



# **SELF STUDY REPORT**

**FOR**

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

## **GLOBAL INSTITUTE OF ENGINEERING AND TECHNOLOGY**

**BESIDE MOINABAD POLICE STATION, CHILKUR(V),MOINABAD(M), R R**

**DIST.**

**501504**

**[www.globalhyd.edu.in](http://www.globalhyd.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Global Institute of Engineering and Technology, Moinabad, was established in 2006 under the aegis of our founder Secretary Mr. K M Arifuddin. An epitome of quality and a prominent educationist with about four long decades of dedicated service in the field of education. Bestowed with an ideology of **“Education for all”**, specifically to the students from rural back ground and under privileged sections. He also nurtures a dream of all round excellence for education particularly girls of middle class society who come from diverse back ground and communities.

The Institution is run under Madina Education and Welfare Society (MEWS). Though a minority society, professional colleges like Global Institute of Engineering & Technology, Global College of Pharmacy and Global Education Center were started to extend quality education to all the non minority communities as a best example of secularism. The college has been an epi center of high standards as our students have unleashed their wings all over the globe. The institute is offering a holistic, progressive and creative system of technical education that blends with a sense of responsibility and character building.

The transformation and empowering the students is also taken care of to make them **“reach out”** to the surrounding rural community. This is also helpful in taking them go beyond books to bring closer to the environment, inculcate sensitivity and responsibility towards nature. Projects of applied nature are therefore assigned to the Final Year students and hence applicable to the phenomena **“Think Globally Act Locally”** which is strong mission of our college.

### **Vision**

To produce Technologically skilled Engineers of world class competency to address global challenges.

### **Mission**

M1:- To offer quality education for social upliftment that is affordable and accessible to all and in particular to rural students.

M2:- To provide academic freedom, generate, disseminate and preserve knowledge with inter disciplinary approach in order to meet advanced industrial standards.

M3:- To enable students to master innovative methodologies for research and skills required to become an entrepreneur.

M4:- To emphasize on human values, professional ethics, social responsibility and environmental sustainability.

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

## Institutional Strength

- Beautiful lush green campus with academic ambience spread over 20 Acres
- State- of the art infrastructure to make the students industry ready
- Experienced, dedicated and highly qualified faculty members
- Technology driven instructional methodology with NPTEL supported teaching videos
- A safe and ragging free campus
- SWAYAM / MOOC and NITTTR STCs
- The institute is vehemently emphasizing on Outcome Based Education (OBE) to strengthen learner centric teaching
- Vigorous placement cell with CRT training and development programmes, designed to improve confidence levels, analytical thoughts, presentation skills, communication skills etc
- Excellent campus placements *in* and *off* campus. Mega job fairs with good packages
  
- To promote students 'passion for technology and to unleash their latent talent Department technical clubs are constituted . . . .
- Tinkering Lab / Innovation Hub to explore ideas and experience the process of creation of technology from ideation to prototype.
  
- The institution has strong Industry Institute Interaction Cell which is recognized by Center for Education Growth and Research (CEGR) as **Outstanding Engineering College** in Telangana for Industry Institute Interface – 2009
- Strong alumni association with good interaction
- In campus hostel facility for boys with hygienic food and home away from home atmosphere
- 100 Mbps dedicated lease line internet connectivity with Wi-Fi campus
- Excellent facilities for gym and sports
- Proudly to state that ours is a **Safe, Secure and Ragging free campus**

## Institutional Weakness

- Lack of International Collaborations.
- Lack of funded Research Projects.
  
- Difficult to establish conduit with international organizations and industries.
- Students are completely from rural, social, and economically backward areas with poor communication skills.
  
- Limited scope for research and consultancy activities.
- Limited extension and consultation activities
- Not so satisfactory entrepreneurship programmes

## Institutional Opportunity

- Participation of students in various clubs and Technical activities.
- Interaction with Industries.
- Potential placement opportunities being located near IT hub.
  
- Potential for getting grant-in-aids/funds from various funding agencies.
- Capacity for under taking inter-disciplinary & sponsored research projects.
- Scope for expanding base of Alumni network for academic as well as placement activities.
  
- Potential for activities like entrepreneurship, incubation and R&D centre

### **Institutional Challenge**

- Acquiring more number of Research projects
- Placements in core industries.
- Initiating consultancy services from the industries
- Industry ready graduates.
- Creating Entrepreneurs.
  
- To empower students with the ability to compete with their counterparts.
- Attracting core companies for Institute Interaction , Training and Recruitment.
  
- Poor demand ratio because of availability of good number of Engineering colleges in the vicinity.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Global Institute of Engineering and Technology is one of the affiliated colleges in Telangana approved by All India Council for Technical Education (AICTE) affiliated to JNTUH and functions as a private self- financing institution under the auspices of MADINA EDUCATIONAL WELFARE SOCIETY which provides opportunities for higher education. Since its inception in 2006, the college has been providing many graduates and Post Graduates who have achieved many heights in their respective fields and brought glory to the institution. The vision, mission and objective of the institution are communicated to the staff, students and other stakeholders through the college website, prospectus, annual report and various cultural programmes organized periodically. Emphasis is laid on Outcome Based Education (OBE) and Blooms Taxonomy of Teaching Methodology.

GIET is a commensurate with offering quality education to its students by enhancing their technical skills and

employability skills. It strives to instigate its students' fresh perceptiveness, inventive thinking and firm conviction to achieve true success. GIET seeks to nurture the competencies of students as per industrial requirement and also focuses on developing traits of students by providing an absolute education there by concentrating on all the aspects of professional building. The Institute has been ceaseless in the process of improving the quality of teaching by executing various activities like seminars by eminent personalities, language development and training in soft skills and communication skills. GIET believes in fostering innovative practices and sustainable development programs to its students. Our main motto is "student discipline", and emphasis is laid on regularity and punctuality. The students are enthused to participate in extracurricular activities like sports, NSS etc on par with their academics. We are constantly putting efforts to impart the best education and to create ambience of excellence.

### **Teaching-learning and Evaluation**

The institute gives wide publicity to its infrastructure, staff and other facilities through website and news paper advertisements. 70 percent of the seats are filled by TSEAMCET process and 30 percent is the Management quota. Financially weaker students are selected by the State Government scheme called "**Fee Reimbursement**". Policies are adopted by Govt. of Telangana State and are strictly adhered for the benefit of the students. The institution follows a well-structured plan for smooth conduct of courses for this the staff and the student ratio is maintained as per the norms. Subject allotments, study materials (both soft and hard copies) are formulated in advance and course files are prepared in which CO,PO and Attainments are calculated.

The faculty member employs students' centric methods such as experiential method, participative learning, and problem-solving etc in order to enhance the learning experiences of the students. ICT facilities are effectively used by the teachers with Learning Management Systems, E-Learning resources, etc. The teachers as facilitators encourage the students to take part in different activities such as technical competitions, seminars, projects, workshops etc. Students are encouraged to work in groups and opportunity is given to them to get hands-on experience and gain skills.

The Institute follows the mentor and mentee concept to counsel students for their academic enhancement and personality development. The slow and the advanced learners are identified by the subject teachers as well as the class mentors. The slow learners are given more attention and remedial classes are being conducted to improve their academic performance.

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

Without research, an educational institution cannot grow or survive and GIET takes pride in constantly striving for the accomplishment of this goal with the support and dedication of faculty members and students. "Research is to see what everybody else has seen and to think what nobody else has thought". College encourages faculty members to apply for research projects and provides financial support to them. We believe empowerment of engineering students is achieved not just by theoretical knowledge but interdisciplinary skills, creativity, innovation, hands on expertise and research. Faculty members are encouraged to pursue Ph.D from various leading universities and publish papers.

The college is having MoUs with several academic and industrial organizations which are helping our staff and students in extension activities. The college is benefited with one such extension programme under collaboration with a prestigious institute i.e. EESAVYASA Private limited.

The college also facilitates smooth headway for research by providing study leave for doctoral programmes and leave for other study and research related work to its faculty members. Lectures, workshops and seminars are regularly organized for developing a scientific and research oriented temperament. Library resources including e-journals and e-books of repute and well equipped computer systems are made accessible to the students and faculty for Research and development Programmes. A well organized Research and Development Cell is established by Dr. V.V.V.S.Murthy an alumnus of IIT Kharagpur as Director R&D.

### **Infrastructure and Learning Resources**

The management of GIET has designed the infrastructure requirements as per the norms. All physical facilities like class rooms, seminar halls, drawing halls, workshops, tutorials, laboratories, common rooms etc are built as per the guidelines of AICTE and affiliating university. The College has 28 acres of lush green campus and huge play ground. Cultural activities, health and yoga facilities are also available. The college has a good canteen with hygienic environment for the staff and students and provides delicious vegetarian and non vegetarian dishes at subsidized rates.

A hostel is provided with Wi-Fi, mineral water and security round the clock which represents “Home Away From Home”. The policy of our institution, for creation and enhancement of infrastructure that facilitates effective teaching and learning, is to provide various facilities to the students in an environment which will build up their mental, physical and all- round personality.

The computer labs and other laboratories and are the state of the art models with latest configuration. At present, the focus of the college is to create physical infrastructure with the latest information technology in mind so as to facilitate effective teaching and learning in the classroom.

Computer Assisted Language Lab (CALL) and ICS Interactive Communication Skills (ICS) has been catering to make the students proficient in global language for which the college has procured special software called “K-VAN Solutions”. Further the college can boast of implementing the SEES software, open source from AICTE.

The college has a Medical room with First aid facility and the doctor is available round the clock on phone.

Training and Placement Cell is an exclusive strength of our institution. The trainers, with their vast and rich experience, train the students on employability and Personality Development skills from second year onwards. Placement Training is customized to meet the needs of the students as well as expectations of the industry. Our

placement cell is well established with a room for Group Discussion, Interview rooms for separate HRs besides seminar halls. It is also adequate with sophisticated equipment, computer center with sufficient number of systems with LAN and 100 MBPS Wi-Fi facility.

### **Student Support and Progression**

The college has a separate grievance cell to tackle sensitive issues like ragging, eve-teasing discipline etc. One of the senior professors is appointed as the chairman of the committee to look after the issues. Strict punishment will be given to the students who will violate the rules and regulations.

#### Alumni Association

**“Past always guides present”** with this intention the college has established Alumni Association. Annual Alumni meetings are held in the college campus where members interact with students and give valuable suggestions to them. The college takes feedback from the alumni to improve academics and also invite them to give seminars. The Alumni Association has been extending a helping hand to the economically weaker students as well by giving donations in cash and equipment.

The students are motivated to take part in several socially responsible tasks, which not only improve their leadership skills but also help them to achieve the academic excellence. Participation in several events, research, NSS, blood donation camps, Swachh Bharat, orphan home visits etc are inculcated as part of the social responsibility.

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

GIET is governed by MEWS, a trust established in the year 1982. The institute has been contributing Engineering and Management Education with a vision to be the best in social development which generates concepts for research through creative activities and prepares the students as capable ethical leaders.

The college is constantly learning, evolving every year and updating the needs of the companies by promoting all necessary requirements. We believe in the holistic development of students. The institution is striving for excellence and imparting practical knowledge through technical expertise ever since its inception. Our Engineering students have the privilege to the quality education and modern lab facilities, overall development having holistic approach which is vision of our Management.

Apart from Principal, Dean and IQAC Coordinator, our Management has appointed one of the senior faculty members as Governing Body representative. Management takes suggestions from the faculty members time to time and discusses academic matters such as result, feedback, syllabus coverage etc. Every stakeholder is involved in the development of the institution.

## **Institutional Values and Best Practices**

The College has adopted various measures to maintain a green campus which helps in developing an eco-balanced environment. The College ensures environmental consciousness in the minds of the students by conducting environmental awareness programs very often. A mandatory course “Environmental Studies” is prescribed in I semester of UG program by affiliating university. College has adopted certain best practices of environmental concern like Zero 5Rs i.e. Refuse, Reduce, Reuse, Recycle and Rot.

Under Unnath Bharath Abhiyan (UBA) – MHRD the college has been permitted to adopt Five villages (Chilkur, Chandanagar, Yenkapally Kanakamamidi and Kethireddy Palli) to introduce technology driven strategies among the villagers. Live In-House projects are taken up which are practically implemented in the college like Sewage Treatment Plant (STP), Recycled Plastic Road in the campus, Rainwater Harvesting Pit, Biogas Plant and Vermicompost . College has Two NSS units which conducts various awareness programmes and different days of celebrations.

One of the Innovative and Best Practices the college can boast about is giving skills and training programme to under privileged and rural candidates irrespective of age and qualification under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) a flagship programme of our central government.

The distinctiveness of our institute lies in the fact that as a matter of Interdisciplinary approach a smart farming programme is being taken up involving Internet of Things (IoT). A green house with modern farming facilities is constructed for the students to apply the ICT and IoT knowledge.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GLOBAL INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	BESIDE MOINABAD POLICE STATION, CHILKUR(V),MOINABAD(M), R R Dist.
City	HYDERABAD
State	Telangana
Pin	501504
Website	<a href="http://www.globalhyd.edu.in">www.globalhyd.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Sivalingam	08417-253021	8790101015	040-6661273 4	principal.giet.u6@gmail.com
IQAC / CIQA coordinator	G Ahmed Zeeshan	08417-252235	9959250205	040-2322185 5	ahmedzeeshan_eng87@yahoo.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	05-07-2006

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

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	11-10-2019	<a href="#">View Document</a>
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>	25-04-2019	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**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	BESIDE MOINABAD POLICE STATION, CHILKUR(V),MOINABAD(M), R R Dist.	Rural	28	10907

## 2.2 ACADEMIC INFORMATION

<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	BTech,Civil Engineering	48	Intermediate TSEAMCET	English	60	11
UG	BTech,Electrical And Electronics Engineering	48	Intermediate TSEAMCET	English	30	5
UG	BTech,Mechanical Engineering	48	Intermediate TSEAMCET	English	60	5
UG	BTech,Electronics And Communication Engineering	48	Intermediate TSEAMCET	English	30	9
UG	BTech,Computer Science And Engineering	48	Intermediate TSEAMCET	English	60	55
PG	Mtech,Civil Engineering	24	UG Civil Engineering TSPGECET GATE	English	24	24
PG	MBA,Master Of Business Administration	24	UG TSICET	English	60	0

**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	16				8				55			
Recruited	13	3	0	16	5	3	0	8	28	26	0	54
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	16				8				55			
Recruited	13	3	0	16	5	3	0	8	28	26	0	54
Yet to Recruit	0				0				1			

<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				35
Recruited	27	8	0	35
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				34
Recruited	30	4	0	34
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.	12	3	0	0	0	0	0	0	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	5	3	0	29	26	0	64

<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>
	4		1		5

**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	60	15	0	0	75
	Female	10	0	0	0	10
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	9	6	10	2
	Female	7	4	7	3
	Others	0	0	0	0
ST	Male	5	4	5	0
	Female	0	1	2	0
	Others	0	0	0	0
OBC	Male	78	80	105	50
	Female	18	23	23	12
	Others	0	0	0	0
General	Male	43	62	83	72
	Female	8	10	17	9
	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>168</b>	<b>190</b>	<b>252</b>	<b>148</b>



## Extended Profile

### 1 Program

#### 1.1

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

**Response: 1083**

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

#### 1.2

**Number of programs offered year-wise for last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	7	3	3

### 2 Students

#### 2.1

**Number of students year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
497	541	491	484	616

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

#### 2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	118	152	67	106

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
91	55	40	59	202
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

**3 Teachers****3.1****Number of full time teachers year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
41	31	20	20	5
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	77	98	107	119
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**4 Institution****4.1****Total number of classrooms and seminar halls****Response: 27****4.2****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
321.73	216.67	158.92	123.14	69.71

### 4.3

#### Number of computers

**Response: 360**

NAAC

## 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:

Being an affiliated institution, Global Institute of Engineering & Technology adopts the curriculum designed by Jawaharlal Nehru Technological University(JNTUH), Hyderabad.

