Yearly Status Report - 2017-2018

Part A	
Data of the Institution	
1. Name of the Institution	**GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY**
Name of the head of the Institution	**Dr S Udaya Kumar**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**+919866308257**
Mobile no.	**9866395845**
Registered Email	**info@gcet.edu.in**
Alternate Email	**uksusarla@gmail.com**
Address	**Cheeryal (Village),Keesara (Mandal), Medchal (Dist)**
City/Town	**Hyderabad**
State/UT	**Telangana**
Pincode	**501301**

2. Institutional Status

Autonomous Status (Provide date of Conformant of Autonomous Status)	**19-Apr-2016**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**private**
Name of the IQAC co-ordinator/Director	**Dr Ch Ramesh Babu**
Phone no/Alternate Phone no.	**+919866308257**
Mobile no.	**9866308257**
Registered Email	**info@gcet.edu.in**
Alternate Email	**uksusarla@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.geethanjaliinstitutions.com/engineering/AQAR2017-18.pdf

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.geethanjaliinstitutions.com/engineering/academic-calendar.html

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**A**	**3.36**	**2017**	**09-Jun-2017**	**08-Jun-2022**

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**11-Jun-2012**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
No Data Entered/Not Applicable!!!		
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8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Dr CV Narasimhulu (ECE)	FDP	AQIS	2017 1	690000
Prof B. Hari Kumar (ECE)	MODROBS	AQIS	2017 1	1097000
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9. Whether composition of IQAC as per latest NAAC guidelines:	Yes
Upload latest notification of formation of IQAC	*View File*
10. Number of IQAC meetings held during the year :	4
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	*View File*
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

No Data Entered/Not Applicable!!!

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

Plan of Action	Achivements/Outcomes
No Data Entered/Not Applicable!!!	
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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
Governing Body	**11-Sep-2017**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**Yes**
Date of Visit	**05-May-2017**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2017**
Date of Submission	**30-Sep-2017**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**Management Information System exists in the institute covering the following aspects: • Student attendance • Lecture schedules with facility to post learning material • Time tables • Fee collection • Library • Transportation (GPS enabled services) • Faculty and staff attendance • Examinations related information • Salary remittance**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
No Data Entered/Not Applicable !!!			
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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
No Data Entered/Not Applicable !!!				
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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year		
Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BTech	CIVIL	12/07/2017
BTech	CSE	12/07/2017
BTech	ECE	12/07/2017
BTech	EEE	12/07/2017
BTech	MECH	12/07/2017
MBA		28/08/2017
Mtech	CSE	28/08/2017

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
View File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BTech	CSE	142
BTech	ECE	133
BTech	EEE	54
BTech	CIVIL	79
BTech	MECH	118
MBA	MBA	3
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

1. College has EZ school software to maintain student and faculty details. 2. Students give the feedback about the faculty, program outcomes and course learning outcomes during the semester and at the end of each semester. 3. Students are expected to do so for all the faculties concerned with their classes. 4. Informal interaction between students and the class teacher / HOD / principal about issues pertaining to teaching quality is also encouraged. 5. Faculties are counseled by the HOD and Principal regarding improvements in course understanding / teaching skills. 6. students also give feedback on central facilities like canteen, sports, infrastructure, transportation,library etc., which is sent to respective incharges for the overall development of the institution. 7.The feedback is collected from various stakeholders such as parents, employers,alumni etc., on curriculumn design and implemetation of electives POs, PEOs and PSOs.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
No Data Entered/Not Applicable !!!				
[View File](#)				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	**3916**	**156**	**249**	**2**	**10**

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
261	**261**	**4**	**20**	**15**	**40**
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The faculty members are nominated as class teacher and mentors for counseling the student of their respective classes assigned, regarding attendance Semester End Examination mark /sessional marks, personal problems, etc. CAREER AND ACADEMIC GUIDANCE (CACG) of GCET aims to train the students by providing assistance and advice for their future career prospects. It creates awareness towards focusing on their choices of careers by providing updated information about Jobs, Opportunities, resources etc. It is an observed fact that the students' options change from time to time. CACG of GCET enables students opt their suitable and appropriate choices of careers by conducting number of Career awareness sessions, entrepreneurial exposure through industry interaction, exposure and training for global placements etc. At the beginning of every semester CACG conducts a survey to identify the students' career options through a questionnaire.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3916	261	1:16

