institute is the Governing Body(GB) which has been constituted according to the norms of statutory bodies like the AICTE and Osmania University. Its duties are to set the long term and short term goals of the institute and monitor the progress of the institute along these lines. It is also have certain administrative role like approving appointments at all levels, sanctioning budget under various account heads.*

The next body is the College Advisory Committee headed by the Director which has representation from outside the institution including industry, HR's, parents, university etc. This body generates the strategic plans to implement the perspective plans or goals envisaged by the GB.

The Director and Principal are expected to be in consultation and govern the institute in a collaborative and decentralized manner. Both of them report to the Correspondent who is appointed by the GB . The various heads of the department, office, library, exam branch, conveners/chairman of various committees report to the Principal. The IQAC is headed by the Principal and reports to the Director about the adherence and compliance to academic standards and actions plans at institutional and departmental levels.

A list of committees and their roles and responsibilities, listing of their members, periodicity of their meetings etc are uploaded in a separate document for the past years. Care is taken to include all relevant stake holders in the committees including students

*The Principal verifies that this is implemented.*

The faculty in each department along with the non teaching staff report to the concerned Head of the Department. From the department point of view the Head of the Department is the executive functionary and is vested with required powers like academic decision making, leave sanctioning, budgetary and non plan expenditure to the limit of 10000 beyond which recommendations are sent to the Principal. The key responsibility of the Head of the Department is to ensure strict adherence to academic requirements and their delivery. Decentralization is practiced even at the department level with various committees there in as shown in the organogram. Similar oversight is there are other areas like library, exam branch, office, accounts.

The rules and regulations of the institution including recruitment, roles and responsibilities of all personnel is codified and made available in the library, website and at all heads of departments.

There are several complaint and suggestion boxes available on the campus at prominent locations, anti ragging poster along with contact information of authorities is also displayed at all prominent locations. A feedback and grievance redressal google form is available on the website and there is a committee along with appellate authority is fully functional at the institution.

*The institution practices collaborative and decentralized approach to administration.*

### 6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

One of the recommendations of the Governing Body and College Advisory Committee was **to increase industry institute interaction in curriculum enhancement to improve the employability of the students**. Accordingly various committees have coordinated towards this objective.

The committees involved were

#### 1. College Academic Committee

The institution on recommendation of the CAC took institutional membership in several professional bodies like Institution of Engineers India, Institution of Electronics and Telecommunication Engineers(IETE), Computer Society of India(CSI), Association of Computer Machinery(ACM), Hyderabad Management Association(HMA), Indian Women Network(IWN) wing of the Confederation of Indian Industries(CII), National Cyber Safety and Security Standards (NCSSSS). This has led to several leading industrialist visiting our institution to share their perspective, trends in industry, industrial standards and their expectations from students. The college has entered into MOUs with IIT Mumbai(Spoken Tutorials), IIT Chennai(NPTEL) and NIT Warangal(FDPs) with resource persons from the industry itself.

## **2. Departmental Academic Committees(DAC)**

The DAC have identified technological areas of focus and embedded them in the definition of their PSOs. Each department has entered into an MOU with atleast two industries to strengthen the curriculum of the lab. In each laboratory classes at least two beyond the syllabus experiments have been added on the industry advise to fill the gaps in the syllabus and improve the learning experience. This has led to improved equipment in the laboratories also in several places. This MOUs also increased the participation of industry professionals in the delivery of the curriculum. The departments facilitate the conduct of several workshops conducted by the industry at the college itself

## **3. Student Professional Activities Committees(SPACs)**

The SPACs of professional bodies were initiated and are very actively working conducting industry driven trainings, certification and internships by the industry. The IETE Students forum has conducted several workshops on VLSI, embedded systems and IOT conducted by industry in our labs itself. CSI and ACM student chapters have conducted several workshop on industry driven platforms by IBM Bluemix, IBM Watson studio, Microsoft Azure platform, Salesforce trainings. These have led to our students getting certificates, internships, brand ambassadorships etc. Several competitions like Kalpana2017, Pratibha Khoj have been conducted by these SPACs to nurture the students learning experience.

## **4. Training and Placement Committee**

Feedbacks from the companies have been taken by this committee and have been crucial inputs to refinement of the CRT provided to students along with technical trainings in areas like c, c++, java, dbms, networking and operating systems. One of the feedback was related to continuous assessment during any trainings so for the past three years this was introduced as pre-training assessment, during training assessments and post training assessments. This led to remedial trainings in areas exposed as poor performance at identified student level.

- *This concerted effort has had the following outcomes:*
- *Improvement in placement significantly.*
- *Identification from IBM as within the top 50 active colleges*
- *Identification by NPTEL as active college member for two consecutive years*
- *Ranked by Times of India as the 40th best institute in placement category*

## **6.3 Faculty Empowerment Strategies**



### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

#### Response:

**The teaching and non-teaching staff is provided with number of welfare measures to help them overcome personal difficulties as well as improve their qualification and competencies. For improving their qualifications and competencies a number of welfare measures are in place.**

1. Faculty are encouraged to pursue doctoral studies by providing them paid leave for Ph.D entrance exams/pre Ph.D examinations/research review meetings/synopsis submission/final viva-voce/one day per week/month to consult their supervisors if within city/ else special leave up to 2 weeks including experimental works out of station for consultation with supervisors. More than 10 faculty members are utilizing this facility. Several faculty have been already benefited.
2. Financial assistance if needed is also provided on a case to case basis at the discretion of the management on recommendation by Head of the institution.
3. Faculty is encouraged to publish papers in UGC recognized journals/scopus/indexed journals with financial assistance with a maximum of Rs.3000/- for national and Rs.10000/- for international publications.
4. Faculty is encouraged to present papers at conferences with financial assistance of Rs.1000/- for local and TA/DA + Rs.3000/- for outstation.
5. Faculty is encouraged to attend FDPs with financial assistance with a maximum of Rs.1000/- + TA/DA as applicable. Yearly 20-30% of faculty avail this facility.
6. On all the above paid leave is sanctioned subject to a maximum of 15 days in a year except for Ph.D scholars where the decision of the principal based on necessity and stage of work is final. Under extraordinary circumstances leave with loss of pay is also available where in the institute will appoint a temporary leave vacancy.
7. Maternity leave is also available to all female faculty subject to the two children norm and 120 days period. Beyond this the faculty may avail an extra 120 days on loss of pay subject to start of next instruction cycle as per academic calendar.
8. 6 weeks Vacation is available to all eligible teaching and non teaching faculty. During probation this is reduced to 3 weeks.
9. Subsidized transport is available to all staff by institution buses.
10. ESI facility is available to all eligible staff members.
11. The management is very much noted for its benevolent behavior towards any need of the faculty and often gives ex gratia during emergencies to their families such as hospitalization/death of near family
12. Admissions have been given to eligible candidates who are children of all our staff in the management quota with fees subsidies. Children of our staff studying elsewhere are provided with guidance/ assistance

in placement/ extra books from library/etc.

13. A Staff welfare fund is in place with contributions from management, director, principal and staff which gives Rs.200/- per studying child of non-teaching/sub-staff member. Monthly nearly Rs.6000/- is disbursed on this. Ex gratia is granted towards any extraordinary circumstance to help non teaching and sub staff members.