The Institute through its College Advisory Committee(CAC) gives the broad roadmap and monitors the progress for achieving its vision and mission, 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 curriculum delivery 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(JNTU Hyderabad).
2. Academic calendar as defined by university(JNTU Hyderabad).
3. Course Information Sheet(CIS) including COs as defined by the teacher.
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 same to program and program specific outcomes, lesson plan, gap analysis and methodology for their fulfillment. Every department makes their own action planner keeping university prescribed academic

calendar as base. The institution then develops the college academic calendar, from these and taking into consideration curricular, co-curricular and extracurricular activities. The feedbacks and reviews are conducted at different levels involving students, teachers and administrators. The Class Review Committee(CRC) 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**

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: 75**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
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:** 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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:** 100

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

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>
Any additional information	<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 programmes in which CBCS/ Elective course system implemented.

Response: 7

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: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<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 strongly believes that catering to the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics will have a direct impact on achieving the sustainable development of the nation.

**Gender:**

The curriculum as defined by the affiliating university (JNTUH University) has recently introduced a

subject during II year related to gender sensitivity named Gender Sensitization Lab. This course is mandatory for all students irrespective of the branch of engineering. The institution regularly invites successful woman Dr. P Sindhu, Professor of MBA, JNTUH, Dr. Naga Sujatha, Professor of EEE, JNTUH, President, Women Association, JNTUHCEJ 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 Engineer's day, cultural competitions, freshers day, annual fest, women's day etc.

### **Environment and Sustainability:**

The curriculum contains a course named environmental science for all branches of engineering and the students take part in field trips, seminars and poster presentations. Various programs like Swach Bharat, tree plantation (HarithaHaram), clean and green campaign, etc are conducted as part of National Service Scheme (NSS). Also the institution takes up HarithaHaram every year and plants trees along with students to keep the environment green and healthy. With the goal to create awareness among students and also make our campus plastic free, awareness banners have been displayed at different locations of our college.

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

The institute is sanctioned with two NSS units by the university (JNTUH) and 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, special camps, national youth festival, iskon rally participation, etc. **As ours is a co-education 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.*** Selfie with Guru campaign for students to express their gratitude for the contribution of teachers, to mark the auspicious occasion of Guru Purnima was also taken up.

Apart from these the institution have taken up "INTEGRITY-A WAY OF LIFE" campaign by AICTE. As part of this panel discussions, debates, quiz, elocution competitions on moral values, ethics, good governance practices etc were taken up so as to generate healthy debate on the ill effects and **prevention of corruption**. Integrity Pledge was also administered during this programme.

File Description	Document
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:** 124**1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years****Response:** 28

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

**1.3.3 Percentage of students undertaking field projects / internships****Response:** 25.35**1.3.3.1 Number of students undertaking field projects or internships****Response:** 45

<b>File Description</b>	<b>Document</b>
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<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****Response:** D. Any 1 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<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:

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

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:** 6.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	16	44	37	63

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 49.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
138	157	227	143	238

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

2018-19	2017-18	2016-17	2015-16	2014-15
474	474	474	474	534

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[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

2018-19	2017-18	2016-17	2015-16	2014-15
120	118	135	67	106

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**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 facilitates the educational opportunities for the students from diverse background, especially those with varying degrees of learning capabilities, particularly from rural and backward areas. The institution assesses the learning level of the student based on the score obtained in Intermediate and rank in EAMCET, entrance examination conducted by the government of Telangana for admission to the first engineering programs.

The following special programmes are conducted after admission.

**Induction Programme:**

Institution organizes it for the new students as per the norms of AICTE and JNTUH with a view to introduce them to overall aspects of the institution. Different activities and games were conducted for the students like Stress Management, Time management, Team Building, Quiz Competition etc.

**Campus Visit:**

Visit to prominent locations inside the campus such as Account Office, Hostel, Canteen, Gymnasium, Library, Grievance Redressal Cell, Anti Ragging Committee, etc., is arranged to familiarize the students with the campus.

**Counseling for Students:**

A mentor is allotted to every 15 students to counsel, motivate and guide them for their betterment.

### **Fresher's Day:**

Every year institution organizes fresher's day to create friendly atmosphere with seniors and to uplift their understanding level.

### **Orientation programmes:**

Orientation programmes are conducted at the beginning of every academic year, both at the College and Department levels to develop a better learning environment

These are the measures implemented to meet the requirements of slow learners.

- Remedial Teaching and Bridge Courses are conducted by various Departments to help the students.
- Language lab is also made available to students who need support to learn English.
- Peer – learning is practiced in the Halls, where slow learners are supported by their peers to help in studying.
- Mentoring system is common in all the Departments, wherein every faculty is assigned particular number of students who would report on all academic achievements and challenges.
- E-content materials are made available to supplement classroom teaching.
- Interactive sessions are part of every classroom teaching in the College.
- Provision of simple and standard lecture notes and course materials.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.

These are the measures implemented to meet the requirements of advanced learners.

- Competent students are encouraged to take up internships at various top organizations.
- Guidance and support are offered for research publications.
- Students are given ample opportunities to participate and present papers in National and International Seminars
- Students are encouraged to join and learn through NPTEL, SWAYAM, MOOC Programmes offered by the world's leading institutions.
- Students are encouraged to take up major and mini projects on advanced topics under the guidance of faculty members.
- The College promotes interactive sessions for all classroom teaching.
- Research projects are mandatory for all the students.
- Special Add-on courses and Trainings are conducted in employable areas with hands-on experience.
- Students are encouraged to attend workshops in other institutions.
- Career counseling sessions are provided to students regarding various fields.

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

2.2.2 Student - Full time teacher ratio	
<b>Response:</b> 177:26	
File Description	Document
Any additional information	<a href="#">View Document</a>

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
<b>Response:</b> 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	
<b>Response:</b>	
<p>The institution emphasizes more on discovering and honing the likes, interests and skills of every individual. Every department faculty guides students in the right direction of thought.</p> <p>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. 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.</p> <p>All the faculty members are encouraged to use ICT to create a better understanding of the subject. The faculty members ensure to provide extra lab experiments beyond the syllabus to help the students understand subject's real world implementation. Apart from this, every faculty is encouraged to opt for <b>project-based learning</b> in their respective subjects. This encourages the students to create projects of their own.</p> <p><b>All the students are encouraged to opt for SWAYAM, MOOCS courses to enhance their learning experience.</b></p>	

**Campus Recruitment Training** is provided to all the students from different departments. **Poster presentation** are conducted to identify talented students and improve their communication and presentation skills.

**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 resource persons from different industries etc. Students are encouraged to take up internships.

**Induction program** was organized for the new students with a view to introduce them to overall aspects of the institution. It helps the students to reach their aim in life. In Induction Programme different activities and games were organized for students like Stress Management, Time Management, Team Building, Quiz Competition etc.

**Seminars:** Student seminars are conducted on regular basis by the departments to promote the skill of “Learning to Learn” enables the students to thoroughly understand the topic, organize and present with confidence.

**Assignments:** Departments provides certain topics for student assignments to enhance the ability of using e-resources.

**Projects:** In-house research projects form a part of curriculum to promote a sense of enquiry, experiment, making observations and drawing inferences.

**Extension / Outreach:** Departments involve students in various extension activities to enhance sense of civic responsibility.

**Problem Based learning:** Students are given the real life problems to identify, learn and research the information in developing problem solving skills.

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

### 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:** 41

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 443:41

#### 2.3.3.1 Number of mentors

Response: 26

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

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

GIET nurtures and supports a unique system of education structure on values and combines the tenets of academic excellence with corporate professionalism.

Experimental, participative and problem solving methodologies are used for enhancing learning experience. Every faculty facilitates holistic development and self development of knowledge through participatory learning activities such as:

- Technical Symposium, Seminars, Workshops, Paper Presentation, Mini Project, Internship, Major Project.
- Guest Lectures, Brainstorming, Industrial visits and Role Play etc.

Management encourages all the faculties to undergo online courses such as SWAYAM MOOCS through NPTEL, and competitive exams such as NET, TSSET, GATE Exam to stay updated with the latest technologies. All the faculty members of every department are encouraged to register for the Short Term Courses in association with NITTTR Chandigarh(National Institute of Technical Teachers Training and Research) through ICT mode to stay updated with advanced teaching process and curriculum.

Apart from the adoption of ICT, the following have been introduced at the institution **Outcome-based Education (OBE), Student Centric Method, Project Based Learning.**

**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 contains 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. The set targets have gradually improved over the years.

**Student centric methods** are integral part of the pedagogy adopted by faculty of every department. To deliver the curriculum content, all the faculties use ICT facilities and Innovative Tools such as NPTEL, PPT to cater the attention and interest in their learning activity.

**Lecture Management System** such as Google Class Room are adopted which facilitates the process of sharing files between faculties and Students

**Project Based Learning:** All the students of III year and IV year are encouraged to develop their own projects under the guidance of faculties of their respective departments. Every department conducts Project-Expo to unveil their talents among which the best project will be awarded.

**Personal Development approach:** Personal Development classes encourage the students to reflect on their learning, their achievements and their career development goals with help of different techniques like self introduction, icebreaker, Group Discussion & mock interviews.

CRT classes are provided every year to enhance students employability skills.

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

**Response:** 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 17.37

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	16	18	15	5

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

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 9.02

#### 2.4.3.1 Total experience of full-time teachers

Response: 370

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

### 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:** 0

#### 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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

**Response:** 28.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	27	20	20	5

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

Continuous learning is an essential part of engineering education. The institution strictly adheres to the rules and academic calendar of JNTUH.

- For theory subjects, during a semester, there shall be two mid-term examinations. Each mid-term examination consists of one objective paper, one descriptive paper, and one assignment. The objective paper and the descriptive paper shall be for 10 marks each. The objective paper is set with 20 multiple-choice, fill-in the blanks and matching type of questions for a total of 10 marks.
- For practical subjects, there shall be a continuous internal evaluation during the semester for 25 marks and 75 marks for the semester-end examination. Out of the 25 marks for internal evaluation, day-to-day work in the laboratory shall be evaluated for 15 marks and internal practical examination shall be evaluated for 10 marks conducted by the laboratory concerned teacher.
- The institution communicates the defined course outcomes, Program Outcomes and Program Specific Outcomes to its stakeholders in all the possible ways. As the institution has adopted Outcome Based Education, it is keenly focused on practicing student centered learning practices are followed to assess the learning level of the students.
- Blooms taxonomy is strictly followed in setting the questions. The setting of question paper, as the 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 seating arrangement for examination is done similar to end exams that are combined with different branch and year students.
- 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 practicing the following:**

- Daily during the last 10 minutes, each faculty 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.
- By conducting prefinal (mock) exams we also prepare them for end exam.
- Conducting of review class on the day prior of exam is 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 practices are reforms in CIE process which strengthen the university system.

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

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

**GIET** is affiliated to JNTUH and hence there is hardly any scope for our own strategies. JNTUH has a Centralized Evaluation System, keeps its constituent colleges regularly informed and updated by almanacs, circulars and amendments. The details of evaluation process, curriculum and syllabi are displayed on the website, notice boards of the Department and Exam branch.

Apart from the regulations and instructions from the university, at the institute level the following strategies are implemented to ascertain transparency.

- The students are given clear guidelines about the transparency of evaluation process and internal assessment in particular during the Orientation Programme at the commencement of each academic year.
- Regulations of examination systems, including credits, evaluation process, programme objectives and outcomes along with the syllabus are mentioned in the circulars. Internal Assessment (IA) procedure is uploaded on the college website where the students can have an access.
- The circulars, emails, whatApp messages and SMSes are sent to the students.
- The notifications and amendments from the University are duly communicated by the Principal and Examination In charge to the Heads of Departments who in turn communicate to the students.
- Before the lecture starts, the teacher takes 10 minutes to recap the previous lecture notes and again last 5-10 minutes is a questionnaire session.
- Slip tests, sudden tests and unit tests are conducted frequently to evaluate the understanding capacity of the students. However, the Blooms Taxonomy type of assessment is now the main

methodology for academics involving Outcome Based Education (OBE).

- Remedial Coaching classes are taken for slow learners to improve their performance.
- Mock pre final exams are conducted in each semester with proper intimation.
- For the Detained students also special coaching classes are taken including morale boosting classes.
- For each subject two sets of question papers are given by the respective faculty and one of them will be decided by the Principal One hour before the commencement of mid exam.
- For Practicals, the schedule of the lab, its occupancy is intimated in advance on the notice boards. The students thus are aware of the experiment and therefore prepare themselves to perform. The lab records are checked on weekly basis to ascertain the accuracy of the observations and results.
- The attainment of course out comes is evaluated by continuous internal evaluation and university examinations.
- After evaluation the internal marks will be given to the students for self and cross -verification.
- The Marks are then displayed on the notice boards for transparency and discrepancy if any to be brought to the notice of the concerned teacher. The teacher rectifies the discrepancy to satisfy the students.
- Faculty and examination section then uploads the marks obtained by the students after rectification to JNTUH and the website of GIET.
- Principal and HoDs will monitor the process regularly by cross checking and also conducting the meeting with concerned faculty.

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

1. The examination pattern and evaluation procedure which is given by the university is very strictly, meticulously and transparently followed.
2. The examination related grievances in our institute are tackled carefully and very genuinely in the interest of the students. Every step is taken to see that the student is satisfied incase he comes up with any discrepancy or grievance regarding allotment of the marks, mall practice if any etc.
3. There are 2 semester exams in an academic year comprising of 75 Marks and labs for 25 marks. There are 2 Mid exams in a given semester of 25 marks each, that is for theory 20 marks (10 for Descriptive & 10 for Objective) for Internals and 5for Assignments.
4. Internal Lab exam for 25 Marks and External Lab exam for 50 Marks are conducted every semester where the external examiner is appointed by JNTUH to conduct the lab externals.

5. The Internal Assessment marks are displayed on the website and the students are also shown their marks individually.

6. There are 2 projects, that is mini and major. These projects are selected as per the interest of the students mostly from IEEE topics. The projects are reviewed by internal guide, project coordinator or supervisor and Head of the Department. The major projects are evaluated by the external examiner from a panel constituted by the university. The mini projects are evaluated by the concerned faculty. The mini and major projects are evaluated for 50 and 200 marks respectively.

7. A technical seminar is added to assess the technical skills, communication skills, analytical skills, and problem solving capacity of the students which fetches 50 marks.

8. A Comprehensive Viva Voce is conducted to assess the student's understanding of the subjects studied during the B.Tech course of study. The Comprehensive Viva-Voce is evaluated for 100 marks by the Committee

9. Students can immediately share the discrepancy/grievance if any to the mentor or the concerned evaluator.

10. The students are given time to check out their answer sheets and represent their grievances at the college level addressing to the Principal.

11. Grievances related to evaluation are normally redressed by the subject teacher concerned or the Head of the Department or the Principal depending on the intensity of the problem.

12. University has its own system for redressal of grievances. With reference to evaluation, if the student has scored fewer marks than expected, he/she can apply on-line for reevaluation of his/her answer script after paying the prescribed fee online.

13. The marks are sent to the University only after each student is satisfied and signed by him/her.

14. If the reevaluation results are not satisfactory, the student can apply for challenge reevaluation. In this whole process the examination branch in charge facilitates and communicates the update to the students.

15. Thus the grievances if any are taken care of.

File Description	Document
Any additional information	<a href="#">View Document</a>
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 institution strictly adheres to the academic calendar published by JNTUH for conducting Continuous Internal Evaluation exams. The academic calendar shows the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external evaluation. Once academic calendar is received from dean of academics the respective head of the departments prepares the academic calendar which includes all the technical events, expert talks', co - curricular and extra co-curricular activities then final approved academic calendar is circulated to all the faculty and students.

There is always a maximum effort to strictly adhere the time schedule. All faculty members prepare course file. Every activity is scheduled in teaching plan of course file.

For theory subjects, during a semester, there shall be two mid-term examinations. Each mid-term examination consists of one objective paper, one descriptive paper, and one assignment. The objective paper and the descriptive paper shall be for 10 marks each. The objective paper is set with 20 multiple-choice, fill-in the blanks and matching type of questions for a total of 10 marks.

For practical subjects, there shall be a continuous internal evaluation during the semester for 25 marks and 75 marks for the semester-end examination. Out of the 25 marks for internal evaluation, day-to-day work in the laboratory shall be evaluated for 15 marks and internal practical examination shall be evaluated for 10 marks conducted by the laboratory teacher concerned.

Mid-Term Exams marks for both theory and lab courses are uploaded to the JNTUH web portal within the stipulated period as scheduled in the academic calendar of JNTUH. Final CIE marks are taken from the average of the two mid-term examinations.