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
35	35	0	35	11

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
No Data Entered/Not Applicable !!!				
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
451	1903	23.69

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 in website of the institution (to provide the weblink)

http://www.geethanjaliinstitutions.com/engineering

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the

questionnaire) (results and details be provided as weblink)

http://192.168.14.161/moodle

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

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3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
No Data Entered/Not Applicable !!!				
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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

3

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		
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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded

ECE	1
Mathematics	2
Chemistry	1

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
View File			

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
View File	

3.4.4 – Patents published/awarded during the year

Patent Details	Patent status	Patent Number	Date of Award
No Data Entered/Not Applicable !!!			
View File			

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
View File						

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
No Data Entered/Not Applicable !!!				
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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
No Data Entered/Not Applicable !!!			
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3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
No Data Entered/Not Applicable !!!				
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3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
View File			

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
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3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
No Data Entered/Not Applicable !!!				
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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
View File					

3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
200	226.49

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Newly Added
Seminar Halls	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Laboratories	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
EZ Library	Fully	10.09	2009

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
No Data Entered/Not Applicable !!!			
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	1571	37	48	1	1	0	5	48	0
Added	393	8	100	1	1	0	0	100	0
Total	1964	45	148	2	2	0	5	148	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

132 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Course Files	192.168.0.10
Digital Library	192.168.0.10
Lab Manuals	192.168.0.10

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
93	122.22	550	653

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Information is available on college website.
http://www.geethanjaliinstitutions.com/engineering

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
No Data Entered/Not Applicable !!!			
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved

No Data Entered/Not Applicable !!!

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
66	600	432	15	200	96
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
GATE	2
CAT	4
Any Other	8
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		

[View File](#)

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)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	Gold Medal	National	1	0	17R11A0165	Mr. Sabhithi Paul Benjamin paul Benjamin
2018	Bronze Medal	National	1	0	17R11A0165	Mr. Sabhithi Paul Benjamin paul Benjamin
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council The main role of Student Council is to promote the interests of the students in alignment with that of the college, and involve the students in the affairs of the college. Major objectives: ¬ • To enhance communication between students, staff and management • To promote an environment conducive to educational and personal development ¬ • To promote camaraderie and respect among students. • To support the management and staff in the development of the college ¬ • To represent the views of the students on matters of general concern, to the college administration/management The Student Council consists of two representatives from each class (MF). The executive body of the Student Council is elected by the class representatives. Functions of the Student Council: Representing the views of the student body to the administration is the fundamental aim of Student Council. The college administration talks and listens to the student body, considers their views and addresses their concerns. Promoting good communication within the college Improving communication within the college community is a shared responsibility and the Student Council, acting as a bridge between the students and the administration. The Student Council plans various events and activities, organizes them with the support of the college administration. Contributing to the enrichment of Learning Environment of the College Student Council contributes to enhancement of the learning experience of students through various clubs • Literary club, • Coding club • Mathematical club • Fine arts club • Photography club • Solar Club • Robotics club • Environment club etc In addition, it also facilitates participation of students in various technical activities through professional bodies such as • CSI, • IEEE, • IETE, • ISTE, • SAE, etc It organizes various activities under the aegis of these professional bodies. Mentoring program by senior students The Student Council assists with mentoring of first year students to face the challenges of transition from Plus 2 to professional college. The mentoring program enlists the support of senior students who help the new students in the process of seamless integration, during the transition phase, with the rest of the student community. Contributing to the development of college policy The Student Council actively contributes to the development of college policy in a wide range of areas namely, • Anti-ragging, • Code of conduct and behavior • Organizing co-

curricular and extra-curricular activities. The Council forms sub-committees to consider various policy issues, consults students and staff on those issues and to represent the Council's views to college management/administration. Assisting college management in sports and cultural activities Student Council assists in organizing sports and cultural activities including: Assisting with NSS activities for development of nearby places The Student Council assists in organizing NSS activities of the college, which include conducting various health camps, distribution of school uniforms, books etc for needy children of nearby villages, distribution of various items at old-age homes, training the people in nearby places for the development of vocational skills. Dean-Student affairs oversees the functioning of the Student.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Geethanjali College of Engineering and Technology has Geethanjali Alumni Association • After the discussion on the future developments the alumni came up with many suggestions regarding the syllabus, laboratory development etc. • They also offered their services for the growth of Departments. • Many of the Alumni have been helping Geethanjali in training, placement, development of modern laboratories and delivery of expert lectures in emerging areas of technology. • Feedback is also collected from alumni regarding the organizational aspects of the Meet and their suggestions for improvement in professional training at Geethanjali .• The Alumni Meet concluded at a very emotional note. However, everyone appreciated the efforts for organizing the Meet. • Everyone parted with a resolve to visit again and spread the message amongst all who could not visit this time.