14. Salary advance facility is also available subject to management discretion on amount and repayment mode or period.

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

**Response:** 20.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
43	39	50	5	4

#### File Description

#### Document

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

[View Document](#)

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

**Response:** 13.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	16	27	13	4

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 83.23

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
135	126	116	93	62

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

*The institution has a very good performance appraisal system in place for the faculty both teaching and non-teaching.*

*The self appraisal proforma is designed as a shortened format of the UGC recommended Academic Performance Indicators(API).*

**SELF APPRAISAL (20\_\_ – 20\_\_)**

SL.NO.	DETAILS		
1.	Name of the Staff		
2.	Qualifications	UG	PG
	Year of passing		
3.	Total experience after PG Degree		
4.	Date of Joining in the institution		
5.	Subject 1 /Class	Subject 2 / Class	
6.	Students Pass % (Subject 1 / Subject 2)		

7.	University Average pass %		
8.	Feed Back from students (To be filled by HOD)		
9.	Number paper published		
10.	Name of Journal		
	Impact Factor		
	Workshops Conducted		
11.	Workshops Attended		
12.	Seminars Conducted		
13.	Seminars Attended		
14.	Other Dept. works assigned & Attended		
15.	Other contributions you wish to report		
16.	Signature with date		
17.	Recommendations of the HOD		
18.	Recommendations of the Principal		

(Please use additional sheet wherever necessary, clearly mention the serial number)

The above self appraisal is taken at the end of every academic year normally in the month of April.

Then the Head of the Department and Principal speak to individual faculty and counsels them on the strength, on future endeavors to improve on the weak areas.

Young staffs are advised to attend more FDPs in the subjects they are dealing with, middle level staffs are advised to register/complete their PhD at the earliest. Staffs pursuing PhD are given guidance and their issues like lack of time to meet supervisor, non availability of resources are discussed and suitable remedies are suggested as the institute has a robust policy for continual up gradation of skills of the faculty. Faculty may be selective in their contribution like, good in research and teaching, but may not concentrate on student engagement. Such faculties are advised to conduct/coordinate workshops for the benefit of students. Collaboration with outside agencies is recommended to be conducted. The quality of publications of the staff is also reviewed and suggestions are given for improved impact factor publications. Based on the results of the subjects taught by the faculty, CO/PO/PSO attainment levels and feedback from student recommendations are given as to how to improve their course information sheet including gap analysis. Sometimes if required the teacher is asked to undergo Micro teaching sessions conducted every summer to give guidance and training to fresh entrants to teaching. FDPs are identified in this process and are either conducted in the institute or staff are deputed to other organization.

- *Outcomes of Appraisal Process:*
- *Staff has increased participation in moocs courses.*
- *Non teaching staffs are deputed to trainings at manufacturer location.*
- *There has been a significant increase in number of faculty currently pursuing PhD.*
- *There has been an increase in number of publications including books.*
- *Better understanding of accreditation norms and standards has improved the teaching learning experience at the institute.*
- *Special achievements are brought to the notice of the management with recommendations for incentives along with increments.*

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

*The practices of internal and external audits of accounts are implemented periodically. Both the audits are supervised by the institution external chartered accountant. The internal audit is conducted every fiscal quarter while the external audit is done at the end of the fiscal year.*

The objective of the external audit is to verify all incomes and expenditure as booked in ledgers along with documentary proofs as statutory requirements. It also generates the balance sheet ie financial statement of the year and ensures filing of all statutory documents with the governmental authorities. It also generates a report about compliance to accounting standards, budgetary provisions and fiscal health of the institution to the Principal and Management with recommendations for the next year. It is normally initiated in April every year and extends to May.

**Internal audits are carried out every quarter normally in the first weeks of July/ October and January.** The main objective of this is to verify compliance to accounting standards. Ledger entries are verified for budgetary provisions/note approvals/ purchasing procedures/ reconciliation with bank statement. *The realization of receipts from time to time and risk analysis is given to the Principal and Management to ensure proper functioning of the institution.*

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 0.04

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.04	0	0

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

*The institute follows a very robust fiscal policy to ensure proper mobilization of funds and their optimal utilization.*

- *The governing body is the highest authority in planning and monitoring the budget of the institution. The Director, Principal, Heads of Department and the Accounts Department coordinate in providing proposals and information to the Governing Body.*
- *The main source of mobilisation of funds is in the form of fees remitted by the students*
- *The accounts department provides the estimated revenues for the next fiscal year. Also provides the estimates for increase in salary component of the expenditure and statutory payments to AICTE, Government, and University. Further estimates for routine expenditure related to electricity bills, water bills, municipal taxes etc are also given.*
- *The Heads of Department submit their budgetary proposals including equipment requirements, software to be purchased/renewed license, consumables, maintenance, student welfare, staff welfare, R&D etc.*
- *Similarly other units like library, infrastructure including internet/website/networking, office, exam branch etc also give their proposals.*
- *During all this care is taken to ensure that bottom up procedure is followed. For example in estimating the laboratories requirements is done with consultation with non teaching staff, staff in-charge of lab and teachers conducting the lab courses in the particular laboratory. Finally the Head of the department takes the view of the Department Academic Committee before finalizing the request under that account head.*
- *On receiving all the proposals the Director and Principal finalize proposals for income and expenditure for the following academic year in consultation with the accounts department and College Academic Committee.*
- *The finalized proposals are then submitted to the Governing Body. The Governing Body reviews the past utilization, present proposals alongwith due clarification by Principal and deliberations approves a budget under each accounting head.*
- *Now the Principal in consultation with the Management and Accounts department initiates a budget utilization schedule based on the estimated fund mobilization schedule given by the accounts department. These approvals along with schedule are then communicated to the Heads of the Department and others by the Principal.*
- *The Management is very proactive in making available extra funds in case of any deviations from the mobilization schedule. This is a risk factor as part of the fees comes from the government in the form of the fee reimbursement scheme where the students do not pay any fees. Delays by the government in releasing this amount cause the deviation in funds mobilization.*
- *This implementation is regularly monitored by the Principal and office from indent, call for quotations, technical recommendations of the departments, Purchase order issue after negotiations by the Management and purchase committee with vendor, delivery of material, testing and entry in stock register and passing invoice for payment and finally payment on invoice by accounts department.*
- *In this whole process the Principal works hand in glove with the Management to ensure optimal utilization of approved budget and regularly monitors budgetary utilization in a timely manner.*

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

*As the institution is going for NAAC accreditation for the first cycle it did not have an IQAC in the formal structure nor has it filed any AQAR with NAAC. An IQAC has been duly constituted after the decision to go for accreditation was taken and fully functional since 1st July 2018.*

Prior to this each department had a Departmental Quality Assurance Committee which has been oversees the Quality initiatives at department level. The DQACs have initiated several steps to improve the delivery mechanisms of courses. As the institution decided to go for accreditation several workshops were conducted for improving standards & several new initiatives were introduced in the academic year 2013-2014 and 2014-2015. Significant contribution from the quality assurance cells are standardizing mentoring at institutional level. A template called course information sheet(CIS) to summarize the teaching-learning process at course level.