There shall be a seminar presentation in IV year I semester. For the seminar, the student shall collect the information on a specialized topic, prepare a technical report, and submit it to the department. It shall be evaluated by the departmental committee consisting of Head of the Department, seminar supervisor and a senior faculty member. The seminar report shall be evaluated for 100 internal marks. There shall be no semester end examination for the seminar.

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.

The student's appraisal book can be accessed by the parents where - in the attendance, marks and other academic details of the students are mentioned.

College should upload the internal marks of mini project, technical seminar, comprehensive viva and main project in the stipulated time given by University.

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 by the institution. 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). A minimum of 4 COs are defined for each course. Similarly, 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, V&M of department, POs, PSOs and COs
- b. Department Notice Boards: V&M of both institution and department, POs and PSOs
- c. Classrooms: V&M of both institution and department, POs and PSOs
- d. HOD and Faculty Rooms: V&M of both institution and department, POs and PSOs, relevant COs
- e. Department Library: V&M of both institution and department, POs and PSOs,
- f. Main Library: V&M of institution, POs
- g. Laboratories: V&M of both institution and department, POs and PSOs, relevant Cos
- h. Course Files: V&M of both institution and department, POs and PSOs, relevant Cos
- i. Lab Manuals: V&M of both institution and department, POs and PSOs, relevant Cos
- j. Lab Records: V&M of both institution and department, POs and PSOs,
- k. Mini Project Reports: V&M of both institution and department, POs and PSOs, relevant COs
- l. Project/Seminar Reports: V&M of both institution and department, POs and PSOs, relevant COs
- m. Departmental News Letters: V&M of both institution and department, POs and PSOs,
- n. Learning Management System (LMS): V&M of both institution and department, POs and PSOs,



relevant COs

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

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

#### Response:

GIET has adopted Outcome Based Education which focuses on measuring student performance through outcomes. Course Outcomes, Program Outcomes, and Program Specific Outcomes are evaluated to measure the knowledge, skills, and behavior of students for the continuous quality improvement of each Course and Programs using the below-mentioned procedure.

Initially, Course Outcomes are formulated as per Bloom taxonomy for all the courses.

Then CO-PO and CO-PSO correlation matrix are set for all the courses in the program.

Target Attainment Level is set for each Course Outcomes.

Course Outcomes	Target Attainment Level		
	3	2	1
CO1	>=60%	40-60%	<=40%
CO2	>=60%	40-60%	<=40%
CO3	>=60%	40-60%	<=40%
CO4	>=60%	40-60%	<=40%
CO5	>=60%	40-60%	<=40%
CO6	>=60%	40-60%	<=40%

Attainment of Course Outcomes is measured using Direct and Indirect methods. For direct attainment, marks of Continuous Internal Evaluation Tests, assignment (other special components such as Quiz, mini-projects, case studies, seminar presentation, etc.) and University results are taken as input parameters.

For measuring direct attainment level, Question papers for CIE are set based on the assessment pattern of University and Bloom's Cognitive level.

For Indirect attainment, the Course Exit survey conducted at the completion of each course is used as an important tool. Using the weighted average score obtained in a Course Exit survey, indirect attainment level for each course outcome is measured.

After measuring the CO attainment of each course, recommendations are put forth to the respective course to practice from the next academic year to improve the teaching-learning process.

Program Outcomes and Program Specific Outcomes are measured using Direct and Indirect method .

For Direct Attainment of POs and PSOs, the average value of CO's of all the courses are taken as the input parameter.

For Indirect Attainment of POs and PSOs, the following tools are used as input parameters

1. Program Exit survey (Collected from passing out batch of students)
2. Alumni Survey (Collected after one year of graduation)
3. Employer Survey (Collected from Employer from industry survey)
4. Course Exit Survey(Collected after completion of each course)

Evaluation CO, PO and PSO attainment help faculty members to ensure outcomes are being reached, monitor the students' performance in upcoming sessions, and improving teaching efficiency.

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

### 2.6.3 Average pass percentage of Students

**Response:** 61.54

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

Response: 77

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

Response: 130

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:** 3.84

## 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)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**File Description**

**Document**

List of project and grant details

[View Document](#)

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

**Response:** 1.37

3.1.2.1 Number of teachers recognised as research guides

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

**Response:** 0

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

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

Response: 474

### 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:**

With an aim of exposing students to practicality of application in Engineering, Incubation Centre was

established at GIET. Students are given opportunity to explore new dimensions of knowledge by applying concepts of engineering to real life challenges. Headed by most efficient faculty of the Institute, Tinkering Lab & Industry Interaction Cell work hand on hand for shaping the ideas of students as practical projects. Institute practices healthy habit of promoting in-house projects for third and final year students.

Incubation centre caters to the needs of students in terms of both financial and resource requirements with state of art labs, UGC referred journals, digital library and most efficient teaching faculty. With the support of major companies that signed MOU's college provides a second platform for practically working upon projects supported by guided industrial exposure. Teachers nurture project based learning associated with courses they teach including idea sharing contests, brain storming sessions, hackathons and project expos conducted at institutes.

Campus has created an ecosystem of adopting sustainable technologies for nurturing ecofriendly environment. Connecting path of the campus welcomes with a Plastic Road, the lushing greenery of the campus is supported by Sewage Treatment Plant, Examination Branch draws its power from Hybrid Power Generation unit comprising of solar panel and Wind Turbine, Canteen depends on Biogas plant for its fuel supply. Such Environment motivates students to be a part of ecosystem and experience the practical utilization of their projects.

Under the able guidance of R&D Cell, Institution promotes research environment by its voluminous collection of Books, UGC Journals, Memberships like DELNET, MOU'S signed for practical exposure, motivating faculty and students to publish and present their research work in reputed & UGC approved National & International journals.

Intellectual Property Rights (IPR) Cell regularly conducts Workshops & Seminars to maintain Research Ethics and to nurture a healthy research environment at Institution level.

To foster Entrepreneurship Skills in students, the Institute has established an active Entrepreneurship Development Cell which helps them in identifying innovations, conduct of seminars, workshops & interactions with industry experts, Investors, entrepreneurs & also conducts activities that are regular part of the entrepreneur training sessions given to students.

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:** 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	7	5	6

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

### 3.3 Research Publications and Awards

<b>3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</b>	
Response: Yes	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

<b>3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards</b>	
Response: No	
<b>3.3.3 Number of Ph.D.s awarded per teacher during the last five years</b>	
Response: 0	
3.3.3.1 How many Ph.Ds awarded within last five years	
3.3.3.2 Number of teachers recognized as guides during the last five years	
Response: 3	
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>

<b>3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years</b>	
Response: 1.24	
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years	

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	3	1	1

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:** 0.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	7	0	0	0

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

To sensitize student and faculty community on social challenges, college provides a facet of exposure to the nearby communities and villages through out reach programmes and NSS Activities addressing the issues related to the rural communities in nearby villages. Under the flagship of 2 NSS Units college hosts Camps ranging duration from 1 day to 10 days in nearby villages to both students and faculty under the supervision of NSS Program Officer and faculty Coordinators.

Activities such as enrolling villagers as voters, playing street shows with themes to sensitise social issues like dowry, child labour, sexual harassment, anti-tobacco, anti-alcohol, anti-drug. Creating awareness

about government campaigns like Beti Bacho Beti Padao, aksharabhyasa, sikshit bharath, digital india, swacch sarvekshan, organic farming, bio-gas, Rainwater Harvesting & swacch bharat. Organizing competitions to the children of government schools in nearby villages as an encouragement to reduce dropout rates. Career and higher education guidance to village children and unemployed youth for betterment of their living. College offers 14 courses under Pradhanmantri Kaushal Vikas Yojana to train and skill unemployed youth of nearby villages. Conducted Free body checkup and eye checkup camps to villagers as a part of NSS Camps every year. Outreach programmes for support of rural students such as conducting free mock exam exams for most of the nearby intermediate colleges with free transport and creating awareness about the online examination.

Apart from which students are also encouraged to take up activities like visits to Orphanages, Conducting Blood Donation Camps and Health camps for students and faculty, conduct rallies for social causes. 1K & 2k –Runs for social Cause, Plantation Programmes in the nearby localities and Villages. Participation in Disaster relief programmes & Flood Relief camps by supporting them with donations. Under Unnat Bharat Abhyan College adopted 5 Villages in nearby locality to survey the facilities establish a closer contact with rural india.

Awareness programs as a part of Antiragging Acts are conducted in the form of Seminars, Stage Performances, street shows with the support of Cyberabad Police. This also includes conducting special programs for female fraternity of the college to sensitize various harassment issues with the support of Hyderabad She-Teams to ensure making campus a ragging free and harassment free zone.

File Description	Document
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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
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:** 89

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	11	9	10

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<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:** 36.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
200	210	180	170	206

File Description	Document
Report of the event	<a href="#">View Document</a>
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:** 58

##### 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

2018-19	2017-18	2016-17	2015-16	2014-15
4	7	5	4	4

#### File Description

Number of Collaborative activities for research, faculty etc

#### Document

[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:** 20

##### 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)

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	1	3	5

#### File Description

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

#### Document

[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:**

#### 4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching – learning . viz., class rooms , laboratories , computing equipment, etc.

**Response:**

The institution is provided with good and modern infrastructure facilities for teaching learning process.

- The policy of the institution is to provide world class infrastructure which includes well ventilated class rooms, state of the art laboratories, central library, E- class rooms, drawing halls, seminar halls etc., so as to give a conducive environment to facilitate teaching learning process.
- As per the policy, the Institution has provided all state of the art facilities which include Technology enabled class rooms (smart class rooms). Apart from this, digital class rooms are provided with black boards, smart boards, sound system, CCTVs , projectors and ICT tools to improve enable quality learning.
- Laboratories are well equipped with state of the art equipment's, software's and ICT enable tools to meet learning requirements as per the current industry, running under norms of JNTUH and AICTE and including fire safety requirements of JNTUH,AICTE and industrial trends.
- Institution has 2 ICT enabled seminar halls that provide a platform for conducting workshops, seminars, conferences and other student activities.
- The campus nurtures and supports a unique system of education structure on values and combines the tenets of academic excellence with corporate professionalism.
- The college has completed more 14years of dedicated service to the people of India in the field of Technical Education.
- The campus spread over 28 acres of lush green environment provides an ambient study atmosphere.
- The college reputation is for innovation and excellence in research and development.

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

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

**Response:**

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

- The institution has facilities to support sports, games and cultural activities .

#### Extracurricular activities :

#### Sports facilities:

- Our students are trained in outdoor games like volley ball , cricket, basketball, kabbadi, throwball and indoor games like chess, carroms, table tennis and badminton.
- The institution encourages the students to participate in various Inter Engineering College Tournament , University level, State level and National level competitions.
- Students can practice in the sports hours and also can avail the facilities even after the regular college timings.
- Sports facilities for outdoor and indoor games are easily accessible whenever required.
- Students also participate in Inter Engineering College Tournaments and Athletics.

#### Indoor Games

Indoor Games facilities are given below :

S.No	Name of the Game	No.of Grounds
1	Table Tennis	1
2	Chess	4
3	Caroms	3

#### Outdoor Games

Outdoor Games facilities are given below:

S.No.	Name of the Game	No.of grounds
1	Cricket	1
2	Volleyball	2
3	Kabbadi	1
4	Throwball	1
5	Football	1
6	Tennikoit	1
7	Shuttle	1
8	Kho-Kho	1
9	Ball Badminton	1

#### Cultural Activities :

- To encourage talents of students college conducts cultural activities like Singing, dancing, roll play, mimicry etc.
- The institution also conducts Annual day and fests inorder to provide a platform to explore the

talent of students.

- Each department encourages the students to perform cultural activities during various occasions such as Fresher's day, Farewell day, Engineer's day, Women's day etc.

### Gymnasium

S.No.	Name of Equipment	Purpose
1	Bench Press	A long low table in a gym that u lie on in order to do exercise
2	Dumbbell	A short metal bar with a weight at both ends that people lift in order to develop muscles.
3	Treadmill	A piece of exercise equipment with a flat moving surface that you walk or run.
4	Cotton mat	A piece of thick soft material like rubber that you use while doing exercise.

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

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

**Response:** 25.93

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

**Response:** 7

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:** 98.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
10.78	20.74	11.95	4.91	5.10

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:

- Global Institute of Engineering and Technology is established in the year 2006.
- The Institution has an excellent library facility for the benefit of students, faculty and research scholars.
- GIET library is housed in the first floor and the total area of the library is 400 sq.mts.
- Over the period of time, the seating capacity of the library had been increased from 50 to 100.
- GIET Library is fully automated by with KOHA Software and Bar-Code technology is used.
- Name of the Integrated Library Management Software(ILMS): KOHA(An open source software)
- Nature of automation: Fully Automation
- Software version: 17.05.07.000
- Year of Automation:2019
- KOHA software also provides access to resources through OPAC(Online Public Access Catalogue)for searches by Author,Title and keyword etc.
- OPAC is provided to users to know the availability of books and their locations.
- Library automation- in order to enhance utility of the library to the students and faculty,the library operations have been automated.
- Automated issue and return of books is handled by the library staff using an automated process.
- A barcode printer,scanner and labels for printing the barcode have also been added to the infrastructure of the library as a part of automation.
- There is an exclusive Digital Library with 20 Computers and a server to access e-resources.
- GIET is also a member of DELNET,NDLI,e-ShodhSindhu,J-Gate and Noble Infotech.
- All the e-journals & e-books,e-databases are subscribed through DELNET,NDLI and e-ShodhSindhu consortium.
- Fire extinguishers are available in the library and the staff members are trained in fire safety
- On an average about 120 students and 60 faculty can use the library resources.
- The library and digital library utilization is encouraged by both students and faculty.

#### GIET Library Services:

- Provision of direct access to book stacks and freedom to browse different books during specified

hours in the library.

- Reading room facility is available.
- Borrowing facility to all members
- OPAC facility(Online Public Access Catalogue).
- Availability of OPAC on internet and also through DELNET.
- Reference services.
- Bibliographical services.
- E-Book services.
- Internet surfing
- DELNET(Developing Library Network)connectivity and services.
- Reprographic facility.
- A separate book bank for SC/ST students is maintained.
- Digital Library facility available.
- SWAYAM (online course).
- NPTEL video lectures.
- Daily News papers and general magazines are available for reading.
- Question Banks and Student project reports are also available.

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

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

##### Response:

- GIET Library started with few documents and now it has grown up to be very vast.
- GIET Library is developed and enriched with great care.
- GIET Library has a collection of more than 100 rare and e-rare books
- GIET Library has a collection of 31 manuscripts.

Details of some have been provided in annexure 4.2.2

- GIET Library has a large collection of books more than 20,000 books with 4000 titles covering various branches of engineering and technology, humanities & Sciences, MBA and allied other fields.
- Our Library subscribed to 100 plus national and international journals.
- GIET Library has 10 general magazines and 11 daily news papers.
- The library is member of DELNET family since 2012 and gives DELNET surfing and service facilities to faculty and research scholars and students.
- The library subscribes to e-journals and e-books like DELNET, J-Gate, Noble Infotech, NDLI and e-Shodhsindhu etc...

**E-Resources:****1.DELNET(Developing Library Networking)**

- It is a network of libraries in Delhi as well as across India
- Library e-resources through DELENT
- 2,50,00,000 + Books available for loan
- 40,000+ list of journals
- 5,000 + full text e-journals
- 1,00,000 +Thesis/Dissertations
- DELENT e-Databases

**2.NDLI-National Digital Library of India**

- The national Digital Library of India(NDLI) is a project under Ministry of Human Resource Development(MHRD),INDIA
- The objective is to integrate several national and international digital libraries in one single web portal
- The NDLI provides free of cost access to many books in english and the indain languages
- Access can be made through web or via mobile app,available for android at google play store.