5.4.2 – No. of registered Alumni:

1342

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

GCET Has a practice of conducting Alumni meet every year on 25 Dec which creates a platform to exchange/share their experiences after graduating from the college. Most of the students have expressed their willingness to contribute to the college by the way of guiding their juniors in all aspects.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

I. Faculty Mentoring Structuring Departments vis-à-vis Specialization / Group ? Each department is structured into four/five groups based on various specializations. ? Each group is led by a Professor – 2/3 faculty identified as lead faculty ? Group Head with lead faculty act as Mentors for other faculty of the group. ? Lead faculty and other faculty of a group interact very closely with the group Head The structure facilitated • A healthy mentor – mentee relationship among faculty • More learning opportunities for junior faculty (mentees) • Creation of a good talent pool in various areas / specializations of the department • Establishment and conduct of creative and innovative experiments in the lab courses • Value added teaching – learning process • Research culture • Better assessment and evaluation of students' performance •

Establishment of a second rung leadership in various specializations • Smooth administration / functioning of the department • Faculty to associate themselves with all departmental / college's academic, cultural, and other activities and ensures the same This decentralized structure has been effective in the grooming of junior faculty for the responsibility entrusted to them. This practice involves all the senior professors and the lead faculty of the departments. II. Development of Course Outcomes, Course delivery methodology and Program Assessment. These objectives are accomplished with the participation and coordinated functioning of the faculty at different levels, their roles being as follows: ? Program Assessment Committee (PAC) PAC consists of Head of the Department (Program Coordinator unless the department offers more than one program) as the chairperson and Senior faculty members. The committee meets at least once in each semester to review the progress of the program. The committee monitors attainment of Course Outcomes (COs) and Program Outcomes (POs) with the major focus being the cumulative learning of the students undergoing the program. ? Program Coordinator- Oversees all the courses offered by the department • Appoints Course Coordinators for each course offered administered by the department • Reviews the performance of students undertaking courses offered by the department • Ensures Colleges quality assurance processes for assessment in courses along with Academic Regulations are implemented ? Course coordinators - Discusses the course and its relationship to other courses within the program with the Program Coordinator • Develops course outcomes for the course • Schedules and conducts an orientation to the course for faculty, particularly who are new to the course. • Develops a meaningful and well connected topic sequence and schedules the same in consultation with other course instructors involved in the course and ensures adhering to the same. • Develops valid and reliable methods to evaluate student learning outcomes ? Class Advisers (Section Advisor) - Discusses all potentially significant issues and establishes good communication with the students thereby making them fully aware of their responsibility to meet performance standards. • Conducts weekly reviews with Counselors, monitors student progress and documents reviews to establish a record of trends in overall class performance

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	As per the UGC norms and after due consideration of the recommendations of the departmental committees and Stakeholders, the respective Boards of Studies of different departments have been developing new curricula updating the syllabi. Quality improvement strategies: • The curriculum facilitates major and minor specializations • Soft core subjects are provided with laboratory work which facilitates students to choose specializations. • Raptor tool is introduced in the B.Tech first year, specifically to help students have a deeper understanding of the logic building, visualize the algorithms they

develop and avoid syntactic errors in programming. • Logical reasoning course is introduced in B.Tech second year, thereby facilitating them with analytical/critical thinking and help build logic / reasoning in the solution to a given problem. • Foreign language courses are introduced in B.Tech Third year as open electives, which facilitate students with thinking in a second language that reduces deepseated, misleading biases that unduly influence how risks and benefits are perceived. Research has shown that early exposure to a second language increases divergent thinking strategies, helping not only in languagerelated tasks, but also in areas such as mathematics. Students may have different ways of expressing themselves, such that they better understand there is more than one way to look at a problem and that there is more than one solution. We also provide BEC (business English certificate) to enhance students articulation skills.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Student Attendance
Administration	Staff Attendance , Maintaining of HR Module
Finance and Accounts	Automated System
Student Admission and Support	Automated System
Examination	Examinations related information

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
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6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)

		staff				

No Data Entered/Not Applicable !!!