#### Mentoring:

A mentoring sheet per student for their complete duration of study at the institution and record of their progress along with past academic history was designed and has been maintained for all students by their respective mentors. Each faculty is assigned 20 students to mentor. They remain the mentors for the entire duration of study unless a specific request for change comes from either the student or mentor. The basic data is provided to the mentors from the institute office. The mentors are in close contact with parents/guardians and inform them about the progress of their wards. Even if the student wants to leave the campus early the mentor's signature on the gate pass is mandatory and the mentor speaks with the parents before approving such a request. The mentors in consultation with the course teachers and review the progress of the student analyze the student ability to grasp. Different paths of learning are suggested suitably. Based on their performance and attendance data, the mentors suggest to the Heads of department to conduct of remedial or makeup classes. The areas of interest of the students are also passed on to the HODs to arrange industry delivered workshops within the college. Mentoring hour is introduced into the timetable itself to facilitate the students to meet their mentors. Several times special tutorial hours have been arranged due to prompt identification by the mentors. Communication skills of students are a special focus during mentoring.

#### Course Information Sheet(CIS):

For effective delivery of a course a single point information sheet has been developed and provided to all students. The information contained in the CIS are

- Prerequisite/precursor courses.

- Schedule of delivery of topics in course
- Text/Reference/Additional books
- Course outcomes(COs) and their mapping to PO/PSOs
- Gaps in the syllabus along with proposed actions and resources
- Topics beyond the syllabus
- Web link to moocs course materials
- Instructional methodologies
- Assessment methodologies(direct and indirect)

This initiative has lead to higher rate of learning and improved planning and performance of the students.

### **6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

#### **Response:**

*Two good initiatives to implement reviews and reforms in the teaching learning process suggested and institutionalized at Stanley are*

#### **CO/PO/PSO Attainment Tool**

This is a single point attainment assessment tool which assesses the attainment at various levels leading to effective remedial mechanism if needed.

The attainments of the students in a course at different assessments(internal/external exams, assignments/quizzes) are inputs to this tool along with CO to questions mapping and CO/PO/PSO mappings on a 0-3 scale with 0 as no mapping and 3 as tightly mapped. The target levels are fixed by the department in consultation with Quality Assurance Committee. The attainment tool automatically computes the CO in individual mid exams, assignments/quizzes and external examination. There is scope for indirect assessment also such as feedback. During the progress of the course delivery every evaluation is entered in the said attainment tool. The sheet has been designed to take care of theory, laboratory courses, as well as projects.

The introduction of this tool has lead to steady improvement in attainment as is evidenced in the increasing target level per course.

#### **Learning Management System(LMS)**

*The LMS in use by the institution is Byndr([www.byndr.com](http://www.byndr.com)) and has been operational for the past 2 years. It has the following features*

- Student and Faculty registration: all students and faculty are registered for the program at appropriate level and are given a username and password.
- Subject to year of study mapping: All the courses per program including laboratories and projects being offered during the current semester are enabled.
- Faculty to courses mapping: Faculty are mapped to the course they are delivering during the current



semester

- Student to courses mapping: Students are mapped to all relevant courses as per curriculum.
- Attendance entry subject wise: After conduct of a lecture/lab session the faculty updates the attendance.
- Posting of text material, videos, audio etc are done: before the start of semester course wise resources including syllabus, past question papers etc., are made available and updated during the delivery as appropriate.
- Posting of course information sheet, assignments: Posting of the CIS is mandatory before the start of the delivery of the course. Class notes and assignments are made available in a timely manner.
- Marks obtained in various assessments are also posted here.
- Students can post queries one one one with the teacher.
- There is a robust e-library for competitive exams like GATE, GRE, TOEFL etc.
- Parents are given access to monitor the progress of their wards.
- SMS messaging facility is available either in broadcast/customized mode.
- It is a multi platform application available on mobile phones as an app or accessible using a web browser.
- Calendar, Dashboard of overview is available from user perspective.

The usage of LMS has extended the learning experiences of the students and has had a significant effect on outcomes like attendance, performance, activities etc. All the circulars and important notices are uploaded on LMS for fast delivery of information.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 2.4

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	1	3	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**

**4.ISO Certification****5.NBA or any other quality audit****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)****Response:****Academic domain**

During the last five years conscious efforts have been made to improve the academic standards at the institution. Awareness workshops have been conducted for the faculty about various accreditation standards. This led to the introduction of outcome based education being introduced which was gradually strengthened in subsequent years. Vision and mission, program educational objectives, program outcomes and program specific outcomes were defined and adopted. OBE has been rigorously implemented.

Another initiative is adoption of Information and Computer Technology (ICT) in education. The infrastructure in classrooms, laboratories and seminar halls has been improved to facilitate ICT. Internet speed has been enhanced and NPTEL videos in all current subjects have been made available to students. An internet hour as well as library hour has been introduced into the timetable itself so as to strengthen the ICT techniques.

Further a Learning Management System (LMS) has been introduced where the teachers and students interact. The LMS allows teachers to distribute notes and assignments, mark and display attendance, display internal exam marks, give links to electronic material like videos, audios, ppts, pdfs etc. E-Libraries for self development and soft skills are also available on this LMS platform.

Mentoring system enables departments to identify academic needs of the students and special timetables are then developed to conduct effective remedial/makeup classes and reduce the average number of backlogs.

Campus Recruitment Training has been implemented not only in soft skills and life skills, technical

training are also done to improve the performance in campus drives.

MOUs have been signed with IIT Mumbai to extend the facility of Spoken Tutorial training in technical areas which lead to certification. A special spoken tutorial hour has been introduced in the timetable for this purpose and has led to 300+ student certifications.

Student professional society chapters like CSI, ACM, IEI, IETE, HMA etc., are very active and have become the engines for industry institute interaction and have led to several training by the industry in concurrent technical areas like cloud computing, machine learning, data analytics, iot etc. The companies involved include IBM, Microsoft, CDAC, Salesforce, etc.

Each department has MOUs with industry to advise them about quality of labs and conduct of extra experiments. This has improved infrastructure and quality of experiments.

All these above and several other steps have resulted in improved results, quality of projects, internships and placements.

### **Administrative domain**

Corporate email accounts have been setup for all staff and students to enable e governance. The LMS ensures that all circulars and notices reach to all stakeholders on campus. The fee payment is through SBI online payments portal. The examination branch is completely online, registration of the student, posting of attendance and marks are done online. The question paper is downloaded online in encrypted form and is encrypted in the exam branch on receipt of password from University.

Decentralization and delegation has been practised and implemented.