**3. e-ShodhSindhu**

- e-Shodhsindhu :Consortium for Higher Education Resources.
- e-Shodhsindhu provides access to e-resources to universities,colleges and centally funded technical institutions in India
- e-Shodhsindhu an initiative by MHRD,Govt.of India
- e-Shodhsindhu being executed by INFLIBNET centre
- 3135000 e-Books are available for loan
- 10000+ e-journals are available
- 22 e-resources are available
- some indain platoforms
- NPTEL-National Programme on Technology Enhanced Learning(<https://nptel.ac.in>)
- SWAYAM-Study webs of active learning for young aspring minds(<https://swayam.gov.in>)
- The Library constantly strives to upkeep its resources and it has a rich collection of text books,reference books,competitive exam books,dictionaries.motivational books,autobiographies,manuscripts and rare book collections for knowledge enrichment of students and faculty community.
- The library advisory committee conducts a meeting on various aspects ,such as the addition of books,subscriptions to journals and other facilities.

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

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

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

**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>
Any additional information	<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:** 3.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.16	20.8	4.29	6.50	2.54

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

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

**Response:** Yes

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

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



<b>Response:</b> 31.58	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 180	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

##### **Response:**

Our college is providing immense facilities to the students with which they excel in their career by utilizing the IT resources. For that our institution is frequently updating its IT facilities such as configuration of computers, LCD Projectors and internet bandwidth to deliver the best to its students.

Every beginning of the academic year requirement for updation and replacement of existing IT facilities and purchase of new equipment is collected from each department. The institute is upgrading internet bandwidth from time to time.

##### **Systems:**

The institution has 400 systems in various labs to meet the curriculum requirement and beyond the curriculum to make them industry ready. All systems have optical mice and adequate number of printers are available in campus. The exam branch has high speed scanner cum printer, all Heads, office and TPO have scanner and cum printer.

Hardware and software updation is in line with demand of the latest syllabus as well as student feedback.

##### **Internet and Networking**

All the systems are networked in the campus. Networking standard has been upgraded and replaced from cat5 to cat6 cabling. All the hubs have been upgraded to 100Mbps.

##### **WiFi:**

WiFi facility is provided to all HODs and faculty. In each department WiFi routers have been provided.

To monitor the activities under campus areas, we have installed modern CCTV cameras in the corridors, and canteen and at other strategic location and principal himself monitors the CCTV cameras along with the admin staff.

Information about upcoming events will be updated on website and social sites. Following the completion

of the event, pictures of the event are also uploaded in the gallery for easy access. This allows the parents to be aware of the programs and events being conducted in college as well.

The maintenance of computers, installation of softwares, hardware, networking and internet issues will be handled by hardware and networking professional.

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

#### 4.3.2 Student - Computer ratio

**Response:** 41:33

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

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

**Response:** >=50 MBPS

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

#### 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:** 99.68

#### 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)

2018-19	2017-18	2016-17	2015-16	2014-15
2.80	9.42	2.09	8.45	1.42

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:**

The Vision and the Mission of the institution are to provide holistic knowledge to students

#### Laboratories:

All laboratories are effectively used by the students as per their time table during the college hours and can also be availed even after the college hours. Lab Attendance register, stock register, Invoice files and purchase bills are maintained for each lab.

#### Computers and IT facilities:

System Administrator is responsible for the maintenance of computers and IT facilities. They resolve the issues related to IT facilities such as software installation & updation, maintaining biometric devices, ICT facilities, printers, anti-virus installation, website maintenance and other network – related issues. The complaints given is resolved immediately by system administrator. WiFi are regularly checked by the network team

#### Library :

Librarian collects the requirement for a list of books, journals and other resources from all the HODs

during the commencement of each academic year. ' No dues ' clearance from the library is made mandatory for the students before appearing in the exam in view of stock verification of books. Entry register for visitors (students and staff ) is maintained to ensure the effective utilization of library resources. Collecting of rare books, old titles, maintaining torn books are resolved with the help of the library committee.

### **Sports Facility Maintenance:**

The physical director maintains the sports facilities available in the institution. Stock register, issue register are maintained to ensure the proper handling of the sports equipment. Stock verification is done on sports equipment at the commencement of each semester. The playground is maintained regularly under the supervision of the physical director with the supporting faculty.

### **Classrooms:**

In the beginning of each semester the readiness of the classrooms, ICT facilities and furniture are verified by the administrative officer. All the classrooms amenities are verified and maintained periodically to uphold effective teaching – learning practice

### **Electrical Maintenance :**

The department of EEE & HOD is responsible for the maintenance of electrical equipment such as UPS.

### **Maintenance of other Infrastructural facilities :**

The administrative officer of the institution oversees the maintenance of buildings, classrooms, laboratories. The maintenance of other infrastructural facilities such as a playground, drinking water, parking areas, lawns, gardens, sewage treatment plants, whitewashing , restrooms etc., will be seen by administrative officer.

## 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:** 37.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
259	244	185	149	235

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:** 5.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	5	9	24	101

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

#### 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

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<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:** 67.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
191	153	150	133	204

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>
Any additional information	<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:** 23.23

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

2018-19	2017-18	2016-17	2015-16	2014-15
98	143	51	134	0

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Any additional information	<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:** 53.91

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	50	17	107	96

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 15.38**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 14

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<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:** 7.64**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
12	0	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	0	0	0	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



### 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:** 87

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	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>
Any additional information	<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:**

**Students' Council:**

Students' Council of our institution is the representative body of the entire student community. The aim of the Student Council is to organize various activities under the guidance of faculty members, develop and enhance various skills, such as leadership quality, social awareness and a sense of social responsibility for the betterment of the students.

The student council takes an active involvement in conducting various events like Tech fests, Fresher's day, Engineers' day, Seminars, Workshops, Symposium, International Conference, and so on. This council encourages and ensures the involvement of students in various academic and administrative committees.

IQAC cell involves student representatives in the development of quality culture in academic and other areas for the betterment of the students and institution.

The class representatives (CRs) meet and discuss various issues for better prospects.

Result analysis of continuous and internal assessment test and end semester results .The evaluation process for theory and practical courses while conducting remedial classes also the student council members are involved.Feedback on teaching performance of faculty is taken in an unbiased manner.Arranging Industrial visits and other departmental activities are also a part of the student council.

Student representatives actively participate in department advisory committee meetings while framing academic plans, conducting value added courses, Add-on courses, and other curricular and extracurricular activities.

Student representatives in the Anti Ragging Committee create awareness about Anti Ragging and ensure a friendly environment between juniors and seniors.

Student representatives also provide their input in Library related issues for empowering the library resources and process.

The NSS volunteers aim to involve the maximum number of students in NSS activities. Student representatives are responsible for publishing the institutional events in the college magazines.

Student representatives of Discipline Committee help to ensure a calm and peaceful academic atmosphere on the campus and to avoid physical confrontation among students. In addition to the above student representatives are included in the Hostel Committee, Canteen Committee and Transport Committee to ensure its effective functioning and resolving issues if any. Active involvement of the students in various committees significantly leads to their holistic development.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for 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:** 15

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	09	07	06

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<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 Global Institute of Engineering and Technology Alumni are the most important stake holders in the growth of this Institution. The GIET Alumni Association supports the institute and strengthens the ties between Alumni and the community. Alumni and Institute are communicated through this association to host services that helps them keep in touch with their batch mates and also keep them updated of campus happenings. The spirit of association is to galvanize the alumni by rejuvenating the memories of their association with GIET, and interacting on continuous basis with others, alumni, students and faculty including administrators. The purpose of this association is to foster a spirit of loyalty and to promote the general welfare of the college. In addition to education and career opportunities, alumni association offers donations to upgrade their Almamater.

#### AIMS AND OBJECTIVE OF ALUMNI ASSOCIATION

The aims and objectives of alumni association are -

1. To bring together all the old students, to share their experiences with each other as alumni.
2. To utilize the rich experiences and share them as an example to the present students.
3. To involve alumni for suggestion in the overall development of the college.
4. To arrange seminars, conference, debates, etc., for the social welfare programmes.
5. To promote campus placements, where the association is very pivotal.
6. To provide financial assistances to the members for higher studies etc.,
7. To propose and execute special projects, infrastructure etc.,

#### FUNCTIONING OF THE OFFICE BEARERS:

The office bearers make arrangements for efficient supervision of the all the activities including financial matters. Association members meet at least once in a year to discuss the scope of further progress of the institution. The fund management is also taken care of properly.

**APPRECIATION OF THE ALUMNI**

The management appreciates the achievements of the alumni. It can be mentioned here that Mr. PVG. Satish(IPS) an alumnus, made us proud by securing 191 Rank in Civil Services Examination presently posted in Sikkim. Our Secretary honored his achievement by giving a cheque of Rs.1,00,000/- on the 5th graduation day held on 19th September 2017.

Every GIET Alumnus is automatically a member of the GIET Alumni Association, who can attend the meeting and work to promote the general welfare of the college and encourage the interest of students. All the office bearers discharge their duties to meet the objectives of the association with utmost care and transparency.

The general body of the association has all the power on matters of association and is the supreme authority. There is continuous increment in alumni participation by keeping the alumni in the loop and keeping them engaged through website and social media. No matter how far they are geographically, communication and awareness is of prime importance. Necessary steps are taken to make the alumni association meaningful and strong so that those who stay engaged in the association can donate as per their convenience and benefit as well.

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

**5.4.2 Alumni contribution during the last five years(INR in 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:** 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

NAAC

## 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:

Global Institute of Engineering and Technology (GIET) established in the year 2006, which nurtures and supports a unique system of education structure blends on values combined with the doctrine of academic excellence with corporate professionalism. The primary objective at Global Institute of Engineering & Technology is to impart quality education, which leads to quality living with high thinking. It is affiliated to JNTU, Hyderabad. The college has completed more than a decade in the field of Technical Education.

The environment and culture at the institute provides Quality Education by enhancing the overall development of students by taking various steps in a wide range of academic, co-curricular, extra-curricular activities that enable the students yielding required exposure to a variety of social, cultural, and intellectual fields. With this learning experience, students can enrich their lives, which help them to develop into multi-tasking personalities that ensure success in their careers and occupations. Co-curricular and extra-curricular activities are executed through a number of Associations, Clubs, Societies, Students' Chapters of Professional Bodies, with a view to allow the Students to plan and execute everything in the process to nurture them to become future leaders, who learn to address challenges and carve a path of success.

##### VISION OF GIET

Global Institute of Engineering Technology's vision is to mould students into the world class professionals so that they can excel and serve the world with great enthusiasm. To make them responsible citizens of the nation in all aspects of life and help them to serve the nation with great responsibility especially in the rural areas.

"To produce technologically skilled engineering graduates and post graduates of world class competency"

##### MISSION

Institute's vision is to offer quality education for social upliftment that is affordable and accessible to all sections of the people and in particular to the rural students who are not cognizant of growth in developing atmosphere. It aims to skills the students to cater to the needs of the industry, which in turn helps in nation-building. It also helps students to master the innovative methodologies for research and gaining the skills required to become a successful entrepreneur. It also emphasizes on human values, professional ethics, social responsibility and environment sustainability.

- To offer quality education that is affordable and accessible to rural students.
- To develop a technological temper in students and cater to industrial requirement.
- To enable students to master innovative methodologies for employment.
- To emphasize on value education, moral and social justice.

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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

Global Institute of Engineering Technology follows decentralized work, so as to help all stake-holder to be participation and have a healthy discussion. This process of grouping the ideas takes place held at least two times in an academic year. Positive decisions will be taken, which help in taking technology to the next level. The decisions are disseminated to the departments by the principal. The disparate department heads will coordinate and manage to execute the activity to the core perfection. GIET has clubs, associations, cells and committees for students and faculty, which help them to grow.

The institute practices participative management and delegation of authority. By virtue of the post, the Principal is a member of the Governing Body. The Principal contributes in the policy decisions of the Management with respect to the college. Principal being head of the Institution takes decisions on behalf of Management in the Academic Council, which includes all the Departmental Heads. The IQAC and Academic Council frames a calendar of events incorporating the college related programs of the Management. The HOD's along with their departmental colleagues ensure the implementation of all programs executed efficiently. Administrative matters are dealt through the Principal and Dean and other section heads.

#### FUNCTIONS OF IMPORTANT ADMINISTRATIVE POSITIONS

- 1. Governing Council:** The council formulates directive principles and policies to be amended and approve policies and budgets for college.
- 2. Secretary:** To look into welfare and development of the organization/institution instills encouragement and dedication in every member working in the institute.
- 3. Director:** Advices the principal in Academic matters and selection committee for temporary recruitment.
- 4. Principal:** Defines institutional structure, decentralization responsibilities, ensures periodic monitoring and evaluation, monitors purchase procedure, define quality objectives, monitors and prepares budget, handling day-to-day accounts, conducting and reviewing of meeting, admission, examinations, library information, and contacting alumni members.
- 5. Entrepreneur Development Cell:** EDC awareness campaigns continuously and regularly contacts with other external organizations like MSME and other companies etc.
- 6. Administrative Officer:** Interacts with AICTE/DTE/university, college roster, service books, coordinate day-to-day activities of office, purchases, and annual budgets etc.
- 7. Librarian:**Executes regular and routine activity, maintains library discipline/culture and prepares library

budget.

**8. Head of Departments:** Maintain discipline/culture, maintain the decorum of the college, plans and executes academic activities of the department, budget abided by procedures, maintains records of departmental achievements and monitors faculty attendance.

File Description	Document
Link for 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 Strategic plan is designed by institution to bring changes in the institute's focus, internal structure and performance towards overall betterment. It represents the collective effort of administrators, faculty, staff, students and community stakeholders.

#### Deployment Activity:

Our institution has the following strategic plans such as

- To advertise for recruitment of qualified faculty as per AICTE norms.
- To Strengthen Women Empowerment Cell and address the issues.
- To develop highly effective teaching-learning practices like FDPs, guest lectures, workshops and technical fests.
- To conduct student training and development programs for their future career enhancement.

The College has established a Women Protection Cell in the college campus for the women faculty, staff and girl students, to address understanding of issues related to women and to make the college campus a safe place for them.

.Aiming at intellectual and social upliftment of the female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programmes life skill training programmes, entrepreneur training and other welfare activities.

#### Objectives:

- To promote a culture of respect and equality for women.
- To organize various types of programs for women to be financially, mentally and emotionally empowered so as to promote their growth as individuals in their own right.
- To create a sense of responsibility in the students and have healthy study and work culture in the College.
- To involve NSS students of college to interact with rural and urban women, who lack formal



education and identify projects suitable for up gradation using technology.

## Women's Protection Cell

The Women's Protection Cell is constituted of women staff including its convener and is chaired by the Dean. This committee is functioning in the college to combat violence and harassment against women. Following are the office bearers and members of the committee:

S.No	Name of the Staff	Designation	Position
1	Dr.Mrs.Ravindra Tiwari	Professor & Dean- GPC	Chairperson
2	Dr Mrs B Swathi	Professor & Head-MBA	Convener
3	Mrs.M Kavitha	Asst.Prof.& Head H&S	Co-Convener
4	Mrs Ishrath Unnisa	Asst.Prof., ECE	Member
5	Mrs.P Sai Leela Vaishnavi	Asst.Prof.& Head CE	Member
6	Mrs Jabeen Bushra	Asst.Prof.,H&S	Member
7	Mrs.K Durga	Asst.Prof.,ME	Member
8	Mrs.Lakshmi Lavanya	Asst.Prof.,CSE	Member

### Complaint and Redressal mechanism:

After knowing the grievance of students, class Mentor discusses it with the HOD and then an appropriate solution is found out. If not solved at this level then the grievance is taken up to the Principal through Women Empowerment cell (WEC)

The outcome will be informed to the complainant and to the administration/management.

The Committee shall investigate reported cases of commission of acts of sexual harassment of women, if any and submit its report to the Principal recommending action to be taken against the accused employees.

The Strategic Plan ensures that the plans achieved through the accountability process comprising of review, evaluation, reporting and, where necessary, re-planning. The Strategic Plan 2014-19 was reviewed in May-June 2019 for developing a Five Year Strategic Plan for 2019-24.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### **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 Global Institute of Engineering and Technology is a very active group involved in the monitoring and continuous development of the Institute. The members of this body comprise of people with vast knowledge and experience in the field of academics, research, industry and administration. GIET's Board of Governors has the advantage of having experience in both the educational and corporate environment enabling us to design and implement a system that bridges the gap between education and industry requirements. The Governing Council meets once in Six months and interacts with industry experts, faculty, students and corporate to understand the improvement areas and raise the level of knowledge delivery at GIET with the assistance of faculty members and administrators at the Institute.

