SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HYDERABAD INSTITUTE OF TECHNOLOGY AND MANAGEMENT

GOWDAVELLI (VILLAGE) MEDCHAL (MANDAL AND DISTRICT)
501401
www.hitam.org

SSR SUBMITTED DATE: 08-01-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018
1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

HITAM was started in 2001 as Royal College of Engineering in Medak, Telangana; renamed and relocated in 2008 to the current location. HITAM is the first campus in India that has been certified as a Silver Rated Green Building in the category of educational institutions, by LEEDS, US Green Building Council. HITAM currently offers four engineering programs Computer Science & Engineering, Electronics and Communication Engineering, Electrical & Electronics Engineering and Mechanical Engineering. HITAM believes in competency building of students by empowering teachers and creating opportunities for the students to explore. All initiatives at HITAM are towards students “Doing Engineering” instead of just studying and faculty to facilitate the learners with the inspiration of the quotation “We are currently preparing students for jobs that don’t yet exist … using technologies that haven’t been invented … in order to solve problems we don’t even know are problems yet.”—Richard Riley, former Secretary of Education, United States.

HITAM, as an institution, draws inspiration from their lives and seeks to live up to the values upheld by such noble souls, viz. absolute sincerity in their ceaseless search for the purpose of their lives. HITAM believes that education is the soul of the society and aspires to contribute its mite towards academic progress.

Vision

To be a University which nurtures the students with competencies to become confident about their careers and contribute to the society.

Mission

- To build capabilities of faculty for facilitating courses with innovative pedagogy
- To enrich the programs with relevant and updated curriculum
- To progress by adopting the best practices to the workforce needs as per emerging trends
- To provide industry interface for faculty and students to work on projects with end goal of real time knowledge

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- HITAM is enriched with a passionate team of teaching Faculty from diverse backgrounds. The faculty comprises teaching professionals from good academic backgrounds and relevant industrial verticals, with expert domain knowledge and experience.
· HITAM invites Guest faculty with exceptional domain understanding to help students to get excellent grasp over specific topics.

· Teaching Faculty’s knowledge and skill help in training our students even beyond curriculum. College encourages faculty mentoring students for research.

· We, at HITAM focus on all-round development of students, thereby placing equal emphasis on academic and non academic activities.

· A Career Development Center (CDC) intended to prepare the students adequately for their chosen objective in life is operative.

· HITAM encourages sensitizing all its stakeholders towards “clean and green consciousness”.

· In terms of infrastructure HITAM is second to none with State of Art laboratories, well equipped Library Resource Center and universal access to Wi-Fi facility.

· HITAM is housed in Green Building (India’s first Green Building to be rated "Silver" for an educational institution)

· HITM established an Engineering Projects in Community Service (EPICS) cell to help students to apply their engineering learning in community service and enhance learning further.

· Student centric programs comprising contemporary, traditional as well as global practices in Academic, co-curricular, extra-curricular, sports activities for holistic development, are active.

· Management has compassion and vision.

Institutional Weakness

· The College shares a problem with the large academic system, that of a lack of vibrant Industrial interface with dearth of apprenticeship opportunities for students. However, an endeavor is being made towards attracting an accentuated Industry-Institution interface.

· There has not been full documentation, of innovation in teaching and experimentation, in the form of monographic and manuals, in some departments. The college is also not able to formalize complete data base and use it optimally for the development of the Institution.

· Lack of public transport to reach the college.

· Because of relocation of the College campus and change of its name in 2008, students think that it is a new college established in 2008, even though it was established in 2001.

Institutional Opportunity
Keeping pace with the society and Economy, we have to imbibe, the new techniques of research and pedagogy for seamless transference of knowledge from the faculty to the students.

HITAM is in the process of starting in house research publication, so as to provide ample space to students and teachers to express their ideas and thoughts in productive way, going beyond the regular activities of class room.