All the above administrative reforms and initiatives have increased transparency, ease of governance and has led to greater efficiency.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 21

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	4	4	4

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

##### *Safety and Security*

- The campus is well equipped with CCTV campus, right from the entrance to the parking area. It also covers the canteen area and the bypass areas (courtyards).
- The campus is also maintained with permanent and shift based security guards 24X7.
- To make sure that any complaints or personal disturbances created for a student/ working professional is deaf heard, a women protection cell (WPC) committee is maintained.
- For the ease of students to reach the WPC, complaint box is been installed at all the possible areas.
- In any unavoidable circumstances if the student wishes to leave the campus, faculty permits the student only on taking an undertaking with reasons and is further ensured by speaking to their concerned parents /guardian.
- To update the parents /guardian regarding student's attendance sms alert is sent regular basis.
- In order to keep the labs and campus safe from any external hazards (fire) fire extinguishers are place at all labs at movement areas.
- To support students who are physically challenged or undergoing any physical ailment a ramp is

*been constructed at all the blocks.*

- *A full time nurse is kept available within the campus and as per requirement a doctor is kept available at the campus.*
- *A medical room is available within the campus in case of any medical emergency.*
- *UV treated RO water is provided throughout the entire campus.*
- *To ensure that, no ragging take place within the campus anti ragging squad is maintained.*
- *The College cautions student to take certain measures/precautions to ensure that his/her belongings are safe and there is no loss of the property and information.*
- *To lock their rooms and keep all the valuable material in the almirahs (laptops, mobiles, and wallets) provided in the hostels.*
- *Not to keep cash, ornaments and valuables in the hostels.*
- *Not to give valuables like Laptops, mobiles etc. to strangers.*
- *To take proper care while using the social networking sites*

### **Counseling**

- *In order to resolve day to day academic problems of the students, mentors are appointed for a batch of 20 students, and they will counsel the respective students once in a week, to solve the problems come across during their course of study.*
- *This is a continuous process till the end of academic career of the student. During the last semester of study students are advised for higher studies along with proper career guidance. Reasonable numbers of students have secured admissions for their higher studies and they in turn guide their juniors for their prospective admissions.*

### **7.1.3 Alternate Energy initiatives such as:**

#### **1. Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 54872

<b>File Description</b>	<b>Document</b>
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

### **7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 41.2

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 22607

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 54872

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

#### Response:

Waste management includes the process of collection, transportation and disposal of garbage and sewage and other waste products.

The college believes in creating awareness on environmental responsibility among its students, through various activities. Swachh Stanley Campaigns are organized every year by the students.

#### Solid waste management

- *Accumulation of solid waste is a major concern for the future of our planet. The waste hierarchy refers to the “3 Rs” – Reduce, Reuse and Recycle – which will help in minimizing the area required for dumping in landfills.*
- *Reduce: Reduce the use of raw materials*
- *Reuse: Reuse the discarded things for a different purpose.*
- *Recycle: Recycle things by transforming them into a raw material that can be made into a new item.*

The college has solid waste management pits, where the biodegradable waste is dumped which is turned into compost.

Some of the common solid wastes from the college include discarded glass bottles, plastic bottles, items made of rubber and plastic, plastics wraps, food wastes, paper, cardboard materials and electronics.

**The college canteen consciously makes an effort to reduce the use of plastics and uses steel utensils for serving food. Dustbins are provided at all major places in the campus. The waste accumulated is sorted into biodegradable and non-biodegradable waste bins by the housekeeping staff. Biodegradable waste is disposed in the compost pits and the non-biodegradable waste is sent off for further disposal. Waste paper and cardboards are collected separately and sent for recycling.**

## Liquid waste management

Liquid wastes mainly consist of waste water from residential, commercial and industrial areas in towns and cities. Sewage water mainly has 99.9 percent of water and rest 0.1 percent of organic and inorganic substances. Sewage is treated by removing the suspended matters and reducing the organic matter through decomposition by bacterial action.

The college has well constructed drainage system leading to the closed collection tanks; the tanks are regularly cleaned to avoid stagnation of water. The cleaning part is given for outsourcing. The college campus does not house any liquid waste management plant since there are no hazardous pollutants produced.

## E-waste management

Disposal of e-waste is an emerging global environmental and public health issue. Managing e-waste has become a huge challenge worldwide. E-waste or Waste Electrical and Electronic Equipment (WEEE) are loosely discarded, surplus, obsolete, broken, electrical or electronic devices. There is an immediate need in creating awareness among people for how to discard the waste electronic items. This ever-increasing waste is very complex in nature and is also a rich source of metals such as gold, silver, and copper, which can be recovered and brought back into the production cycle.

Out-dated & low-end systems are being sponsored to schools and other institutes of the same organization. The e-waste produced in the college is collected separately. Some of which are repaired and reused. And the defunct equipment is discarded. The college has an agreement with **TES-AMM (India Pvt. Ltd)**, which collects the e-waste from the college for recycling.

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

*Rainwater harvesting is a technique used for collecting, storing and using rainwater for various purposes. The collected rainwater may be stored and utilized in different ways or directly used for recharge purposes. The ever-increasing urban cities are depleting the underground water at alarmingly faster rates. With depleting groundwater levels and fluctuating climate conditions, rainwater harvesting can help us in increasing the ground water level and can be cost efficient. Rain water harvesting reduces the dependence on groundwater and other sources.*

- *Capturing the rainwater can help recharge local aquifers, reduce urban flooding and most importantly ensure water availability in water-scarce zones. Rainwater harvesting was, and is even today, a traditional practice followed in rural India. Some ancient rainwater harvesting methods followed in India include madakas, aharpynes, surangas, and many more.*
- *A recharge structure or rainwater harvesting pit allows the rainwater to replenish groundwater. It can be built to recharge a borewell or just to help the water infiltration in an area.*
- *A recharge pit of around three meter depth is constructed with layers of boulders at the bottom, followed by gravel, and coarse sand at the top. A mesh is provided at the roof to avoid leaves*

*/debris inside. A recharge pit can be totally invisible when finished.*

- *Components of a rainwater harvesting system include: Catchments, Coarse Mesh, Gutters, Conduits, First Flushing, Filter, Storage Facility, and Recharge Structures.*
- *The ever expanding urban concrete jungles are in dire need of attention towards harvesting the rain water which is otherwise attracted towards the flood drains. Stanley is situated in the heart of Hyderabad, and it is our responsibility to contribute towards conserving the depleting ground water.*
- *The rainwater is collected from relatively clean surfaces such as a roof, land surface or rock catchment. After filtering, this water is stored for further use.*
- *The rooftops of college buildings are the catchment areas for the rainwater. Coarse mesh at the roof prevents the passage of debris. Distribution systems are the gutters and downspouts which channel the water to the harvesting pits and the adjoining lawns. A first flush device is a valve that ensures that runoff from the first spell of rain is flushed out and does not enter the system. This needs to be done since the first spell of rain carries a relatively larger amount of pollutants from the air and catchment surface like bird droppings, leaves, and other debris. The filter is used to remove suspended pollutants from rainwater collected over roof.*
- *Rain water Swales are also constructed in open areas for harvesting rain water.*
- *Rainwater can be an excellent source of water for landscape irrigation. No filtration system is required for landscape irrigation. Rainwater is free from chemicals such as fluoride and chlorine, and no dissolved salts and minerals from the soil. The potted plants are supplied water through drip irrigation to minimize the usage of water.*
- *As part of creating awareness, the students made a small water harvesting model.*

### 7.1.7 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**

#### Response:

**1. Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads:** Most of the staff and faculty use the public transport and are awaiting the full functioning of the Hyderabad Metro Rail. As our college is centrally located, it is well connected through public transport. The college has a small fleet of buses to promote safe transport for students / faculty coming from far off places. The hostel is at a stone's throw and students and faculty walk to reach the campus. One added advantage of our college being situated in the heart of the city is that many of our staff and students walk to reach the college.