#### **Governing Body of GIET :**

##### **Functions and Responsibilities of the Governing Body:**

- Plan for future growth and expansion
- Frame directive principles and policies.
- Amend and approve policies from time to time.
- Approve Budgets
- Introduction of new programmes and/or increasing intake/closure of courses/reduction in intake.
- Approval of faculty development initiatives/programmes.

##### **FREQUENCY OF MEETINGS: Once in a semester.**

For achieving its long term goals, the institute has been focusing on its rules and mechanisms (setting up of the short term goals and trying to attain the goals and keep evolving the short term goals for achieving the long term goals) by which various stakeholders influence the decisions , how they are held accountable and to whom.

#### **DUTIES AND RESPONSIBILITIES OF VARIOUS ADMINISTRATIVE BODIES:**

##### **Principal**

Responsible for overall administration and academic function of the institution in keeping with policies of the management as well as mandatory regulations and stipulations of the related statutory authorities.

##### **Responsible for the following quality specific activities**

- Evolve quality policy, formulate quality system, enforce implementation and adherence, monitor effectiveness, promote quality improvement in teaching, learning, evaluation and support systems
- All the academic activities of the institution including maintaining existing affiliation and recognition and promoting new affiliations and recognition for which the institution is deemed eligible.
- Maintenance of student records, arrangement for examination, arrangement of evaluation of

teaching faculty, coordinating with university, statutory authorities and related institutions, campus selection and placement

- Overall administration of institution which includes establishment, account, security and maintenance services.
- Evaluation of vendors and suppliers continuously, maintenance of stores which includes proper storage, optimum utilization and minimum wastage.
- Maintenance of equipment, devices, instruments and accessories, maintenance and up-gradation of library service .

### Head of the Departments (HODs)

- Responsible for effective and systematic working of their departments.
- Making Timetable, ensuring adherence to the same, maintaining attendance of students and staff members, encouraging and employing innovating teaching aids and methods, conducting internal evaluation of students as per stipulations, maintaining the laboratories, current curriculum and syllabus as per the needs of changing priorities and recommending improvements for keeping abreast of the latest trends in knowledge and technology, studying results and feed back to evolve improved teaching systems.
- Promoting the interests of students in bringing out their talent and skills.
- Other members in the department assist HOD.

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

### 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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<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:**

The committees or bodies formed for the specific purpose work effectively and transparently and are evident through the meetings.

**An example of activity that successfully implemented:**

**National Service Scheme Committee:**

The National Service Scheme (NSS) is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India popularly known as NSS.

**Activities in NSS are:**

1. Cleaning.
2. Afforestation.
3. Stage shows or a procession creating awareness of such issues as social problems, education, and cleanliness.
4. Awareness Rallies.
5. Inviting doctors for health camps.
6. Blood donation camps.
7. Awareness of Health care.

**Objectives:**

- Understand the community in which they work.
- Identify the needs and problems of the community and involve them in problem-solving.
- Develop among themselves a sense of social and civic responsibility.
- Utilize their knowledge in finding practical solutions to individual and community problems.
- Develop competence required for group-living and sharing of responsibilities.
- Gain skills in mobilizing community participation.
- Acquire leadership qualities and democratic attitudes.
- Develop the capacity to meet emergencies and natural disasters.
- Practice national integration and social harmony.

**Responsibilities:**

- To enable the students to understand the community in which they work.
- To understand themselves in relation to their community.
- To identify the needs and problems in the community and the solutions for which they can be involved.
- To develop among themselves a sense of social and civic responsibility.
- To apply education- find practical solutions to individual & community problems.
- To develop competence required for group living and sharing responsibilities.
- Gain skills in mobilizing community participation.
- To acquire leadership qualities and democratic attitude.
- To develop the capacity to meet emergencies and national disasters

- To practice national integration.

### Some Events Organized:

#### 1. Rashtriya Ekta Diwas 31-10-2019

Rashtriya Ekta Diwas or National Unity Day commemorates the birth anniversary of Sardar Vallabhbhai Patel. In 2019, the 144th birth anniversary of Sardar Vallabhbhai Patel is celebrated.

He played an important role in uniting India. He is also famous as an Iron Man of India and one of the founding leaders of the Republic of India.

In 2014, the government of India introduced Rashtriya Ekta Diwas or National Unity Day with an aim to pay tribute to Sardar Vallabhbhai Patel on his birth anniversary. He is always remembered for his extraordinary work for the country and no doubt, he worked hard in keeping India united.

#### 2. An Orientation Program on NSS on 29-10-2019.

#### Themes:

- Blood Donation Camp
- Sapling Plantation

The Programme was inaugurated by Dr. G Narsimha (Professor of CSE & NSS Coordinator of JNTUH)

Dr. G. Narsimha conveyed his blessings to the NSS volunteers for their to serve the society through NSS and also emphasized on the personality development through NSS

#### 3. NSS Mega Gandhian youth enclave at JNTUH on 02-10-2019

NSS Mega Gandhian youth conclave at JNTUH on the occasion of 150th Mahatma Gandhi Birth Anniversary celebrations

#### 4. NSS Day Celebrations on 24-09-2019

Every year 24th September is celebrated as NSS Day. Our NSS UNITS celebrated the NSS Day.

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Welfare measures for Teaching and Non- Teaching members are not only for the development of staff but also for the development of organization. Global Institute of Engineering & Technology offers various schemes to all the employees with the motive to promote the efficiency and efficacy.

- Accommodation facility for staff inside the campus
- Transport facility for the staff members all areas from Hyderabad
- Maternity leave.
- Bereavement Leave
- Sponsorship and Leave facilities for attending conferences, Faculty development programmes and seminars, etc.
- Women Protection Cell
- Free mobile facility for eligible selective staff members.
- Loan facility provided to Teaching and non-Teaching staff through Bank
- Canteen Facility: Food Quality
- Wi-Fi and Internet Facility

Some other facilities are also available like

- Gym facility inside the campus.
- Yoga Practice for staff to reduce the stress
- Faculty have PMSBJ Insurance
- Accommodation inside the campus:
  - Accommodation is free for both teaching and non-teaching staff of the institution in the Hostel
  - Fee Concession on bus transport: Transportation is free for teaching and non-teaching staff
  - Food facility: Institution offers subsidized food for teaching and non-teaching staff
  - Maternity leave: 45 days of paid maternity leave is allowed to female staff
  - Support to staff for attending workshop / conferences: Faculty members are encouraged to participate in conferences /workshops to enhance their quality of teaching and to help them in their research work by giving the sponsorships from the institution
  - Encashment of Earned leave: Employee in the institution is eligible to avail 12 earned leaves after completion of one year. These earned leaves are accumulated in the employees account and can be encashed as per the institute service rules

Apart from the leaves shall be admissible to employees of the Global institute of engineering & technology

- Casual Leave
- Compensatory Casual Leave
- Duty leave (OD)
- Maternity Leave
- Summer vacation

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

### 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:** 57.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	31	20	20	1

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 12.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	10	7	5

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>
Any additional information	<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:** 67.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	75	95	88	83

File Description	Document
IQAC report summary	<a href="#">View Document</a>
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 performance based appraisal system for the assessment of teaching and non-teaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra- curricular activities.

Performance appraisal system for teaching staff:

The teacher, as a person and teacher as performer, is also one of the mandatory assessment for his/her performance is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc. Besides, student feedback and pass percentage of the course are considered.

The performance of the faculty is evaluated based on professional contribution to academics, contribution to short-term training courses, performing invigilation duties, contribution to College administrative bodies such as college academic council, R&D council, planning and development committee, etc.

Financial support to the faculty is rendered with the motive to enhance or upgrade their knowledge through their participation in conferences and workshops.

The above set performance appraisal report is filled by employee in a given prescribed form which includes all the above set related to points and sub points. Filled in the prescribed format is revised by HOD to assess the attitudinal / behavioral / professional aspects of the faculty concerned.



Performance appraisal system for non- teaching staff: A few strategies are observed in appraising non-teaching staff's performance this includes technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation willingness to learn, diligence etc besides they also assess the behavioral aspects like group behavior, acceptability and punctuality etc.

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 college has a mechanism for internal and external financial audits. Monitoring financial management practices is a significant process in the internal audit. An internal audit is carried out by the Finance Committee. Budget and statement of expenses are reviewed every quarter by the Finance Committee. The accounts of college are audited each year by the External Qualified Chartered Accountant appointed by the **Madina Education and Welfare Society**. The Audited Report by the External CA is placed before the governing body for approval. The qualified remarks given by the auditors are taken into consideration in the forth coming years.

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:** 6.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

#### Response:

The mobilization of funds is an important aspect to maintain quality education in the institution.

The majority of the financial needs of the institution will be fulfilled by tuition fees paid by the students. The mere tuition fee from the students is not sufficient to meet the standards. The management takes initiative to fill this financial gap. The institution follows a well-defined mechanism for monitoring the effective utilization of the financial resources for academic process and infrastructure development. The budget for every year is proposed by the finance committee after taking into consideration the requirement of each department. After getting approval from the Principal and governing body on the proposed budget, the finance committee will ensure the effective utilization of the allocated funds.

Optimal Utilization of funds can be done as follows:

- Preparation of budget for every project enables the institution in the effective use of allotted funds and avoids the mismanagement of funds.
- Conducive academic ambience.
- Constant encouragement for professional development.
- Thrust for research and publication and various staff welfare schemes.
- Environment-friendly campus with facility for rainwater harvest, STP and waste management.
- Utilizing the funds for Green initiatives of the campus and maintenance of landscape etc.
- Conducting various training programs for faculty and students, academic activities and fests.

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:

The Internal Quality Assurance Cell was started in the year 2016 to monitor the quality of services being provided by the institution to its stakeholders. An IQAC committee is formed and approved by the governing body to take care of Quality assurance strategies and processes. The Institute's existing policies on academic and administrative systems are in respect of the process of teaching-learning and evaluation system, academic performance, faculty recruitment and training/qualification enhancement, are initiatives of IQAC. IQAC has contributed to continually improve the infrastructure, enhance the faculty competencies, and empower the students to become employable.

Two examples of best practices institutionalized as a result of IQAC initiatives are:

## 1. Faculty Development Programs

Faculty Development Programme is one of the initiatives of IQAC for improving the quality of the faculty in various aspects. Faculty development is a process to improve their skills in the following areas: (1) Teaching and Learning, (2) Out Come Based Education, (3) Research and Development, and (4) Personality Development. Institute has been organizing **Short Term Courses (STCs)** in collaboration with NITTTR Chandigarh under the **Ministry of Human Resource Development, Govt. of India** throughout the academic year in two levels, i.e. first one at institute level common STCs for all the department faculty members and the second one is at department level STCs for department faculty members on their specific areas. Short Term Courses help to strengthen the professional and administrative skills of the faculty members which leads to quality enhancement of the institute.

## 2. Mentoring:

A mentoring sheet per student for their complete duration of study at the institution and records their progress of all the students by their respective mentors. Each mentor is assigned with 20 students. They remain the mentors for the entire duration of study unless a specific request for change comes either from the student or the mentor. The basic data is given to the mentors from the 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 analyzes the student ability to grasp. Different ways of learning are suggested. Based on their performance and attendance data, the mentors suggest to the departmental Head to conduct of remedial classes. The areas of interest of the students are also passed on to the HODs to arrange industry delivered workshops within the college. Several times special tutorial hours will be arranged to slow learners by the mentors.

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

### 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:

The institution reviews its teaching-learning process, structures & methodologies of operations through Academic Departments. The IQAC is responsible for developing, coordinating and monitoring academic assessment activities to effect improvement in student learning. All the heads of the departments, dean and nominated teachers are members of the Institute Academic Committee and are chaired by the head, IQAC

The roles and responsibilities of the IQAC are :

- Plan, monitor and control the academic functioning of all the Departments.
- Introduces innovation in Teaching, Learning and Evaluation practices.
- Advises for industry-oriented projects and internships, Suggests other technical training activities

related to enhancing the employability skills.

A constant review mechanism is done by IQAC in the college which guarantees the smooth functioning of the quality teaching-learning process. Some of them are as follows:

**Methodologies :**

1. A teaching-learning plan and a course schedule along with the academic calendar will be given to the faculty member well before the commencement of the semester.
2. This is done under the guidance of the HOD. The class coordinator periodically reports to the HOD about the syllabus coverage and the number of classes taken by the faculty.
3. Guest lecturers will be conducted for the subject who is difficult to understand.
4. The individual course schedules, plans, and related information/ materials are issued to the students at the commencement of the semester.
5. IQAC also ensures the counseling given to slow learners and parents meet of such students is done with their respective mentor if required.

**Outcome :**

IQAC periodically ensures the attainment of learning outcomes of each course and program. Two examples of institutional reviews and implementation of teaching-learning reforms initiated by the IQAC

**1.Course Files:**

Course files or planning documents of every course are used to bring objectivity and strategize the course of teaching and learning for every topic. The faculty go through the syllabus and ensures that all the students fulfill the pre-requisites of the course. Upon cross-checking the pre-requisites the faculty starts their event schedule that they plan at the beginning of the year. A proper plan for each topic and its delivery is made by the Faculty. The mapping of the course outcome is done along with the program outcome. Course files have proven to be great guiding tools that provide the faculty direction and a sense of clarity while teaching.

**2.Students Feedback on Faculty, Teaching-Learning Process & Evaluation:**

There are two different forms of feedback, verbal feedback, and summative feedback. Verbal feedback is acknowledged given at the beginning and/or throughout the course, used to instruct your teaching and allow you to make appropriate alterations along the way.

Students' feedback significantly showcases the actual quality of the teaching-learning process.

The IQAC has brought several changes in the Students feedback process like

- No faculty members will be involved in the students' feedback process.
- Only students having attendance above 75% will be allowed to give feedback on faculty, teaching learning process & Evaluation.

Minimum 60% students of each department will be present at the time of feedback.

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

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

**Response:** 12.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

**Response:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<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:**

Continuous improvement is an ongoing effort in the GIET to improve our systems and processes. The observation given by the external agencies is followed up rigorously. Major incremental improvements during the preceding five years are as under:-

- MoUs have been signed with several industries during the last five years. This has helped to bridge the gap between industry and academia, thereby increasing the quality of students.
- The tie ups with various industries has helped in improving the quality of teaching learning process. The list of the industries with which we have tie ups are:
  - Easavyasa Technologies Pvt. Ltd.
  - M/s Solon Ltd
  - Zeal Solutions Pvt. Ltd
  - Nexoft Solutions Pvt. Ltd
- Increased interaction with alumni by giving the representations on various committees and boards. Organizing alumni meet.
- The GIET has increased its research plans and allotted Directories of Research in every Domain to improve the research culture among faculty.
- The IQAC has conducted Faculty Development Programs(FDP) & Short Term Courses(STC) through ICT mode to enhance quality in many areas.
- Organizing Seminars/Workshops.
- IQAC has standardized reporting formats, Feedback forms, Assessment of Learning Levels at the Entry Level, Teaching Plans , Evaluation of POs, PEOs, COs etc bringing about uniformity which is a prerequisite for monitoring quality and thereby enhancing it.
- IQAC designed the Teaching plans with a focus on Teaching inputs and teaching methodologies especially student-centric methodologies adopted, with an objective to monitor and enhance the teaching-learning process.
- Information and Communication Technology(ICT) has been made an integral part of the teaching-learning process by converting some of the conventional classrooms into ICT enabled classrooms. These rooms have been equipped with LCD projectors and audio systems.
- Installation of Solar Power Plant Infrastructure in the campus may be strengthened and upgraded to avoid its obsolescence and meet the 21st-century expectations of faculty/students
- College installed Wireless Access Points throughout the campus and the campus was made Wi-Fi enabled. Backup connection for emergency work.
- Principal's chamber, Seminar hall have undergone extensive renovation and up-gradation to facilitate administrative and academic work respectively.
- To ensure a structured methodology for students, the IQAC ensured the preparation of Lab Manuals by all departments.
- IQAC monitors the functioning of the committees through conducting meetings and monitoring the reports they submit.
- IQAC introduced weekly reporting by HoDs on monitoring teaching quality with a focus on the teaching methods employed.
- The IQAC established center and cells:
  1. Entrepreneurship Development Cell (EDC) to create awareness and motivate students towards self-employment.
  2. **Industry Institute Interaction Cell** to promote participation of industry and institute for the development of skills in students.