Institutional Challenge

- More placements in core companies.
- Encouraging students for competitive examinations and higher studies.
- Networking and strengthening relationship with stakeholders.
- More focus on Industrial training for faculty and students.
- Girl students with varied socio-economic background.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College follows Outcomes-based education (OBE) to plan, deliver and assess curriculum as prescribed by Parent University. Teachers are given certification program in OBE. Certificate course beyond syllabus are offered to the students to enhance core skills. Around 2% of new courses have been introduced by the University. All the programs offered allow electives courses and Choice Based Credit System (CBCS). Courses like Gender Sensitization, Environment and Sustainability, Human Values and Professional Ethics are included in the curriculum. Apart from the courses in the curriculum, various activities are organized to focus on the socio cultural issues by clubs in the campus. Several types of value added courses are given for the students. Around 50% of the students have taken part in industry projects or internships. Structured feedback is taken on curriculum from students, parents, industry, alumni and teachers. The same is analyzed, action taken and report maintained.

Teaching-learning and Evaluation

Admissions are made as per the guidelines of the state government, telangana state. There are students from other state under management category. 75% enrollment was there in the last five years against the sanctioned seats. Out of which 87% of reserved category were filled. Several initiatives have been taken to address the needs of slow learners and advanced learners separately. All facilities are created for the physically handicapped students. Institution encourages teachers to use innovative pedagogies of teaching and learning. It is mandatory for all the teachers to use ICT in their teaching. Strong mentoring system is in place to deal with students individually. Teachers are recruited as per the norms by the AICTE and JNTUH. There are doctorate
teachers in all the departments. Average teaching experience of the teachers at HITAM is 7.5 years. 11% of the faculty are from other states in the last five years. Internal assessments are done as per the guidelines given by the university. Grievances related to exam branch are addressed and log record is maintained. Academic calendar is prescribed by the university. Internal exams are conducted as per the same calendar. Program Outcomes and Course Outcomes of all the courses are stated and displayed in website. Attainment of course outcomes and program outcomes is done as per OBE. Average pass percentage in the past five years is 64.43

Research, Innovations and Extension

Focusing on providing support to the many companies (start-ups and/or well established) the centre helps convert their inventive ideas into high quality student projects/entrepreneurship concept. Grants for research projects are sponsored by several bodies like DST, Science and Engineering research Board, Inspire DST –WOS etc., EPICS (Engineering Projects in Community Services) has successfully rolled out for two batches is the innovative way of making students to understanding the problems by interacting with real time local communities, trying to map with technical solutions through critical analysis and creating prototype solutions for real time problems. Eight events organized under IEEE and IEEE Women chapters for advancement of technology innovation. IPR awareness sessions are organized in addition to the regular content covered in the curriculum. Code of Ethics to check malpractices and plagiarism in Research is established. Institution provided the incentives in the form of Sponsorship to WEEF (World Engineering Education Forum) – 2017, Kuala Lumpur and Ph.D tuition fee for the faculty who won the EPICS outstanding leadership. On an average of 20 faculty and 120 students participated in 22 extended activities during last five years. 15 industry collaborative extension activities conducted in which two internationally recognized awards received. Around 16 papers and volumes have been published in national and international journals, several MoUs with national & international institutions and industries during the last five years. various linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years.

Infrastructure and Learning Resources

HITAM’s building is rated "Silver" by International Green Building Council, USA. All classrooms and laboratories are spacious with cross ventilation with equipment as prescribed by competent authorities. Sports facilities are provided and students are encouraged to take part in inter class, college, university and national competitions. 64% of the classrooms and seminar halls are equipped with ICT facilities. Around 37% of the total budget is allocated and spent on facilities other than salary component. HITAM library maintains all the books and journals are per AICTE norms. Digital access of resources is provided for teachers and students. Rare books are collected when faculty to network events. Institution has 100 MBPS internet connection to provide quality bandwidth to all the students in the labs and to the staff in the staffrooms and office. There is one computer for every three students in the campus. Lecture capturing is facilitated using presentation tube tool. Around 5% of total budget is allocated for campus maintenance. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms

Student Support and Progression

Eligible students get financial support from government of Telangana state in the form of tuition fee reimbursement. Institution, from the society, waives fee to students based on their request and justification.
Capability enhancement courses for competitive examinations, Career counseling, Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga and meditation, Personal Counselling are offered to all the four year students. 100% of the students benefited from the program organized. Skills which are not completely covered in curriculum are addressed through vocational education training under Engineering Projects in Community Service (EPICS) and Student Skill Development Center (SSDC). Institution maintains grievance addressing system having sensitive to student needs in its values. More than 50% of the students get placements during their final year and rest find careers within one year from then. Support for competitive exams and higher education is provided by Career Development Center(CDC). Two major sports events are organized in the campus and students are sent to various competitions. HITAM organizes alumni meet twice a year and inputs from alumni are used for improvements in student learning process.

Governance, Leadership and Management

Institution’s vision and mission have been evolved with inclusive decision making. All the stake holders are involved in the vision, mission and values exercise. Freedom at every level of hierarchy is specified and accountabilities are frozen. HITAM carried out strategic planning with objective, SWOT analysis and action plan further. All actionable items are taken up by respective people for implementation. Administration is as per the organization chart. People report to their reporting heads and above them reviewing head oversee the administration. Operations in planning, development, administration, finance, student support, accounts and examinations are digitized. Several bodies are formed to review effectiveness of the activities carried out in the campus. There are faculty and student members present in the bodies. Faculty are given both professional and technical trainings to be on par with emerging trends and technologies and support students. Financial support is provided for faculty to attend such trainings externally also. Performance appraisal system is in place and followed for annual appraisals. Finances for the institution come from students’ tuition fee, government funding for projects and alumni contribution. Finances are managed effectively by sanctioning impress authority for the staff based on their significance in the hierarchy and nature of works. Internal Quality Assurance Cell (IQAC) has been formed in 2015 and is functional in overseeing quality matters.

Institutional Values and Best Practices

Facilities for female students and staff are provided to feel comfortable during their regular hours in the campus. A course on Gender Sensitization is in curriculum. There are counseling rooms and common room for both male and female separately. Solid, liquid and e-waste is managed in line with green building standards. Rainwater harvesting pit is made to preserve ground water in the campus. All green practices to reduce pollution are adopted. Around 1.5% of the total expenditure is allocated for green initiatives. Facilities for physically handicapped like lift, ramps, toilets, scribes and etc are provided in the institution. Several initiatives have been taken up based on location advantage and disadvantages. Code of conduct for staff and students is made available online in the college portal. Institute emphasizes on core its core values. Institution offers course on Human values and professional ethics. Events for promoting truth, love, non violence and peace are organized. Institution observes the birth and death anniversaries of great personalities. Institution maintains complete transparency in financial, academic and administrative functions. There are best practices like Student Self Governance (SSG) and Engineering Projects in Community Service (EPICS). Entrepreneurship Development Cell (EDC) at HITAM is becomes one institutional distinctiveness.
## 2. PROFILE

### 2.1 BASIC INFORMATION

<table>
<thead>
<tr>
<th>Name and Address of the College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>City</strong></td>
</tr>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td><strong>Pin</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contacts for Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designation</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>IQAC Coordinator</td>
</tr>
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</table>

**Status of the Institution**

| Institution Status | Private |

**Type of Institution**

<table>
<thead>
<tr>
<th>By Gender</th>
<th>Co-education</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Shift</td>
<td>Regular</td>
</tr>
</tbody>
</table>

**Recognized Minority institution**

| If it is a recognized minority institution | No |

**Establishment Details**
Date of establishment of the college | 30-08-2001

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

<table>
<thead>
<tr>
<th>State</th>
<th>University name</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telangana</td>
<td>Jawaharlal Nehru Technological University</td>
<td><a href="#">View Document</a></td>
</tr>
</tbody>
</table>