**2. Plastic-free campus:** The College strongly believes in inculcating and following green practices. Swachh Bharat posters are displayed at the canteen to create awareness among the students. The college canteen consciously makes an effort to reduce the use of plastics and uses steel utensils for serving food. Dustbins are provided at all major places in the campus. The college strongly believes in following green practices and also promotes them through student participation. The NSS organizes Swachh Stanley



Campaigns every year, where students participate in cleaning the campus and create awareness among others through poster presentations and skits. As part of an effort toward making the campus plastic-free, the college gives handloom products as gifts / prizes to students. Workshop on Alternate Energies was organized by the EEE Department for staff and students. Few of the campaigns organized are:

- 1.E – Waste Awareness Campaign
- 2.Wall garden / Vertical Garden
- 3.Awareness on Waste Management: skit and posters
- 4.Say No to Plastic – awareness through posters
- 5.Best Out of Waste – Expo
- 6.Eco Friendly College - Posters

Other measures like reducing the use of Bottled Water, efficient use of electricity, and use of CFLs to save energy are practiced. The college has a reverse-osmosis plant, and the filtered water is made available in all corridors of the college through water dispensers, thus reducing the use of bottled water. The classrooms are provided with bigger windows for better utilization of daylight and good ventilation.

**3. Paperless office:** Internal paperless communication is promoted and practiced through our Learning Management System –Byndr and official emailing and messaging. Faculty and students are encouraged to use the LMS for giving notes and assignments. Circulars are sent through email and Byndr.

**4.Green landscaping with trees and plants:** The College makes special efforts to instill environmental awareness amongst its students. We firmly believe that environmental awareness must lead to environmental action. Haritha Haram programs are organized every year on the campus. Around 300 plants are distributed to students and staff every year. The college has 30 trees, 200 plants and over 500 potted plants to which several are added every year. The college has several lush green lawns which are watered through the harvested rain water. Even though our college is in the city, we are proud to have a green campus.

### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 1.63

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
16	9.8	3.6	6.5	4.5

#### **File Description**

#### **Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 1

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 3

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**File Description****Document**

Any additional information

[View Document](#)

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)**7.1.13 Display of core values in the institution and on its website****Response:** Yes**File Description****Document**

Any additional information

[View Document](#)

Provide URL of website that displays core values

[View Document](#)**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes**File Description****Document**

Details of activities organized to increase consciousness about national identities and symbols

[View Document](#)

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 30

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	6	6	6

<b>File Description</b>	<b>Document</b>
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

*In today's world of technology, it is a challenging job to build up one's career besides maintaining good social relationships. It requires skills to tackle problems, and manage time. Stanley strives to rejuvenate the talents of the learners, as most of the learners are good in extra-curricular activities*

*besides their studies.* They engage themselves in extra-curricular activities and learn a lot by participating in various competitions like poster presentations, collage making, elocution, essay writing, art and craft, debates, etc. The interaction with the fellow batch mates builds up their creative mind which enhances their spirit of competence and personality.

- Every year, Stanley celebrates national festivals like Independence Day and Republic Day to boost up their patriotic spirit;
- The college celebrates “Engineer’s day” on 15th September on the occasion of Sir Mokshagundam Visvesvaraya’s birthday. They recall the achievements and ideology of him. Elocution and essay writing competitions are conducted and are facilitated with required equipments to build up their innovative thoughts. Stanley organized various technical events in the core departments like MUN, Coding contests, technical quizzes, guest lectures, seminars and workshops.
- Mathematics day is celebrated on 22nd December every year on the occasion of Sri Ramanujan’s birthday. Mathematics club organizes; Quiz, paper presentations and other competitions are conducted. Science day is celebrated on 28th February to mark C.V. Raman which motivates the learners in R&D areas.
- The learners of Stanley celebrate “Teachers day” by playing the roles of their ideal teachers and share their experiences and memories. They speak about great teachers like Dr. A.P.J. Abdul Kalam, Dr. Sarvepalli Radhakrishnan and the influence of other teachers in their life.
- Stanley conducts Orientation Day for the first year learners and parents, talking about the achievements of the college. The seniors celebrate Fresher’s day to interact and develop a friendly ambience to the juniors in the college. “Graduation Day Ceremony” is celebrated; Prizes will be distributed to the branch-wise toppers, proving the achievements and prosperity of the learners.
- On the occasion of Dr. S.R. Ranganathan’s birthday Stanley celebrates “National Librarian Day”. Activities like yoga, sports and games are conducted to maintain the physical fitness of everyone in the college. Student and staff of Stanley participate in yoga on the “Yoga day”. Various other events like traditional day, New year day and Annual day; and festivals like Holi, Bathukamma, and Christmas are also celebrated.
- To enlighten the students on various fields and achievements, and make them feel their responsibility, Stanley recalls the down memory lane of great personalities like Mahatma Gandhi, Dr. B.R. Ambedkar, Sri Ramanujan, Sir Mokshagundam Visvesvaraya, Acharya Prafulla Chandra Ray, Sir C.V.Raman, Dr. Sarvepalli Radhakrishnan, Dr. S.R. Ranganathan. The purpose is to bring awareness about the creation and nation building. The activities inspire the students.

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

##### **Response:**

**The institution has identified the entire stakeholder both internal and external. Their feedback is taken on a regular basis and they are members of several committees as relevant. In order to give effective feedback they are provided information in a transparent manner. The institutional website and the learning management system are the main resources for this other than notice boards, suggestion boxes, circulars etc.**

The website hosts all the information needed by faculty and students for effective conduct of their short

term and long term goals. The core values of the institution like vision, mission at institutional level and departmental level, program educational objectives, program outcomes, program specific outcomes, etc., are displayed at prominent locations like notice boards, entrance of all blocks, library, laboratories, buses, website etc. The list of programs being run by the institution along with the prescribed fees and mode of admission is available. The hierarchy in the institution is also clearly indicated. List of authorities starting from the governing body is made available. The list of faculty along with their short bio-data is available, the program rules and regulations as published by the university in force, list of facilities including laboratories and the hardware and software therein is available.

Past results department wise are made available. Placement information is also available for current and past including list of students, their roll numbers and company. The guidelines for various evaluations including project is available. A grievance redressal google form along with a feedback google form is also available on the website. The data submitted to NIRF, NBA and NAAC is also kept in public domain on the website. Audited balance sheets of accounts are also available on the website. The code of conduct as well as roles and responsibilities of all employees is also available on the website and library.

- *All monetary transactions of the college are through bank in the form of cheques or e-transfer. The fees both tuition and examination are remitted through the SBI e-commerce portal.*
- *The Learning Management System makes the attendance and results available to the students in a transparent manner. All communications including circulars are posted on the portal.*
- *Monthly attendance is displayed on the departmental notice boards class-wise.*
- *Decentralization and consultative process through committees in administration ensures transparency.*

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### **Response:**

The Institution is acutely aware of its obligation towards nation building. Several inputs given by agencies like MHRD, UGC, AICTE, CII, NASSCOM, etc., in the form of white papers and reports drive the focus of the institution. Three areas of national concern stand out. Firstly need to improve quality of education delivered at institutions and need for increasing the number of accredited institutions. Secondly repeated announcements by the industry that most of the graduating engineers are not employable. Thirdly lack of gender equity in the professional field.

The Governing Body and the College Academic Committee evolved strategic plans to resolve these at Stanley. The key to these issues is to improve the basic core outcomes in the form of results, placements, improving the employable skills of the students and that all this is to be done partnering the main stake holder i.e. the student. This would automatically lead to accreditation which is another goal the government is keen to improve upon.