- Monitoring the laboratory equipment and maintenance through Submission of Reports by the Head of the respective department

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

NAAC

## 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:** 19

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	2	2	2

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:

Safety and Security of women are the prime requisites of Global Institute of Engineering and Technology. The management believes in the fact that "Feminism is the radical idea that women's safety is more important than anything else". The College has established a Women Protection Cell (WPC) in the college campus for the women faculty, staff and girl students, to enhance understanding of issues related to women and to make the college campus a safe place for them. With an aim of creating awareness of their rights and duties the cell organizes and participates in seminars, talks and also takes up women's issues and problems.

Women's Protection Cell (WPC)

The Women's Protection Cell is constituted of women staff including its convener and is chaired by the



Dean of Global Professional College Dr. Mrs. Ravindra Tiwari. This committee is functioning in the college to combat violence and harassment against women.

### Objectives:

1. To ensure safety and security in campus and outside campus.
2. To promote a culture of respect and equality for women.
3. To create a sense of responsibility in the students and have healthy study and work culture in the college.
4. To involve NSS students of college to interact with rural and urban women who lack formal education and identify projects suitable for up gradation using technology.

Following are the office bearers and members of the Women Protection cell.

S.No	Name	Designation	Position
1	Dr.Mrs.Ravindra Tiwari	Professor & Dean,GPC	Chairperson
2	Dr.Mrs.B.Swathi	Professor & Head ,MBA	Convener
3	Mrs.M.Kavitha	Asst.Prof & Head,H&S	Co-Convener
4	Mrs.P.Saileela Vaishnavi	Assistant Professor & Head,CIVIL	Member
5	Mrs.Ishrath Unnisa	Assistant Professor,ECE	Member
6	Mrs.Jabeen Bushra	Associate Professor , H&S	Member
7	Mrs.K.Durga	Assistant Professor,MECH	Member
8	Mrs.Lakshmi Lavanya Tumu	Associate Professor,CSE	Member

In our college shift based security guards 24/7 are always on vigil, making rounds in the campus and taking care of the safety of girls. The campus is having CCTV cameras right from main gate, entrance of the block, corridors, labs etc. Whenever complaints on issues like ragging, eve teasing etc. are received from girl students, they are immediately addressed. Before we commence the academic year, the members of women protection cell, along with HODs will conduct one awareness programe in seminar hall. An insight will be given on the usage of social networking sites such as WhatsApp, Facebook, Instagram, and Twitter etc. This year Mr.Venkateshwaralu Circle Inspector (C.I.) of Moinabad emphasized on various sections and punitive actions to the people who abuse these social media sites mentioned below.

- **Section 292** states that showing pornographic or obscene pictures, books or slips to a woman or girl will draw a fine of Rs.2000/- with two years of rigorous imprisonment for first offenders.
- **Section 298 (A) & (B)** of the IPC sentences a man found guilty of making a girl or woman the target of obscene gestures, remarks, songs or recitation for a maximum tenure of three months.
- **Section 354 & 509** deals with the use of criminal force against a woman with intent to outrage her modesty, and prescribe imprisonment of up to two years, or a fine, or both. In the part of women safety, in our campus every faculty focuses on counseling along with the studies.

The following strategies are inculcated by Women Protection Cell.

- For the ease of students to reach the WPC, suggestion box is installed.
- 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. Then the gate pass is given to the student to leave the premises.
- The parents /guardians are updated regarding student’s attendance. An SMS alert is sent on regular basis to check their absence.
- To ensure that, no ragging take place within the campus anti ragging squad is always alert.
- Emergency numbers of local Police Station, Ambulance and College Anti ragging Committee are displayed prominently.
- Use of Technology like “Panic buttons”, GPS tracking has made our college safest for studying or working.
- The students are advised to take self- defense training.
- They are advised to fight with pepper spray which is the secret weapon.
- They are suggested to use the internet wisely.
- They are advised not to travel alone at night.

### Counseling

The Institution has a well-defined student counseling system for all the programs starting from the First year. The main objective of counseling is to help each student particularly girls in taking right decisions for their academic and personal growth. In addition, counseling will help to boost student’s morale and improve their learning abilities. Personal counseling of girls empower them towards their ability, ethnicity and exploration of career etc. Our counseling assesses and monitors the activities to ensure gender fair practices in the campus. In counseling sessions students discuss their problems regarding academics, general issues and lack of facilities in the college with their respective mentors. A faculty is assigned a number of 15-20 students to monitor once in a month and record their progress. The management has appointed a Psychologist Dr. Prashant who visits, counsels and tackles issues related to depression and academic performances.

### Common room

Girls common room is furnished with amenities like attached bathroom, dressing area with mirror. A bed, when the girl student is unwell to take rest with a provision for First Aid is available. The girls can have their lunch and refresh in the common room. Comfortable furniture for relaxed reading, studying, writing informal discussions is provided during free periods. Drinking water facility is available in the room and one woman attender is attached to the common room to cater to the requirements. There are 2 members among the teaching staff who are in charge of these common rooms. There is a provision of sanitary napkins incinerator in the bathroom which is very easy to operate and maintain.

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

### 7.1.3 Alternate Energy initiatives such as:

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

**sources****Response:** 1.08

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: 50726.5

<b>File Description</b>	<b>Document</b>
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 22.86

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 38325

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

**7.1.5 Waste Management steps including:**

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

**Response:****Waste Management**

Global Institute of Engineering and Technology, Moinabad, Hyderabad, affiliated to JNTUH, is a prime institution having eco-friendly, go green campus. The serene campus is spread over 28 acres of land with beautiful flora and fauna including a greenhouse for technology driven organic farming approach and IoT applications.

Saving the planet requires individual to make life style changes that take the environment into consideration year around. Managing how we use the resources from the mother earth is key to environmental sustainability and success.

Waste management is the process of treating Solid, Liquid and E-Waste. It is about how garbage can be used as a valuable resource. The first step in waste management is to gain an understanding of the waste types being generated in order to design appropriate collection and disposal strategies. It has three important types-

1. Solid waste management
2. Liquid waste management
3. E-waste management

### **1. Solid Waste Management:**

Solid waste management involves actions required to manage waste from its inception to its final disposal in safe form. This includes collection treatment and disposal of the waste together with the regulations of waste management process. Solid material if not properly discarded can create unsanitary conditions which in turn lead to pollutions and vector borne diseases. Few methods of solid waste disposal are open burning and dumping into the water resources. To control this procedure we are practicing use of both sides of paper. We are reducing handouts by using smart boards, projectors, white boards and black boards. The garbage is buried in deep pits.

Accumulation of solid waste i.e. Garbage is a major concern for the future of our planet. The college has adopted a policy which ensures **Zero Waste Campus**. The waste hierarchy refers to the “5 Rs” –that is Refuse, Reduce, Reuse, Recycle and Rot. Use of single polythene and plastic is strictly prohibited. The leftover food from the hostel and canteen is used for converting into Bio gas.

- **Refuse:** The College has banned single use plastics. We refuse over use of plastics.
- **Reduce:** The strategy to reduce the use of electricity and water is followed by sticking captions for reduction in the use of electricity and water. Most of the candescent lights are replaced by LED bulbs.
- **Reuse:** We have reused the waste mineral water bottles and discarded tyres of vehicles to augment our canteen and constructed an Eco-friendly toilet in Anganawadi school at Chilkur village using discarded plastic bottles.
- **Recycle:** Our students have used recycled plastic waste to make a pavement in the campus where cheaper shredded plastic waste is used in place of costly sand.
- **Rot:** Rot is a natural decomposition process to manage organic resources like leftover food, dead leaves, tree limbs and grass clippings to be converted into Vermicompost. The food which is leftover from the hostel and canteen is being used for converting into Bio gas which is produced from the bio gas plant of 10 cubic mts constructed in the campus. This Vermicompost grown in our campus is being used as an organic fertilizer for our greenhouse farming.

### **2. Liquid Waste Management:**

Sewage treatment is the process of removing contaminants from waste water, from sewage. It includes physical, chemical, and biological processes to remove these contaminants and produce environmentally safer treated wastewater (or treated effluent). A by-product of sewage treatment is usually a semi-solid waste or slurry, called sewage sludge, which has to undergo further treatment before being suitable for disposal or land application.

The term "sewage treatment plant" (or "sewage treatment works" in some countries) is nowadays often replaced with the term "wastewater treatment plant".

Sewage can be treated close to where the sewage is created, which may be called a "decentralized" system or even an "on-site" system (in septic tanks, bio-filters or aerobic treatment systems). Alternatively, sewage can be collected and transported by a network of pipes and pump stations to a suitable disposal site.

The college is proud to construct a Sewage Treatment Plant (STP) of 5 KLD as an In-house major project from the department of Civil Engineering. Liquid Waste water from toilets and chemistry lab along with the solid waste is treated to produce water which is used in sprinklers for the campus landscaping.

**3. E-waste management:**

E-waste is essentially in the form of electronic items which are rendered useless. Such items are either repaired or returned to the suppliers for disposal as per the manufacturer’s policy. E- Waste or electronic waste describes how electrical and electronic devices are discarded. Used electronics which are destined for refurbishment, reuse, resale, and salvage through material recovery or disposal are considered as e-waste. When improperly disposed the heavy metals, plastics and other components in e-waste can pollute the air and water. Proper e-waste management can reduce the greenhouse emissions.

The college has adopted guidelines for buying greener electronics, disposing of "e-waste" and so called “take-back” recycling, which places the burden of e-waste recycling and disposal on the electronics manufacturers rather than the college. Every 2 Years the E- Waste is sorted out and sent to the local E-Waste collectors. Presently, all our CRT monitors are replaced with LCD monitors, which use only about a one third to one half of the energy of a CRT monitor.

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

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

**Response:**

**7.1.6 Rain water harvesting structure and utilization in the campus**

**Response:**

The Global Institute of Engineering and Technology is an awardee of “Outstanding Engineering College in Telangana 2019 for industry interface” awarded by Center for Education Growth and Research, New Delhi. It has a wide spread educational campus with a vast area of around 28 acres, in Moinabad, which is a rural area receiving a rainfall admeasuring 43.7mm/lit, according to the standards of Meteorological Department of India (MDI). The Total annual Precipitation averages 803 MM (31.6 inches) which is equivalent to 803 Litres/m<sup>2</sup> (19.7 Gallons/ft<sup>2</sup>) in Hyderabad. In our campus we have a good opportunity to harvest the rainwater.

The main motive behind this work is to charge the groundwater aquifers through reasonable structures like burrowed wells, bore wells, energize trenches and energize pits. The collection of rain water is mainly from the roof top of the Engineering Block. The channels from the rooftop are designed in such a way that the flow of water is in steady state of height and width of the channel, satisfying the water requirement with sufficient slope.

### Catchment area

As we have a large rooftop area it acts as a catchment point. The engineering block thus is an ideal catchment unit for rain water harvesting.

### Water Collecting Pit

Water Collecting Pit is used to collect the water received in channel junction trap. The size of the pit is 3 x 3 feet, it is meeting at a point where a pit is made in which filtration is done where- in solid particles are separated from the water. After undergoing the filtration process, the water is released through the same channels which are connected with rain water harvesting pit in the end.

### Rain water harvesting pit:

Rain water harvesting pit is used to charge the groundwater aquifers through reasonable structures like burrowed wells, bore wells, energize trenches and energize pits. The collected rain water is being utilized for DRIP FARMING and SPRINKLER LAND SCAPING in college. It can also be used in future as well.

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

### 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:**

Green practice is meant to pursue knowledge to more environmentally friendly and ecologically sound surroundings. Green practices have helped our college to “Go Green” and also to protect the environment and sustain natural resources for current and future generations.

- **Staff and Students Using-**

**a) Bicycles**

The staff and students are made aware of the harmful effects of automobile pollution and hence the use of bicycles is encouraged in the campus and the staff who are residing in a distance less than 5 Km are using bicycles and electric bikes.

**b) Public Transport**

The students use public transport coming from various nooks and corners of the city. The public transport includes the Telangana State Government buses, Private buses and sharing autos. The college is also providing own buses to the staff and students from different places in the city.

**c) Pedestrian friendly roads**

The college has safe pedestrian walkways which connect different blocks and laboratory sheds, canteen and sports room where the vehicle movements are avoided. The pavement path roads are used by pedestrians only.

**d) Plastic Free Campus**

As our college is “Go Green – Go Safe - Eco friendly Campus” it is assured that there is no use of plastic in the campus and even otherwise we are insisting our staff to carry a cotton bag for purchase even at home. Our college canteen and hostel are avoiding the use of single use plastic and disposables.

- **Paperless office**

The institution has taken an initiative to reduce the usage of paper in office and Departments .In place of circulars, notices and other communications are being done using E-mails and social networks. The complete campus is Wi-Fi enabled, making it much easier for paper less activities.

- **Green landscaping with trees and plants**

GIET shows interest to maintain the campus as eco- friendly and energy conservative. The campus stretches over 28 acres of greenery and well maintained lawns. There are about 900 trees and more than 400 small plants including Ornamental and Medicinal. Many steps are taken for continuous planting of saplings of trees, under the Telangana State driven program called “Haritha Haram”.

A clean and healthy environment helps in effective teaching and provides a conducive learning

environment. Solid Waste Treatment, Solar Systems contribute in making an eco-friendly campus. In the process of Green Practices the college adopts the strategy of 'Say-No-To-Plastic'.

Another practice the college is following is to felicitate the guests of various occasions by offering saplings and seeds instead of a flower bouquet.

To promote an environmental sustainability in campus, we practice Zero Waste 5Rs which involve Refuse, Reduce, Reuse, Recycle and Rot - in an effort to save money, resources, and energy. At our campus, one of the main priorities for sustainability is waste diversion, keeping as much trash out of landfills as possible by refusing, reusing, recycling and composting.

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

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

**Response:** 7.35

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)

2018-19	2017-18	2016-17	2015-16	2014-15
12.14	10.25	10.67	9.18	7.02

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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)

**Response:** A. 7 and more 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>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	3	3	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<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:** 17

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	3	3	3

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<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

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<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:** 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	2	2

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

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

**Response:**

India is a land of festivals. There are numerous religious festivals and birth / death anniversaries of the great Indian personalities. The national holidays are celebrated throughout the nation with a nationalistic and patriotic zeal. There are some of the festivals, which the citizens of India celebrate together beyond their divisions of caste and religion. Hindu, Muslims, Christians, rich and poor; educated and illiterate, all commemorate our freedom fighters and national heroes and reaffirm our faith in their vision and philosophy. Such national festivals create a platform for the students to share their views and contribute to the cause of nation.

**1. Independence Day and Republic Day**

In GIET we celebrate Republic day and Independence Day with great zeal and fervor. For these celebrations we invited our beloved Secretary and Founder of MEWS Mr. K. M. Arifuddin Sir as the Chief Guest of the programme. At first, the Secretary Sir hoisted the National flag and addressed the staff and students.

**2. National Voters Day 25th January**

This day is celebrated every year on 25th January to spread awareness about the importance of voting and to encourage young generations about their voting rights. The theme of National voter's day 2019 was **"No voter to be left behind"**. Our college actively participates on this occasion and encourages their fellow mates, particularly who are just 18 years to enroll and register their names in the electoral.

**3. Gandhi Jayanthi**

Gandhi Jayanthi is celebrated every year on 2nd October, to commemorate the birth anniversary of Mahatma Gandhi, the father of our nation. This year as it is being promoted as 150 years of celebration to mark the birth centenary, our NSS volunteers prepared a Gandhi charkha to pay homage to Mahatma Gandhiji. Similarly a spectacle model was made with "Swachh Bharath" Caption to promote the slogan "Swacchata hi Surakasha".

**4. Ambedkar Jayanthi**

Ambedkar Jayanthi is celebrated on 14th April every year to honor the great writer of our Indian constitution Dr. B. R. Ambedkar, an apostle of democracy of Republic of India. In his honour a National essay writing competition on "Constitution of India" for the students of higher educational institutions is being organized from the month of December 2019. Our college is a recognized center under MHRD and National Testing Academy (NTA) to host this competition. Students will be appearing for the online exam on every 26th of calendar month for 1 year. The competition will be in English, Hindi, Telugu and Urdu languages.