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration

No Data Entered/Not Applicable !!!

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
35	35	15	15

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
15	2	12

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

External financial audit The college conducts external Financial Audit by a Chattered Account every year. The audit observations submitted to the management by the auditing company are examined carefully and corrective actions taken, where required. The Financial statements namely income and expenditure account and balance sheet is filed with the income tax returns to the IT department every year. All the audit reports have been found to be in order, but for a few minor errors of omission due to oversight by the accounting personnel. These errors are rectified and new systems are introduced by way of strengthening financial accounting and budgetary control systems. Internal financial audit The college constitutes separate internal committees for conducting verification of assets/capital equipment and for financial audit. Following stock verification by the committee and based on shortages reported, if any, action for write-off is taken with the approval of competent authority and the items are removed from the asset registers. Similar action is taken in respect of books/journals/documents. The internal audit committee, besides inspecting the books of account and records maintained by the finance department evaluates internal control system, particularly in respect of purchases, scholarships etc. The audit report is submitted to Principal/Secretary and follow up action is taken by departments concerned by closing the deficiencies and making changes in systems and procedures as called for.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose

No Data Entered/Not Applicable !!!

No file uploaded.

6.4.3 – Total corpus fund generated

66975803

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No		Yes	
Administrative	No		Yes	

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

The ParentTeacher meetings(PTM) are conducted to get inputs for improving the teaching and learning environment. Head of the Institution, HoDs and teachers interact with the parents as and when required to communicate academic progress, attendance and their behavioural issues, if any. Distinguished parents provide valuable feedback on curriculum development, teachinglearning, research and infrastructural facilities, library, sports and canteen facilities, etc, which contributes to the overall development of Institute. In the Academic year 2017-18 the following PTMs were held for II, III and IV B.Tech. of all departments, PTM held during 2017-18 ODD SEM: 27/07/2017,20/08/2017,08/10/2017 EVEN SEM:07/01/2018,14/02/2018 For I B.Tech: ODD SEM: 27/08/2017,14/10/2017 EVEN SEM: 28/1/2018, 10/3/2018.

6.5.3 – Development programmes for support staff (at least three)

1.The supporting staff members are encouraged to upgrade their skills by being deputed to relevant authorized /recognized training centers in their respective trades/fields. 2. Support staff are given winnou software training. 3. Training has been given on fire extinguishing systems.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Some of the initiatives taken by the institution to make the campus ecofriendly are 1. Plantation drives 2. Rain harvestings 3. Save energy campaigns 4. Save water campaigns 5. Swachh Bharat programmes 6. Generation and use of solar energy 7. Construction of check dams, etc.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes
c)ISO certification	Yes
d)NBA or any other quality audit	Yes

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!					
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
UGC Gender Champion under IEEE WIE AG	08/03/2018	08/03/2018	18	6
UGC Gender Champion under IEEE WIE AG	24/03/2018	24/03/2018	8	4

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Percentage of power requirement of the College met by the renewable energy source is 96.15

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	3
Provision for lift	Yes	3
Ramp/Rails	Yes	3
Braille Software/facilities	No	0
Rest Rooms	Yes	3
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	1	1	01/08/2017	1	Distribution of Stationary(penpencil Note Book sBagsBelt s) to Primary School Students of Cheeryal	Poor students got benefited in cheeryal village	15

2017	1	1	11/08/2017	1	Distribution of Stationary(penpencil Note Books BagsBelts Plates) to Primary School Students of Yadgarpally,Thimmai Pally and Anthaipally villages.	Poor people of yadgarpalli village benefited	15
2017	1	1	16/09/2017	1	BLOOD DONATION CAMP	Donated in to blood bank	20
2017	1	1	20/10/2017	1	SWATCHH BHARATH Program	Improved the cleanliness of cheeryal village	55
2017	1	1	01/11/2017	1	DENTAL CAMP	Students of GCET and neighbouring people benefited	15
2017	1	1	05/11/2017	1	Donation of OLD CLOTHS to village people	Local village people got benefited	10
2017	1	1	21/11/2017	1	EYE CAMP at Cheeryal village	EYE CAMP	20
2017	1	1	08/12/2017	1	Glasses are distributed for Cheeryal villagers (Identified patients in EYE CAMP)	Glasses are distributed for Cheeryal villagers	10

| 2018 | 1 | 1 | 20/01/2018 | 1 | Health Camp in GCET | Health Camp | 20 |
| 2018 | 1 | 1 | 05/03/2018 | 1 | Cheeryal Village Survey | Cheeryal Village Survey | 40 |