A keen observation of the students reveals that while they are very talented and capable they do have focus and direction issues. There is a need for unlearning practices instilled at 10+2 stage and also diversity in students also needs to be addressed. This would need a wise and effective counseling system like

mentoring.

So the strategic plan was to focus on mentoring, employable skill trainings like technical, soft skills, etc., and also upgrading the competencies of the faculty through constantly training and creating a research culture at the institute. The institute has invested considerable resources for these objectives.

This focus and implementation led to several good practices at the institution. The most important of them is mentoring and Graduate skill enhancement and Employability Enhancement. Research culture initiative has several outcomes such as recognition of two departments as research centers by Osmania University, 6 PhDs completed by faculty, increase in number and quality of publications including best paper awards, increased participation of faculty in FDPs, etc. However due to the age of the institution, recent NBA accreditation the expected outcomes like sponsored research and consultancy have very slow progress thus far.

**The two best practices have been elaborated below and the third has been attached for reference.**

### **Title of the Practice: Student Mentoring System**

#### **Objectives of the Practice:**

Mentoring is a highly valuable development activity implemented in our college. At the core of the activity is the relationship between mentor and mentee, where the development of the mentee is the key focus. A mentor is assigned to act as an advisor/counselor, and guide. Through mentoring UG students are encouraged to “explore, succeed, and connect” in everything they desire to pursue. A mentor also counsels students for solving their problems and encourages them, and instills confidence in them to improve their quality of life. They are also made aware of their social responsibility as an engineer.

#### **The Context :**

The following are the issues which motivated the college to implement the mentoring system. Inculcating discipline, punctuality and motivation among the students are the main objectives in pursuing their undergraduate course and career building. The college has adopted a well-established system, Counseling and Mentoring Diary (CMD) to monitor & mentor the students' activity. The scheme aims at addressing conflicts in attitudes, habits, and knowledge of the students towards learning practices.

#### **The Practice:**

- The teacher takes students attendance in every class and after the class enters the list of absentees in the Academic Activity Register (AAR) and on Byndr, a Learning Management System (LMS) website for updating attendance online and absentees information will be notified to the HOD and parents every day. Parents can see an attendance of students for every class.
- If a student is absent for more than ten days then HOD calls their parent, enquires the reason and advises them to take necessary care of their ward.
- Even after informing student's parents, the HOD forwards the details of a student to the Principal for further action.
- Every section with 60 students, has three mentors and each mentor has 20 students assigned to them and they maintain CMD.
- The Mentors prepare monthly attendance of every student and notify the information to the parents

of defaulters through proper channel.

- The Mentors meet the students associated with them once in a week. A separate mentoring and counselling hour is allotted for each class as part of their timetable and the respective faculty meets the students in the said hour.
- The Parents/Guardians of poor attendee/performance students are called to meet the mentors for further improvement.
- Each mentor maintains the entire student Information, which is examined by the HOD and others concerned when necessary.
- Periodic meetings are conducted by the Principal with HODs to review the regularity of the students.
- The mentor meetings are conducted every week. The students of II year to IV year (6 members from each class) are allotted with each mentor.
- Senior students interact with junior students sharing the experiences in co-curricular and exposure due to project and seminars are shared among them. Fresh ideas emerge during the meetings.
- The class interaction committee meetings are conducted twice in a semester for every class to know and to solve their problems.
- Every student participates in the events conducted in the college or other colleges with the prior permission of the HOD concerned.
- Anti-Ragging Committee monitors the freshers by frequently visiting the sensitive areas within the campus and outside the campus.
- Additional duty is assigned to the faculty members to monitor the freshers from being affected by any sort of ragging in and around the campus.

#### **Evidence of Success:**

Due to effective mentoring practiced by the faculty there has been a marked improvement in the overall performance of the students. In course of the structured direct communication between mentor and student there was a good improvement in the teacher-student relationship. The attendance of the students has increased. The number of detainment of students has decreased. The above effected in attaining a better academic performance.

In this fast-moving generation a student must make a lot of effort to catch up with the ever changing trends and technology in their fields of study. Mentoring helped the students to identify their lacunae, shortcomings and work towards improving their overall personality and improve their communication skills. Mentoring helped the students to choose a right career option, and pursue it with focus and dedication. Mentoring also helped the mentees to decide on how to choose a relevant workshop, seminar, additional coaching and value added course relevant to their specialization.

Stanley being a women's institution, there are few students who get married and opt to drop out. The mentors have specifically helped and guided such students to continue their studies and to successfully complete their graduation.

#### **Problems Encountered and Resources Required :**

- Not all the students who have joined engineering are fully motivated to work towards their goal. The students need guidance in how to plan and prepare for their studies. The initial hindrance in the mentoring process is gaining the trust of the students to share their difficulties and problems.
- The college strictly adheres to the 1:20 student-teacher ratio. The mentors maintain a file containing



the records of the students. A mentoring form is provided by the college which includes the details of the students. The contact number of the student, the parent / guardian, email address, address for correspondence, their strengths and weaknesses are recorded in the mentoring forms. These forms are regularly updated for their monthly attendance, semester-wise results, and the student achievements. The students' parents / guardians are notified about performance of their wards.

## **Best Practice-2**

### **Title of the practice Graduate skill Development and Employability**

#### **Goal**

To initiate training and various certification courses by various industrial experts to all the students right from 2nd year.

- To conduct Seminars and Guest Lectures by experienced faculty and HRs from industry. • To provide study material prepared by experts.
- To train the students in the fields of soft skills, communication skills, intrapersonal skills and preparing them to face interviews and get better placement.
- Involve the students right from first year to final year to understand the importance of career building, industrial jobs and entrepreneurship.

#### **The Context**

- Most of the students have vernacular back ground who have come from villages, other states. Besides communication having a recap and in time memory of the academic concept is a big challenge for them.
- Many of the students may not have basic concepts of the subjects as they were not taught about the importance of basic concepts at Intermediate level.
- Students are not aware of the skills required for employability.

#### **The Practice**

- SCETW has training course like CRT- Campus Recruitment Training program according to which students have training with all the aptitude/logical reasoning besides technical training.
- Special slots are been allotted students from Telugu medium background for Spoken English classes on every Wednesday, Thursday and Friday.
- The college is organizing various co-curricular and extra-curricular activities through student initiated clubs for enabling all round development. Students are being encouraged to attend summer projects / internships in the industries/prestigious academic institutions to acquire practical knowledge.
- Industrial visits are being arranged for practical exposure to students.
- E-Journals/Magazines are provided in the library to know about the new technologies and research trends.
- Eminent speakers from industry and prestigious academic institutes are being invited for delivering guest lectures on latest technologies.
- All departments are conducting technical events through their clubs / associations on current trends & technologies to improve the technical knowledge of the students.

- Students use the Internet facility beyond the working hours to learn about the latest technologies.
- The college encourages the students to attend workshops / student meets / paper presentations to improve their technical and presentation skills.
- The institute is encouraging the students to become members of professional bodies like CSI, ACM, IEEE, IEI and IETE etc., and various events are being organized under these professional bodies to improve their skills.
- Personality Development programme for First years is organized.