**5. World Students' day (October 15th)**

The world celebrates Dr. A. P. J. Abdul Kalam's birth anniversary on 15th October as World Students Day. We are proud because the UNO recognized his birth day as World Students Day. This day, we commemorate and honor the man who wished to be remembered as a teacher and motivator for students.

Our college celebrates this day by organizing various events related to science and technology. We conducted a technical quiz to pay tribute to the legendary figure, the only civilian who received Bharat Ratna award.

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

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

#### Response:

Transparency in financial academic, administrative and auxiliary functions means that it should be accessible information without hiding any fact when needed. Transparency means timely reliable disclosure about performance related to academic and administrative matters and auxiliary functions. Transparency will build trust among the employees and a sense of belongingness. Thus the principle of transparency involves open access and accountability as and when required by any authorized organization. The financial information related to academic transparency is to maintain a perfect record of admission procedure, fee of the students, etc. In administrative transparency the recruitment policy of the faculty and other staff, placements and increments should be well defined. It should also have a strategy to retain qualified faculty and emphasizes on research activities. In auxiliary functions the purchases of equipment, books, chemicals, auxiliaries, etc. should be accurately accounted.

#### Transparency in Financial functions

GIET believes in imparting education which involves total transparency of financial functions. The institution has developed strategies for mobilizing resources ensuring transparent deal of income expenditure which is submitted to the statutory bodies like AICTE, JNTUH, and TSAFRC which scrutinize the transparency and approve the admission process that is very meticulously taken care of.

#### Transparency in Academic & Administrative functions-

The institution, its academic as well as administrative units are governed by principles of participation and complete transparency. There are two sections of administrative units that is 1). Establishment & 2).Accounts. The recruitment of the entire faculty is done by giving paper ads in leading newspapers and online ad as well. The faculty is selected as per AICTE and JNTUH norms and they are ratified by the university as and when the university directs. The list of faculty is updated on the website. The recruitment policy and increments are well defined and notified to all the staff members. Any matter relating to the discipline is dealt as per service rules notified on the college website.

The admissions of the students are done through EAMCET conducted by the government (70% Category A).The Category B admissions are as per the guidelines given by TSCHE in the approved management quota (30%) which is purely on merit basis. The category A students who are eligible for reimbursement of the tuition fee are guided to apply for the government scholarship. Complete transparency is maintained while collecting and disbursing any amount from the students. **Cash Transactions are**

**discouraged** vehemently.

### Auxiliary Functions

All the functions relating to purchases of equipment , augmentation of labs, library, sports/games hostel, canteen are well notified and the corresponding committees decide for the auxiliary excellence. There is constant inspection of the items in the classroom, laboratory equipments etc. and if required the governing body gives suggestions with the representation of alumni for the changes if any. Training arenas for students are enhanced through skills that they learnt from campus auxiliaries.

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

## 7.2 Best Practices

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

**Response:**

#### BEST PRACTICE - 1

##### 1. Title of the Practice

PRADHAN MANTRI KAUSHAL VIKAS YOJANA, (PMKVY) is a skill development initiative scheme of the government of India for standardization of skills under MHRD.

##### 2. Objective of the practice

- This scheme aims to enable a large number of Indian youth to take up industry- relevant skill training for a better job and a better livelihood.
- The scheme facilitates the youth including drop outs to take up a skill training of their interest and choice which will benefit them to earn their livelihood.
- The scheme encourages the development of the skills by providing a cultural shift for entrepreneurship as well.
- The scheme specifically, encourages standardization in the certification process and initiates a programme of creating a registry of skills.
- The scheme provides monetary awards for Skill Certification to boost employability and productivity.

##### 3. The Context

12 million youth enter India's workforce every year but most of them are unemployable because of poor skill sets. The PMKVY program an initiative of MHRD has successfully covered 4.8 Lakh youth and certified them as skilled workers.

Our college has been recognized by AICTE to be a Training Center for providing required training in soft skills, entrepreneurship, financial and digital literacy under PMKVY-I (Academic Year 2016-2017). Duration of the training varied for job roles between 150-400 hours. Upon successful completion of the training, the candidates took up an assessment and got qualified. Placement assistance is provided by training partners to employable and certifiable candidates based on National Occupational Standards (NOS).

AICTE had sanctioned four programs to our college under PMKVY in the year 2016-17, to enable youth to undergo training which is industry relevant skilled training. Individuals with prior learning experience were also to be assessed and certified for the given course or sector. In this context GIET was a training center providing opportunities for community based lifelong learning, irrespective of the age and qualification. 100 students were selected during the year 2016-2017 in the following courses.

- 1) Vehicle Assembly
- 2) T V Repair
- 3) Mason Concrete
- 4) Infrastructure

The training was completed and assessments were conducted for all the candidates. Upon receiving the results the certificates were also presented to the candidates.

Based on the feedback of students and training evaluators the AICTE has sanctioned our college 350 students under 14 sectors during the academic year 2017-2018. All the 350 students were enrolled under the various sectors.

#### **4. The Practice**

This is a skill India movement where the primary idea is to train the youth, improve productivity, raise confidence and enable the youth to get blue-collar jobs. This scheme provides training support and guidance for all occupations that were of traditional types like carpenters, welders, black smiths, masons etc. Emphasis will be given on new areas like real estate, construction, transportation, textile, automotive, electronics, banking, tourism and various other sectors where skill development is not adequate. This practice would create a hallmark called "Rural India Skill" where need based programs would be initiated.

#### **5. Evidence of Success**

Training and development require interventions of various components while a few modules will make a difference which will result in successful outcomes. This PMKVY skilled training program was a great success as we could successfully place about 30% of the candidates in their skilled field. Thus this scheme played a vital role in bridging the gap between the industry demands and the skilled candidates. It was possible as the sector skill councils have helped in bringing together all the stake holder- industry, labor and academia.

#### **Placements**

The most critical outcome of skill development is employment, whether self or wage employment. The sector skill councils have developed their own placements portals and mobile apps.

#### **6. Problems Encountered and Resources Required**

Though the scheme is encouraging and successful there are certain challenges associated like the

placements are not as per the training programs. The ability to mobilize the right students who want to make career is very scanty. In our college which is in rural area we faced a problem of communication as the medium of instruction was English whereas the candidates most of them were of local language - Telugu. While we took feedback we came to understand that if a transport facility or hostel facility was provided it would have been a better scope. PMKVY has not prescribed any pre-assessment guidelines and for a specific job sector as any one cannot take up any job until and unless they are desperate. Another challenge is training location and job locations are not suitable.

## **BEST PRACTICE - 2**

### **1. Title of the Practice**

#### **CREATIVE, INNOVATIVE, ECO-FRIENDLY IN-HOUSE PROJECTS**

### **2. Objectives of the Practice**

- To enable students to have relevant training which is useful to cater to industry requirements.
- To encourage them for their own skill enhancement in the area of their interest.
- To provide the students a real time experience during the duration of in house projects.

### **3. Context**

The College can boast of following Outcome Based Education (OBE) and application of Bloom's Taxonomy to be innovative and creative. In this context the students are encouraged to take up-in house projects where they can have a real time, hands-on-skill experience. Three such projects are apt and adept to the aim of our best practice which is Creative, Innovative and of Social and Environmental importance.

- |   |                     |
|---|---------------------|
| <b>a. Sewage Treatment Plant (STP) - 5KLD</b>               | <b>(2016- 2017)</b> |
| <b>b. Recycled Plastic Road - 41 Mts Length 3 Mts width</b> | <b>(2017-2018)</b>  |
| <b>c. Bio Gas Plant (BGP) – 10 cubic Mts</b>                | <b>(2018-2019)</b>  |

### **4. Practice**

#### **a. SEWAGE TREATMENT PLANT (STP)**

It is the process of removing contaminants from wastewater, primarily from the sewage. It includes physical, chemical, and biological processes to remove these contaminants and produce environmentally safer treated wastewater (or treated effluent). A by-product of sewage treatment is usually a semi-solid waste or slurry, called sewage sludge, which has to undergo further treatment before being suitable for disposal or land application.

**Sewage Treatment:** Generally involves three stages, called primary, secondary and tertiary treatment.

**Primary Treatment:** It consists of temporarily holding the sewage in a quiescent basin where heavy solids can settle to the bottom while oil, grease and lighter solids float to the surface. The settled and floating materials are removed and the remaining liquid may be discharged or subjected to secondary treatment.



**Secondary Treatment:** It removes dissolved and suspended biological matter. Secondary treatment is typically performed by indigenous, water-borne micro-organisms in a managed habitat. Secondary treatment may require a separation process to remove the micro-organisms from the treated water prior to discharge or tertiary treatment.

### **Tertiary Treatment:**

Treated water is sometimes disinfected chemically or physically (for example, by lagoons and microfiltration) prior to discharge into a stream, river, bay, lagoon or wetland, or it can be used for the irrigation of a golf course, green way or park. If it is sufficiently clean, it can also be used for groundwater recharge or agricultural purposes.

In our college we are using the same for LANDSCAPING with sprinklers and drips.

### **Pretreatment**

Pretreatment removes all materials that can be easily collected from the raw sewage before they damage or clog the pumps and sewage lines of primary treatment clarifiers. Objects commonly removed during pretreatment include trash, tree limbs, leaves, branches, and other large objects.

### **Grit Removal**

Grit chambers come in 3 types:

1. Horizontal grit chambers,
2. Aerated grit chambers and
3. Vortex grit chambers.

### **Flow equalization**

Clarifiers and mechanized secondary treatment are more efficient under uniform flow conditions. Basins provide a place to temporarily hold incoming sewage during plant maintenance and a means of diluting and distributing batch discharges of toxic or high-strength waste which might otherwise inhibit biological secondary treatment (including portable toilet waste, vehicle holding tanks, and septic tank pumpers).

### **Fat and grease removal**

In some larger plants, fat and grease are removed by passing the sewage through a small tank where skimmers collect the fat floating on the surface. Air blowers in the base of the tank may also be used to help recover the fat as froth.

### **Filtration**

Sand filtration removes much of the residual suspended matter. Filtration over activated carbon, also called carbon adsorption, removes residual toxins.

### **Disinfection**

The purpose of disinfection in the treatment of waste water is to substantially reduce the number of microorganisms in the water to be discharged back into the environment for the later use of drinking, bathing, irrigation, etc.

Ultraviolet (UV) light can be used instead of chlorine, iodine, or other chemicals. Because no chemicals are used, the treated water has no adverse effect on organisms that later consume it, as may be the case with other methods. UV radiation causes damage to the genetic structure of bacteria, viruses, and other pathogens, making them incapable of reproduction.

Ozone (O<sub>3</sub>) is generated by passing oxygen (O<sub>2</sub>) through a high voltage potential resulting in a third oxygen atom becoming attached and forming O<sub>3</sub>. Ozone is very unstable and reactive and oxidizes most organic material it comes in contact with, thereby destroying many pathogenic microorganisms.

### **b. RECYCLED PLASTIC ROAD**

The plastic waste such as carry bags, cups, disposables, etc. are shredded in the shredding machine and then sprayed in different percentages over the hot aggregates. The details of the process are given below-

**Waste plastic shredding:** Shredding is the process of cutting the plastic into small sizes between 2.36mm to 4.75mm with the help of the plastic shredding machine viz. Agglomerator and Scrap Grinder.

**Details of Shredding Machine:** For shredding of poly-ethylene “Agglomerator” is used. In this process, plastic wastes are cut in small pieces with the help of rotator blades. The process would be completed in about half an hour.

The shredded waste plastic was sprayed over the hot aggregate which got coated on aggregate when melted. The extent of coating was varied by using different percentage of plastic. Increase in the percentage of plastic increases the properties of aggregate.

The laid plastic road in GIET is being used for last more than a year by pedestrians and other vehicles as well. It has with stood the heat and other weather conditions without any damage. It is a different feel to walk on discarded plastic waste like poly bags, plastic bottles, plastic caps and so on. This is indeed an innovative model road executed by the students of GIET.

### **c. BIO GAS PLANT (BGP)**

The students of our college from B.Tech Final year Civil Engineering branch were involved in installation of biogas plant in the campus with a capacity of producing 10 cubic mts of bio gas. The kitchen and canteen waste are included for the production of gas. Kitchen food waste is collected from the hostel and the canteen as feed stock for reactor which works as an aerobic digested system to produce biogas energy.

It is produced by anaerobic digestion with methanogen or anaerobic organisms, which digest material inside a closed system, or fermentation of biodegradable materials. This closed system is called an anaerobic digester, biodigester or a bioreactor.

Biogas-is-primarily methane (CH<sub>4</sub>) and carbon-dioxide (CO<sub>2</sub>) and may have small amounts of hydrogen-sulfide (H<sub>2</sub>S), moisture and siloxanes. The gases methane, hydrogen, and carbon monoxide (CO) can be combusted or oxidized with oxygen. This energy release allows biogas to be used as a fuel; it can be used

for any heating purpose, such as cooking.

## **BEST PRACTICE - 3**

### **1 .Title of the Best Practice: ENVIRONMENTAL SUSTAINABILITY IN CAMPUS**

#### **Eco Friendly - Green Campus**

GIET plays an active role in the “**Zero Waste**” concept. Zero Waste requires a combination of education and infrastructure. The concept of this programme is to create awareness and to focus on waste prevention for no trash to be sent into the nature.

#### **2. Objectives**

- To practice **Zero Waste 5Rs** which involve- **Refuse, Reduce, Reuse, Recycle and Rot.**
- To bring awareness and impart environmental education leading towards social responsibility.
- To promote environmental sustainability by creating an Eco Friendly – Green campus.
- To enable waste management through minimization of waste generation of solid and liquid.
- To save resources of Water and Electricity at our campus.

#### **3. Context**

Poor management of waste, falling ground water tables, water scarcity and pollution, deforestation, bio diversity loss land / soil degradation are major environmental issues which our country is facing. Climate change, global warming, greenhouse effect are the 3 physical phenomena which are related to one another. Therefore it is a duty of all to protect and improve our environment, safeguard the forests and wild life of the country.

#### **4. Practice**

Five actions that can make our environment worth living. Those are - Refuse, Reduce, Reuse, Recycle and Rot.

##### **a) Refuse**

- At our campus we refuse the usage of single use plastics such as bags, straws, plastic cups etc. that have one way ticket to garbage bin.
- We refuse to receive materials from the suppliers with unnecessary packaging that we will later have to pay for to dispose.

##### **b) Reduce**

- We believe in practice of reducing our requirement whether it is water or electricity by switching off when not in use. Most of the bulbs and tube lights are replaced with LED.
- We promote to reduce the usage of smart phones by advising the students and staff to use them with discrimination.
- We reduce the indiscriminate use of paper by reusing it on the reverse side.

- We are reducing the wastage of water by using the water from STP for landscaping using drip and sprinklers.

#### c) Reuse

- We promote the usage of refillable glass bottles or stainless steel water bottles in place of plastic bottles.
- We promote carrying fabric bags for purchases which are reused.
- We have augmented our canteen by reusing the discarded plastic mineral water bottles and tyres.
- We reuse printer cartridges and get them refilled.
- We reused the hard discs of the CPUs (E-Waste) as an ornamental caption of college.

Water harvesting is capturing of rain water from the place it falls like roof top, run off and catchment, small streams etc and collected and stored for later use which can be recharged into the ground water again.

#### d) Recycle

- We have recycled single use plastic to lay a small road in the campus of **41 Mtrs of Length and width 3 Mtrs.**
- 165 Kgs of shredded plastic was used in place of sand which is not easily available because of climate change and no rains.

#### e) Rot

We have composted species of worms like earth worms, a mixture of decomposing vegetables and bedding materials for vermin composting .Vermicompost is the aim product of breakdown of organic matter by the earth worms which results in - nutrient rich organic fertilizer and soil conditioner.

### 5. Evidence of Success

- We have succeeded in promoting refusal and reuse of plastic to about 70% our canteen augmented reusing 1Ltr water bottles.
- As an in-house project we have succeeded in laying the road in the campus involving B. Tech Civil students using shredded plastic waste to substantiate our local effort of Recycling.

### 6. Problems Encountered and Resources Required

- Sometimes it is a problem to convince some students to honestly practice - Five Z R-s.
- Shredding of plastic is a herculean task and cost effective.