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7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
Student Hand book	02/08/2017	Regular basis
Vivekananda Center for Human excellence	15/09/2017	Vivekananda Center for Human excellence of RK Mutt was inaugurated on 15th September at GCET by Swamy Bhodmayanandaji. The programme was initiated to inculcate positive thinking, self-confidence, moral values among students which would help in building their positive personality and would result in holistic development of the students. The idea behind opening a nodal center is to conduct sessions on various topics including scienctific advancement, morals motivational sessions, softskills etc. by resource persons deputed by VCHE-RK Mutt at our college bi-monthly, giving exposure to various issues, and transform themselves into human individuals

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Proactive Steps Against Drug Abuse	23/08/2017	23/08/2017	280
Personality Development Session	03/07/2017	03/07/2017	250
Need and how to raise ethics in todays Society	26/07/2017	26/07/2017	277

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

• Geethanjali College of Engineering and Technology is located in a serene environment. The college is away from the hustle and bustle of the city. It is located in a lush green campus. GCET Management are cognizant and extremely serious about conservation of environment. We are committed to promote a clean and green environment fostering creativity and originality. Geethanjali believes in 'Innovation is life.' With this in mind, to support the theoretical knowledge gained, practical exposure is provided for students. This amalgamation of theory and practice enhances confidence and also creativity among the students. • The college conducts Green audit of its campus The faculty teaching environmental science carry out the audit. They set objectives of the audit and standards for good environmental management. They evaluate the practices in the college with respect to the laid down standards for the criteria of management and recommend corrective actions where necessary. Large scale plantation is done to balance the emissions and earn adequate carbon credits. Plantation/Greening Drives, Plantation programme has been taken up by the ECOCLUB unit to increase the Green Cover in the village. Every year, tree plantation is being done for making the campus green. The Gardeners take care of the lawn and plants in the college. • Ecoclub ECOCLUB: 'Save Today – Survive tomorrow' is the motto of our EClub. The committee works towards creating awareness of the hazards of environmental pollution among the students and involving them in tasks to minimize wastage of water, usage of plastics and increase of green cover. The club's motto is "Geethanjalites Go Green (GGG)". As a part of Adhira foundation, ECOCLUB has organized many ecofriendly events. Environmental consciousness is spread among the students and the villagers. The students actively involved in creating awareness towards environmental issues while elebrating Diwali. The institution is aware of its responsibilities in protecting the environment and conducts Green Audit of its campus and facilities.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice I 1. Title of the Practice: Outcome Based Education, Assessment and Continuous Improvement Interpret, analyze and evaluate. 2. Goal: We at Geethanjali believe in the popular adage 'Nothing is permanent except change.' The outcome based education helps both the faculty and the learners to understand the desired behavior that is expected of by the end of the course. This practice provides right direction to carefully interpret, analyze and evaluate various situations and changes to me made wherever and whenever necessary. This kind of objective based and outcomes oriented teaching is definitely the need of the hour to provide stable and right direction to implement strategies that facilitate in motivating the students towards their continuous up gradation. 3. Context: With the changing economy and global trends the demand for engineering education is increasing day by day. This has also implications on the intake of the students. Students securing high ranks are also admitted in the course. Apart from that faculty also should be familiar and understand the importance of outcomes based education. Thus rigorous brainstorming sessions and Faculty Development Programs were planned to acquaint the faculty with the need to think on the lines of outcome based education, blended carefully with continuous assessment. 4. The Practice: Outcome based education can be considered as transitional and transmissional approach to the traditional teaching. This paradigm shift in education enables the faculty to closely monitor and mentor the students. It is a unique approach especially in higher education primarily for one reason that there is a close monitoring on the students and also on the implementation of curriculum. Apart from the above mentioned, teaching of human values and professional ethics, awareness among the students about their rich cultural heritage has brought about tremendous change in the mind set of the students. The OBE approach, or