### Evidence of Success

- The change in the behavior & communication of the students from first year to final year is an ample testimony for the success of the programs being organized.
- The prizes / awards won by the students in technical and other events emphasize the impact of the programs.
- The performance of the students in placements is an indication of the success of the programs being organized.
- The Placement attainment percentage has increased to a greater extent.
- Students are recruited and are found to be progressing well in top companies.

### Problems Encountered

- Lack of goal setting among students
- Reluctance of the students to allocate time for Add on courses along with academics Resources Required
- Online test lab
- Inclusion of online test in the Academic time able

Technical training as per industry needs.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

**Response:**

**Distinctiveness:**

## **Empower the women impact the world**

The power is given to a man, he will become powerful whereas to a women the family inturn Society will become powerful. With this Moto the “ Methodist Church in India” started women education institutions in 1920 with a Girls High School, Junior college, Degree college, P.G. college and 2008 the professional college SCET for women , with a vision of “Empower Women; Impact the World “ Empowering girl students through professional education integrated with values and character to make an impact in the World.

The mission adopted, is providing quality engineering education integrating humanity, social values, ethics, leadership by establishing the state-of-art facilities. The accreditation bodies have given the directions to provide quality education thru “PROGRAM OUT COMES”. Meticulously following them with some more PSOs, added, the quality education is given or provided.

Broadly the education system may be thought as Teaching / Learning, Providing employment and Making good human being.

### **Teaching / Learning**

Academic syllabus prescribed by the affiliating University is examined by the College Academic Committee which consists of senior internal faculty, external academic experts and industry representatives. If any gaps are found, extra contents are added and required personality development courses will be augmented. The time table will accommodate syllabus prescribed, skill orientation, social / ethical awareness, sports/ library, strictly followed (which made 9 to 4.30 for all six days working). To know whether learning is going or not, continues evaluation system is followed. In every class questioning of previous class in the beginning and reviewing same day teaching in the ending of the class is done. Some surprise slip tests, practice tests after covering of each unit of the syllabus make to identity the level of student. Depending on the level, extra coaching or assignment or more practice tests for slow or weak learners and coaching of extra advanced topics and encouragement for paper publications for intelligent learner practice is distinctive / unique feature of the teachers of SCETW. Internal and external exams will be conducted as University Almanac (Schedule) extra concentrated teaching for needy is also under taken. Remedy for makeup exams appearing students, personalized couching for detained students will make the weak students perform well and makeup. Apart from regular classes of practicals. extra guidance will be given to develop new practicals for advanced topics understanding, winter/Summer internships, industrial visits, educational tours enhance the understanding of practicals and technical skills. From Ist year onwards in the form of spoken tutorials of Bombay IIT, NPTEL, certification of Madras 11T, certification of different software companies like Microsoft , IBM, Salesforce etc, are making the graduates of SCETW enrich with more technical skills and more value added knowledge .

### **Providing Employment**

In the present system providing the academic knowledge will not be sufficient, the proper employment opportunities should also be organized by the institutes. This programe is also initiated from Ist year onwards. Training of communication skills (with special concentration on telugu medium students) and enhancement of soft skills are also under taken parallel with curriculum teaching.

Special CRT campus recruitment training is given for prefinal students, so that fully prepared candidates will be ready for placement drives. CRT includes special industry oriented technical skills, special

concentrated “CODING” skills, attractive soft skills, Group discussion skills, leadership attractive skills. A concentrated, specialized training & placement cell organises special training by internal, external subject experts, specialized training cells/organizations.

Model exams, special industry oriented (Amcat, Cocubes, Condura) tests, coding training and Mock interviews and group discussions will be part of these preparations.

The TP cell not only empowers the students, it also attracts, invites and organizes the placement drives of different employers. The reputed companies will go to the institution after examining the academic track record of students and their ranks, accreditation status of courses, ranking of the institute etc. To achieve these rankings the quality of faculty, No. of doctorates, research publications of staff, infrastructure facilities, state-of-art facilities made the institute will play major role. All UG courses of the college are accredited by NBA. Osmania University recognized the departments of CSE & ECE as University research centers,

These efforts of TP cell and untiring efforts of faculty, the placements are got improved to the level of 356 placements, out of which around 220 unique placements with attractive packages of Rs.2,50,000 to Rs.8,00,000.

### **Making Good Human being**

Integrating qualities like humanity, social values, ethics, leaderships with education make a person a good human being and real contribution done to society. Teaching these values through subjects like Environmental Science, Ethics, Gender sensation etc in one part. But the important one in making them to learn these practice. The NSS activities like Swachh Bharath , Haritha Haram, Blood Donation, Visiting of Bastis of rural areas.

These activities will really inculcate human values to make a perfect person making them physically and mentally strong in also very important. Medical facilities, GYM, Sports & Games facilities will enhance the physical Strength. Psychologist visits and counseling to needy increase the mental stability. Yoga, Karate practice in also provided to make our girls brave & strong.

***These practices are really empowering the Girl students and making them perfect women to Impact the world.***

## 5. CONCLUSION

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### Additional Information :

#### Institution Achievements

1. NBA accreditation of all 4 UG courses.
2. University ranks achieved by students: 5
3. Osmania University Recognized Research Center in Computer Science and Engineering and Electronics and Communication Engineering.
4. MOU with IITM Chennai for delivery of NPTEL to faculty and students.
5. Ranked Active member by NPTEL( two staff among top 5% performers in different courses)
6. MOU with IITB Mumbai for delivery of Spoken Tutorials to students(300+ certifications achieved)
7. MOU with NIT Warangal EICT program to conduct FDPs and sponsor faculty to FDPs
8. Institutional Memberships to Professional Societies- IEL,IETE, CSI, CII-IWN, ISTE, National Cyber Security Council.
9. Recognized by IBM as among the top 50 active Colleges.
10. Accredited by M/s. Cyient as recruitment partner.
11. Ranked by Times of India as 40th position in placements rankings.
12. Ranked by Times of India within the 150th rank in consecutive years at national level.
13. Ranked by DataQuest at 96th rank nationally in 2016.
14. Ranked by Times of India at 9th rank within Telangana state in 2017
15. Two faculty on Professional Society- Hyderabad chapters executive bodies of CSI and IETE
16. Two faculty members received IPE-Debang Mehta awards for Women in Education Awards
17. Two faculty members received best paper awards in international conferences.
18. Highest package in placements – 8.2 Lakhs SAP

### Concluding Remarks :

The oldest society Methodist Church in India published in 1867, had started women education in the name of Stanley group of Educational Institutions in 1896. After a long, successful journey of empowering lakhs of women with traditional education, Stanley College of Engineering & Technology for Women in 2008, Oct 1st. A professional college should not limit itself to just graduating the women but it should make them graduates with quality education, enrich them with modern technical skills, such that they are responsible, respectful, society aware model citizens. This will be possible if and only if the Institute grows and develop in a proper meaningful way. Year by year the growth should be in infrastructure, Library and in dedicated, knowledgeable, proper qualified faculty.

The Management, Administration, faculty and supporting staff should work together, the proper goals should be dreamt and set. The institute has properly set the goal and is going forward. A considerable achievement is also done.