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:

#### IoT Based Smart Farming

Our founder Secretary, Mr. K. M. Arifuddin is a prominent educationist with 40 years of dedicated service in the field of education and with an ideology **“Education for all”**- specifically to the students from rural back ground and under privileged sections. He also nurtures a dream of all round excellence for education particularly girls of middle class society who come from diverse back ground and communities.

The transformation and empowering of the students is taken care of to make them **“reach out”** to the surrounding rural community. This is also helpful in taking them go beyond books to bring closer to the environment, inculcate sensitivity and responsibility towards nature. Projects of applied nature are therefore assigned to the final year students and hence applicable to the phenomena **“Think Globally Act Locally”** which is a strong mission of our college.

Our mission indicates a provision of academic freedom generating and disseminating knowledge with interdisciplinary approach. In this context it was planned to go for live project on organic farming using Internet of Things (IoT) technology. IoT technology is steadily revolutionizing the agricultural sector. Precision agriculture has brought technology into agriculture since the start of this century. The emergence and adoption of IoT technology is lifting this industry to a never before seen level.

**IoT Based Smart Farming:** Application of IoT in agriculture could be a life changer for humanity and the whole planet. The use of many sensors, gateways and seamless end-to-end solutions help ensure that smart farming becomes a factual reality. The IoT-based smart farming automates the irrigation system and is highly efficient as compared to the conventional farming.

In the present era one of the greatest problems faced by the world is water scarcity and agriculture being a demanding occupation consumes plenty of water. Therefore a system is required that uses water judiciously. Smart sprinkler systems estimate and measure diminution of existing plant moisture in order to operate a sprinkler system, restoring water as needed while minimizing excess water use.

In short smart farming is *"taking the right cultivation measure at the right place at the right time"*.

According to statistics, agriculture uses 85% of available freshwater resources worldwide, and this percentage will continue to be dominant in water consumption because of population growth and increased food demand. There is an urgent need to create strategies based on science and technology for sustainable use of water, including technical, agronomic, managerial and institutional improvements.

Over the past 15 years, farmers started using computers and software systems to organize their financial data and keep track of their transactions with third parties and also monitor their crops more effectively. In the Internet era, where information plays a key role in people's lives, agriculture is rapidly becoming a very data intensive industry where farmers need to collect and evaluate a huge amount of information from a

diverse number of devices (eg., sensors, farming machinery etc.) in order to become more efficient in production and communicating appropriate information. With the advent of open source Arduino boards along with cheap moisture sensors, it is viable to create devices that can monitor the soil moisture content and accordingly irrigating the fields or the landscape as and when needed.

The proposed system makes use of microcontroller ATMEGA328P on Arduino platform and IoT which enables farmers to remotely monitor the status of sprinklers installed on the farm by knowing the sensor values thereby, making the farmers' work much easier as they can concentrate on other farm activities.

### **Smart Greenhouse**

The smart greenhouse is a revolution in agriculture, creating a self-regulating, microclimate suitable for plant growth through the use of sensors, actuators, and monitoring and control systems that optimize growth conditions and automate the growing process.

Our country is expected to witness significant changes due to increasing population, climate change and, urbanization. Based on type, the market can be segmented into hydroponic and non-hydroponic:

- Hydroponic greenhouses grow plants without soil.
- Non-hydroponic smart greenhouses dominate the market and have the highest growth potential over the forecast period.

The rapid adoption of technology in emerging economies of Japan, China, and India is expected to drive the smart greenhouse market in Asia Pacific. Asia Pacific is expected to become the most attractive segment due to rapid infrastructure development in countries such as India coupled with a high population.

A smart greenhouse through IoT embedded systems not only monitors intelligently but also controls the climate thereby eliminating any need for human-intervention.

Different sensors that measure the environmental parameters according to the plant requirement are used for controlling the environment in a smart greenhouse. Then, a cloud server creates for remotely accessing the system when it connects using IoT.

### **Internet of Things - Applications in Green house**

Inside the greenhouse, the cloud server helps in the processing of data and applies a control action. This design provides optimal and cost-effective solutions to the farmers with minimal and almost no manual intervention.

The students were involved in constructing a smart greenhouse in our green campus for promoting IoT enabled organic farming. The main aim of this activity was to let the villagers know about the same concept so that they can themselves practice the IoT based agriculture.

The other objective of this interdisciplinary green practice will also help the students if interested to become entrepreneurs in this technologically driven methodology.

The smart greenhouse state and water consumption can be supervised with these sensors through sending SMS alerts to the farmer with an online portal.

## 3. Conclusion.

Hence, this IoT based application in agriculture called smart farming can make a better quality life of farmers particularly in our country where farmers resort to suicides and suicidal attempts because of uncertain climatic condition and natural disasters.

The distinctiveness of this concept lies in the fact that the villages which are permitted to be adopted by our college, under Unnat Bharat Abhiyan, a flagship of MHRD, Govt. of India, can be surveyed and this IoT based technology can be implemented for the betterment of farmers.

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

## 5. CONCLUSION

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### Additional Information :

Our founder Secretary, Mr. K. M. Arifuddin is a prominent educationist with 40 years of dedicated service in the field of education and with an ideology **“Education for all”**- specifically to the students from rural back ground and under privileged sections. He also nurtures a dream of all round excellence for education particularly girls of middle class society who come from diverse back ground and communities.

The transformation and empowering of the students is taken care of to make them **“reach out”** to the surrounding rural community. This is also helpful in taking them go beyond books to bring closer to the environment, inculcate sensitivity and responsibility towards nature. Projects of applied nature are therefore assigned to the final year students and hence applicable to the phenomena **“Think Globally Act Locally”** which is a strong mission of our Institute.

Our mission indicates a provision of academic freedom generating and disseminating knowledge with interdisciplinary approach. In this context it was planned to go for live project on organic farming using Internet of Things (IoT) technology. IoT technology is steadily revolutionizing the agricultural sector.

Through the State-of-the-Art infrastructure, the Institution strives to provide ample opportunities for the intellectual and cultural development of young technical talents. Indeed it is a matter of great honor, pride, pleasure and privilege to share that our former 11th President of India, The Great Teacher, an Exemplary Scientist, His Excellency Bharath Ratna Late Dr. A P J Abdul Kalam was the Chied Guest during the Silver Jubilee Celebrations of our Society on 22/02/2008. The Glory of the visit of his Excellency was a stunning encore to all the Institutions under MEWS.

### Concluding Remarks :

The primary objective of the institution is the pursuit of Academic Excellence and Placements. The institute also aims at vitalizing the learning skills with a focus on futuristic requirements, galvanizing teaching learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of the individual and society. The institution stands apart from academics emphasizing on producing professional students by providing value-based education and enabling the students to face challenges in modern life.

The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. The placement cell is an integral part of our institution. Training is imparted to the students from their second year onwards in soft skills and technical skills.

The academic and placement processes are complemented with a diverse array of opportunities provided to the students in enhancing their knowledge beyond academics. Various conferences, guest lectures, workshops, are organized throughout the year, by which the students are exposed to the outside world, work ethics and all the recent developments and innovations.

The institution provides the best possible facilities in terms of infrastructure for teaching, learning and sports activities to make a student, complete in all dimensions. The Classrooms, Laboratories, Smart classrooms,



Group discussion halls, Library, Solved Question bank for all the subjects and Administrative office are highly conducive to the overall academic environment. The institution hosts fully equipped grounds for athletics, tennis, basketball, indoor badminton court, and volleyball court.

To bring out the concealed talents of the students every year the institution conducts “ORSA” a techno - cultural extravaganza. This event throws light on various talents and thus pushes the students to excel in Co-Scholastic areas as well.

To conclude our students are on a mission towards a better India and the Institute wishes to be recognized as a “think- tank” of choice and a center of excellence in near future under the aegis of MEWS.

NAAC

## 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>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>15</td> <td>11</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</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 : Workshop and certificate courses are for 2 days or 3 days which doesn't suffice to be 30 hours contact duration, and therefore are not considered.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	17	17	15	11	15	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
17	17	15	11	15																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 1444</p> <p>Answer after DVV Verification: 0</p> <p>Remark : Provided documents does not prove introduction of new course or substantial changes in the content.</p>																				
1.2.3	<p>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</p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>497</td> <td>541</td> <td>491</td> <td>484</td> <td>616</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	497	541	491	484	616	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
497	541	491	484	616																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	

	Remark : Revised as per metric 1.1.2																														
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years          Answer before DVV Verification : 124          Answer after DVV Verification: 28</p> <p>Remark : PMKVY and campus recruitment training can't be considered as value added course. The programs considered in other metrics cannot be considered here.</p>																														
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships          Answer before DVV Verification : 126          Answer after DVV Verification: 45</p> <p>Remark : As per certificate provided.</p>																														
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus- Semester wise/ year-wise          Answer before DVV Verification : A. Any 4 of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : Only alumni feedback form is on curriculum</p>																														
2.1.2	<p>Average Enrollment percentage          (Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>172</td> <td>190</td> <td>252</td> <td>148</td> <td>238</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>138</td> <td>157</td> <td>227</td> <td>143</td> <td>238</td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>384</td> <td>408</td> <td>384</td> <td>360</td> <td>474</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	172	190	252	148	238	2018-19	2017-18	2016-17	2015-16	2014-15	138	157	227	143	238	2018-19	2017-18	2016-17	2015-16	2014-15	384	408	384	360	474
2018-19	2017-18	2016-17	2015-16	2014-15																											
172	190	252	148	238																											
2018-19	2017-18	2016-17	2015-16	2014-15																											
138	157	227	143	238																											
2018-19	2017-18	2016-17	2015-16	2014-15																											
384	408	384	360	474																											

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
474	474	474	474	534

Remark : Input revised after cross verification with AICTE data.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
120	118	152	67	106

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
120	118	135	67	106

Remark : The reserved category students enrolled against general category are not considered.

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

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 73

Answer after DVV Verification: 41

Remark : Input revised as per modified metric 3.1

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 : 46

Answer after DVV Verification: 26

Remark : Input revised as per modified metric 3.1

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

16	16	18	15	14
----	----	----	----	----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	16	18	15	5

Remark : As per revised metric 3.1

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 658.8 years

Answer after DVV Verification: 370 years

Remark : Input revised as per modified metric 3.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	27	27	25	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	27	20	20	5

Remark : Input revised as per verification from AICTE website.

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 : 80

Answer after DVV Verification: 77

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

Answer before DVV Verification : 130

Answer after DVV Verification: 130

Remark : As per provisional certificates provided.

3.1.2 Percentage of teachers recognised as research guides at present

## 3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 1

Answer after DVV Verification: 0

Remark : HEI marked as the metric is opted out.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	5	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	7	5	6

Remark : As per document provided.

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : HEI marked as this metric is opted out.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	21	36	11	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	3	1	1

Remark : HEI has not provided links which directs to journal webpage published in UGC list. Some of the journals are not found on UGC-CARE list. Some of the links are non functional.

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-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 465 1046 600"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>17</td> <td>19</td> <td>16</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 678 1046 813"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>12</td> <td>11</td> <td>9</td> <td>10</td> </tr> </tbody> </table> <p>Remark : Input revised as per supporting documents. Events conducted for the benefit of own students and faculty not accepted under outreach programs.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	20	17	19	16	17	2018-19	2017-18	2016-17	2015-16	2014-15	13	12	11	9	10
2018-19	2017-18	2016-17	2015-16	2014-15																	
20	17	19	16	17																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
13	12	11	9	10																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1211 1046 1346"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>12</td> <td>8</td> <td>6</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1424 1046 1559"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>5</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : Only linkages for activities specified in metric are considered. Internships conducted outside the assessment period are not considered. Paper presentations, workshops and visit to solar power plant etc are not considered. Input revised as per supporting documents.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	24	12	8	6	8	2018-19	2017-18	2016-17	2015-16	2014-15	4	7	5	4	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
24	12	8	6	8																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	7	5	4	4																	
3.5.2	<p>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)</p> <p>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)</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	3	5	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	1	3	5

Remark : As per documents provided .

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
179.1	239.62	195	81.35	73.96

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10.78	20.74	11.95	4.91	5.10

Remark : Expenditure for infrastructure augmentation.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4.2	3.1	5.2	3.3	3.6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4.16	20.8	4.29	6.50	2.54

Remark : As per documents.

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
183.11	245.78	197.00	81.86	74.27

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.80	9.42	2.09	8.45	1.42

Remark : Expenditure incurred on maintenance of physical facilities and academic support facilities.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
178	245	185	149	235

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
259	244	185	149	235

Remark : As per screen shot of the portal provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
383	400	318	260	407

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

191	153	150	133	204
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Remark : As per submitted documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
86	113	154	121	133

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
98	143	51	134	0

Remark : As per the documents provided. VET conducted in a particular academic year will be considered for that academic year only.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
49	32	20	69	110

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
60	50	17	107	96

Remark : As verified from AICTE

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: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
---------	---------	---------	---------	---------

11	0	1	0	0
----	---	---	---	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	0	0	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	28	26	26	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	0	0	0	0

Remark : As per documents provided.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
29	15	17	13	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	00	0	0

Remark : Awards are not for national/international achievements. None of the documents provided is relevant to this metric.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

20	17	15	13	10
----	----	----	----	----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	09	07	06

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

6.3.2.1. 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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	45	63	63	62

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	31	20	20	1

Remark : As per documents provided and revised metric 3.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	13	14	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	10	7	5

Remark : As per documents provided.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
56	55	70	65	67

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
29	75	95	88	83

Remark : Paper presentation and workshop by same teacher cannot be considered multiple times for same academic year

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:

2018-19	2017-18	2016-17	2015-16	2014-15
0.00	3.40	3.40	0.00	0.00

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : HEI clarified as this metric is opted out.

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:

2018-19	2017-18	2016-17	2015-16	2014-15
17	14	13	9	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Provided link are not functioning.

- 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
- Answer before DVV Verification : C. Any 2 of the above  
 Answer After DVV Verification: D. Any 1 of the above  
 Remark : Only ISO Certificate is provided.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	3	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	2	2	2

Remark : Rangoli competition and yoga for Girl students are not gender equity initiatives.

7.1.3 Alternate Energy initiatives such as:

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

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

Answer before DVV Verification : 547.5

Answer after DVV Verification: 0

	<p>7.1.3.2. Total annual power requirement (in KWH)          Answer before DVV Verification : 50726.5          Answer after DVV Verification: 50726.5</p> <p>Remark : Proofs provided are not in the name of HEI. No clarification provided.</p>
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)          Answer before DVV Verification : 8760          Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH)          Answer before DVV Verification : 38325          Answer after DVV Verification: 38325</p> <p>Remark : relevant supporting documents not submitted. The HEI has not submitted bills or invoices proving the purchase of LED bulbs and the power requirements met through LED bulbs</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years            Answer before DVV Verification : 1444            Answer after DVV Verification : 1083</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>7</td> <td>6</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>5</td> <td>7</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	7	8	7	6	10	2018-19	2017-18	2016-17	2015-16	2014-15	7	5	7	3	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
7	8	7	6	10																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
7	5	7	3	3																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>55</td> <td>40</td> <td>130</td> <td>202</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>55</td> <td>40</td> <td>59</td> <td>202</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	91	55	40	130	202	2018-19	2017-18	2016-17	2015-16	2014-15	91	55	40	59	202
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91	55	40	130	202																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
91	55	40	59	202																	

3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>73</td> <td>77</td> <td>98</td> <td>107</td> <td>119</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>31</td> <td>20</td> <td>20</td> <td>5</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	73	77	98	107	119	2018-19	2017-18	2016-17	2015-16	2014-15	41	31	20	20	5
2018-19	2017-18	2016-17	2015-16	2014-15																	
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2018-19	2017-18	2016-17	2015-16	2014-15																	
41	31	20	20	5																	
4.2	<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" data-bbox="196 734 986 846"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>183.11</td> <td>246.78</td> <td>197</td> <td>82.86</td> <td>74.27</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>321.73</td> <td>216.67</td> <td>158.92</td> <td>123.14</td> <td>69.71</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	183.11	246.78	197	82.86	74.27	2018-19	2017-18	2016-17	2015-16	2014-15	321.73	216.67	158.92	123.14	69.71
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4.3	<p>Number of computers</p> <p>Answer before DVV Verification : 400</p> <p>Answer after DVV Verification : 360</p>																				