for that matter any approach demands the following three things from both faculty and students. Faculty should focus on ensuring learning rather than teaching Students cannot learn if they do not think Faculty has a major responsibility to help students learn how to learn. These three things are interdependent. Students should be self responsible and should get continued support from the teacher. This becomes contingent upon the students' acceptance of this responsibility. While concentrating on outcome based education, the faculty should be careful to see that their spontaneity is not withered and initiative is not stifled. Learning outcomes and competence descriptors are difficult and time consuming. Since course and curriculum development is an ongoing cycle or process, all objectives and learning outcomes need to be reappraised continuously at regular intervals. 5. Evidence of Success: The success of any institution is closely and directly connected with the success of the students. The steadily increasing pass percentage is the primary indicator. Secondly, many students are being placed in reputed companies. Majority of the students are also pursuing higher education both in the country and abroad. Evidence of the students who have been selfemployed is also a positive indicator. The growing research culture among the students has resulted in two inhouse projects by students. These projects have secured recognition from CSI. 6. Problems Encountered and Resources Required. Less motivation among middle cadre faculty decreases the chances for developing research culture in the institution. Moreover, the government fixes the fee structure for the professional colleges and as a result there is no liberty to fix the tuition fee. There is very little academic freedom. Hence, there is very little scope to implement the changes in curriculum to reduce the gap between academia and industry. Inadequate human resources is also a major problem. This is mainly due to mushrooming growth of engineering colleges. Owing to this quality and qualified faculty are scattered across institutions. The college firmly believes in providing Outcome Based Education (OBE) clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. All our programs start with a clear picture of what is important for students to be able to do, then organize the curriculum, instruction, and assessment to make sure this learning ultimately happens. Such an approach presupposes that we can determine what things are "essential for all students to be able to do", and that it is possible to achieve these things through an appropriate organisation of the education system and through appropriate classroom practices. Best Practices II 1. Title of the Practice: Centre for Academic and Career GuidanceApply, compare, perform and produce. 2. Goal: The main goal of the center is to make the students discover their inner potential and strive to attain success in their chosen filed. The center helps the students in identifying their talents, interests and values in making right career choices. It lends its full support to students in academic planning and exploring future professional and placement opportunities available as per the changing global economy. 3. The Context: The College has decided to implement this center keeping in mind the changing market situation, volatile industry growth and demands, and availability of more number of opportunities to students but lack of proper understanding about the opportunities among the student community. With this humble thought the college has formed a center with the head of the institution as the chairman. In the process of functioning of the center it is observed that it is practically difficult in developing a common competence framework. The center demands a diverse workforce operating through both developed and assorted networks at all levels. The career guidance has to be widely available to a large group of students. Sometimes it is little difficult to accomplish the needs of the students at an optimum level. 4. The Practice The center actually starts working making the students remember Socrates and his valid statement 'Know thyself'. The students are made to understand about themselves thoroughly. To achieve this, few questions that

test their skills, aptitude, interests and goals are prepared and they are expected to answer the same after a thorough introspection. This can be considered as the first stage of the practice. With the attained clarity by answering the questions, the students are ready to brainstorm on various career options available. This is the second stage, which can be called as planning stage. Finally an interactive session is conducted with the students based on their goals and their strengths. This kind of planning to make the students realize their potential and inner talent is definitely a unique practice to be implemented in higher education. The practice emphasizes and believes that 21st century illiterate is not a person who do not know how to read or write, but a person who cannot learn, unlearn and relearn. The center strives to bring in all the three phases among the students. 5. Evidence of Success: It has been observed that more number of students are showing interest in pursuing higher studies in less known careers as well. The Alumni survey report clearly talks about the volunteering nature of the students of Geethanjali. The Alumni is ready to talk to their juniors on various career choices available. This is made possible with the efforts of the active center in the college. 6. Problems encountered and Resources Required: Major constraints or rather challenges in developing the center is less motivation and interest in this direction among the middle cadre or young faculty joining teaching profession. The students find it difficult to prioritize their challenges, even after the guidance, because of family or societal constraints. Limited number of faculty with an orientation towards career guidance, and less number of trained inhouse faculties. As a result, guest lectures on the importance of ethical behavior and proper code of conduct is provided to students at regular intervals by experts. This has turned to be a costly affair to colleges, especially to selffinanced colleges. To be an active member of the center, people involved should constantly update themselves in all walks of life. Though the questions framed to understand their inner potential apparently look simple, yet it is difficult for them to answer. This first stage demands a lot of attention by the senior and experienced faculty involved in the centre. The first stage requires a lot of clarity and positive thought process and passion to perform even among the faculty involved. 7. Notes (Optional) As a part of the Career Guidance Center, the college has established a nodal center in collaboration with R.K.Mutt, Domalguda, Hyderabad, with an aim to inculcate selfconfidence and make them realize the need for self monitoring. The basic premise of the center is to 'educate, build and reform'. It is the conviction of the college that students who have been closely monitored and mentored have always performed far better than others who were not monitored didnt undergo mentoring. With this strong belief in mind, the college has established a Center for Academic and Career Guidance (CACG), with the Principal as its Chairman.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.geethanjaliinstitutions.com/engineering/bestpractices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Strengths Most Prominent 1. Permanent Affiliation provides opportunities to its stakeholders and establishes itself and excels as the provider of quality engineering education through acquired UGC 2 (f) and 12 (b) status and thereby attaining autonomous status for the college. 2. Qualified and Experienced Faculty ? Strong work ethics ? Commitment to quality ? Positive outlook ? Perseverance in face of adversity 3. Management's Motto ? provide service to the people ? outreach to the public 4. Infrastructure ? State of the art