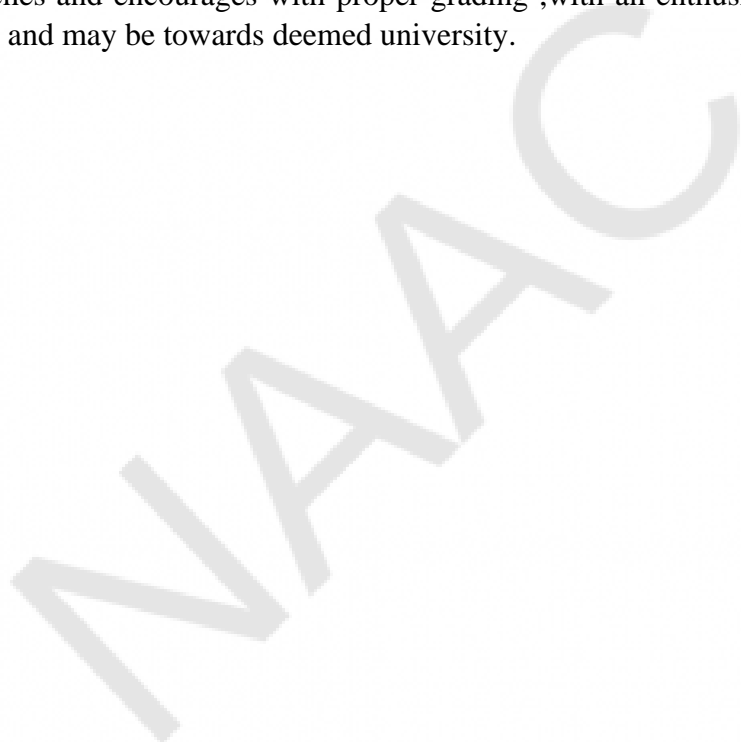
In 2008 the Institute started functioning with an intake of 300 at UG level, in 4 branches of engineering. in 2009 this was increased to 360 UG seats and a PG course in MBA with an intake of 60 was introduced. Other PG courses were introduced in a phased and planned manner.

Faculty have increased from 25 to 141 with 30 doctorates.

Placements grew rapidly from just 45 in 2012 to 360 in 2018.

To achieve greater academic flexibility as desired with own curriculum an autonomous college is being aimed. To have this, the Institution should have research facilities, 2F and 12-B status, Accreditation of courses by NBA and Accreditation of Institute by NAAC. The college has become “Recognized Research Centre” for ECE and CSE branches by our Affiliating University. All UG courses are accredited by NBA from the academic year 2018-19 for three years. 2F and 12-B are also applied & expected shortly. The institute has appropriate industry and academic links inside and outside india.

If the NAAC enables, enriches and encourages with proper grading ,with an enthusiastic spirits the Institute proceeds towards autonomy and may be towards deemed university.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>11</td> <td>7</td> <td>9</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>11</td> <td>7</td> <td>9</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	22	11	7	9	3	2017-18	2016-17	2015-16	2014-15	2013-14	22	11	7	9	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
22	11	7	9	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
22	11	7	9	3																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>88</td> <td>86</td> <td>85</td> <td>78</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Note that Nomination letter required such BoS and Academic Council From University/ Autonomous college .</p>	2017-18	2016-17	2015-16	2014-15	2013-14	108	88	86	85	78	2017-18	2016-17	2015-16	2014-15	2013-14	1	2	1	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
108	88	86	85	78																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	2	1	1	1																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p><b>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</b></p> <p>Answer before DVV Verification : 84</p> <p>Answer after DVV Verification: 84</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p>																				

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
278	249	249	278	266

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
278	249	249	278	266

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors

Answer before DVV Verification : 90

Answer after DVV Verification: 90

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	12	5	4	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	5	4	3

Remark : HEI input edited according to provided documents.

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 310

Answer after DVV Verification: 310

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution

Answer before DVV Verification : 419

Answer after DVV Verification: 417

Remark : HEI input edited according to provided documents.



3.1.2	<p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides                      Answer before DVV Verification : 9                      Answer after DVV Verification: 9</p>																				
3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years                      Answer before DVV Verification : 7                      Answer after DVV Verification: 1</p> <p>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years                      Answer before DVV Verification : 654                      Answer after DVV Verification: 654</p> <p>Remark : HEI input edited according to provided documents.</p>																				
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes                      Answer After DVV Verification: Yes</p>																				
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>9</td> <td>3</td> <td>7</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1559 1046 1693"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : This awards for college not for teachers.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	9	3	7	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	9	3	7	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-</p>																				

wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
52	53	7	12	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
52	53	7	12	8

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	5	2	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	0	0	0

Remark : HEI input edited according to provided documents.

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 426

Answer after DVV Verification: 426

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification :  $\geq 50$  MBPS

Answer After DVV Verification:  $\geq 50$  MBPS

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	27	36	35	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
25	27	16	35	9

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
34	36	48	48	12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
34	36	48	48	12

Remark : HEI input edited according to provided documents.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
65	21	16	71	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	3	0	0

Remark : HEI input edited according to provided documents.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
135	126	116	101	62

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
135	126	116	93	62

Remark : HEI input edited according to provided documents.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.04	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0.04	0	0

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	12	12	12	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	1	3	0

Remark : HEI input edited according to provided documents.

<p>7.1.8</p>	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>9.8</td> <td>3.6</td> <td>6.5</td> <td>4.5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>9.8</td> <td>3.6</td> <td>6.5</td> <td>4.5</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	16	9.8	3.6	6.5	4.5	2017-18	2016-17	2015-16	2014-15	2013-14	16	9.8	3.6	6.5	4.5
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	9.8	3.6	6.5	4.5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	9.8	3.6	6.5	4.5																	
<p>7.1.9</p>	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> <li>1. Physical facilities</li> <li>2. Provision for lift</li> <li>3. Ramp / Rails</li> <li>4. Braille Software/facilities</li> <li>5. Rest Rooms</li> <li>6. Scribes for examination</li> <li>7. Special skill development for differently abled students</li> <li>8. Any other similar facility (Specify)</li> </ol> <p>Answer before DVV Verification : B. At least 6 of the above                  Answer After DVV Verification: C. At least 4 of the above                  Remark : HEI input edited according to provided documents.</p>																				
<p>7.1.10</p>	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1532 1046 1666"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>5</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1744 1046 1879"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided documents.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	4	7	5	3	4	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	7	5	3	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	0																	
<p>7.1.11</p>	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p>																				

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	4	7	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	0	0	0

Remark : HEI input edited according to provided documents.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>278</td> <td>249</td> <td>249</td> <td>278</td> <td>266</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>278</td> <td>249</td> <td>249</td> <td>278</td> <td>266</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	278	249	249	278	266	2017-18	2016-17	2015-16	2014-15	2013-14	278	249	249	278	266
2017-18	2016-17	2015-16	2014-15	2013-14																	
278	249	249	278	266																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
278	249	249	278	266																	
2.2	<p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>736</td> <td>488</td> <td>423</td> <td>360</td> <td>483</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>736</td> <td>488</td> <td>423</td> <td>360</td> <td>341</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	736	488	423	360	483	2017-18	2016-17	2015-16	2014-15	2013-14	736	488	423	360	341
2017-18	2016-17	2015-16	2014-15	2013-14																	
736	488	423	360	483																	
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