computing facilities (Hardware and Software) ? Highspeed campus network with wifi facility ? State-oftheart labs across disciplines ? Elearning facilities in the classrooms ? Excellent transport facilities (for faculty, staff and students) ? Good sports facilities 5. Excellent HR Policies with motivational initiatives for faculty, staff and students Moderately Prominent 6. Quality of Teaching Learning Process ? Fairly Good quality of students ? Student centered learning ? Imparting skills to enhance employability ? Creative and innovative teaching pedagogy by senior and middle level faculty ? Student clubs Fine Arts club, Robotics club, Environmental club, NEN, Technical Associations, etc. 7. Growing Research Culture Among Faculty ? Well motivated middle level faculty pursuing research ? In the last four years, TEN faculty have been awarded PhD. ? One faculty member completed defense and waiting for award of Ph.D ? Three faculty members submitted thesis and are waiting for defense ? More than 300 research papers published by faculty in national and international refereed journals ? and conferences in various departments ? About 30 faculty members are pursuing research actively 8. Recognition as Scientific and Industrial Research Organization (SIRO) The college has been recognized as Scientific and Industrial Research Organization (SIRO) by Directorate of Scientific and Industrial Research (DSIR), New Delhi, in March 2011 for three years. The status of the same has been extended by Three more years till March 2017. 9. Good Industry Linkage and MoUs, Tieups with Foreign University Prominent Industries ? Tech Mahindra ? Dark Horse Consulting ? Zenopsys ? Data 64 solutions ? University of Illinois at Spring Field, Chicago 10. Fairly Good Campus Placements ? 250 placements batch graduated in 2014 ? 280 placements batch graduated in 2015 ? 380 placements batch graduated in 2016 ? 500 placements batch graduating in 2017 11. Accreditation ? Three B.Tech Programs, namely, CSE, ECE and IT eligible for Accreditation were accredited by National Board of Accreditation (NBA) in September 2012. Two programs namely, B. Tech in CSE and ECE are reaccredited and B. Tech in EEE accredited in July 2015 for three years.

Provide the weblink of the institution
http://www.geethanjaliinstitutions.com/engineering/vision-mission.html

8.Future Plans of Actions for Next Academic Year

 1. To revise Programme Structure, and Syllabus of UG and PG programmes based on AICTE's Model Curriculum. 2. To Revise Academic Regulations of UG and PG Programmes. 3. Increase the number of collaborations with industry. 4. Expand the infrastructure for creating more classroom/labs. 5. Conduct pedagogical techniques faculty development program for faculty, especially for all those with experience less than 10 years. 6. Continuously monitor TeachingLearning Process. 7. Conduct Academic Audit with external members 8. Monitor conduct of FDPs/Workshop/Seminars/Conferences. 9. Monitor attainment of Course/Program outcomes. 10. To mobilize the department's faculty to work towards securing NBA Accreditation for B.Tech (Mechanical) Programme. 11. To establish Center of Excellence in the departments. 12. To promote Project based learning across departments.