**Details of UGC recognition**

<table>
<thead>
<tr>
<th>Under Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2f of UGC</td>
<td></td>
</tr>
<tr>
<td>12B of UGC</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Statutory Regulatory Authority</th>
<th>Recognition/Approval details Institution/Department programme</th>
<th>Day,Month and year(dd-mm-yyyy)</th>
<th>Validity in months</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICTE</td>
<td><a href="#">View Document</a></td>
<td>30-03-2017</td>
<td>12</td>
<td></td>
</tr>
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</table>

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? No

**Recognitions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the College recognized by UGC as a College with Potential for Excellence(CPE)?</td>
<td>No</td>
</tr>
<tr>
<td>Is the College recognized for its performance by any other governmental agency?</td>
<td>No</td>
</tr>
</tbody>
</table>
## Location and Area of Campus

<table>
<thead>
<tr>
<th>Campus Type</th>
<th>Address</th>
<th>Location*</th>
<th>Campus Area in Acres</th>
<th>Built up Area in sq.mts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main campus area</td>
<td>Gowdavelli (Village) Medchal (Mandal and District)</td>
<td>Rural</td>
<td>7.5</td>
<td>17336.64</td>
</tr>
</tbody>
</table>

### 2.2 ACADEMIC INFORMATION

#### Details of Programmes Offered by the College (Give Data for Current Academic year)

<table>
<thead>
<tr>
<th>Programme Level</th>
<th>Name of Programme/Course</th>
<th>Duration in Months</th>
<th>Entry Qualification</th>
<th>Medium of Instruction</th>
<th>Sanctioned Strength</th>
<th>No.of Students Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>BTech, Electrical And Electronics Engineering</td>
<td>48</td>
<td>Intermediate</td>
<td>English</td>
<td>60</td>
<td>34</td>
</tr>
<tr>
<td>UG</td>
<td>BTech, Mechanical Engineering</td>
<td>48</td>
<td>Intermediate</td>
<td>English</td>
<td>120</td>
<td>71</td>
</tr>
<tr>
<td>UG</td>
<td>BTech, Electronics And Communication Engineering</td>
<td>48</td>
<td>Intermediate</td>
<td>English</td>
<td>120</td>
<td>110</td>
</tr>
<tr>
<td>UG</td>
<td>BTech, Computer Science And Engineering</td>
<td>48</td>
<td>Intermediate</td>
<td>English</td>
<td>120</td>
<td>118</td>
</tr>
</tbody>
</table>

### Position Details of Faculty & Staff in the College
### Teaching Faculty

<table>
<thead>
<tr>
<th></th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Others</td>
</tr>
<tr>
<td>Sanctioned by the UGC /University State Government</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recruited</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sanctioned by the Management/Society or Other Authorized Bodies</td>
<td>12</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Recruited</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Non-Teaching Staff

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanctioned by the UGC /University State Government</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recruited</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sanctioned by the Management/Society or Other Authorized Bodies</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Recruited</td>
<td>38</td>
<td>34</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Technical Staff

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanctioned by the UGC /University State Government</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recruited</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sanctioned by the Management/Society or Other Authorized Bodies</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Recruited</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Yet to Recruit</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualification Details of the Teaching Staff

#### Permanent Teachers

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Others</td>
<td>Male</td>
</tr>
<tr>
<td>D.sc/D.Litt.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>
## Temporary Teachers

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Others</td>
</tr>
<tr>
<td>D.sc/D.Litt.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Part Time Teachers

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Others</td>
</tr>
<tr>
<td>D.sc/D.Litt.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PG</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Details of Visiting/Guest Faculties

<table>
<thead>
<tr>
<th>Number of Visiting/Guest Faculty engaged with the college?</th>
<th>Male</th>
<th>Female</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81</td>
<td>16</td>
<td>0</td>
<td>97</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>From the State Where College is Located</th>
<th>From Other States of India</th>
<th>NRI Students</th>
<th>Foreign Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>Male</td>
<td>217</td>
<td>4</td>
<td>0</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td>Female</td>
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<td>2</td>
<td>0</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Programme</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td>Male</td>
<td>19</td>
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<td>23</td>
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<tr>
<td></td>
<td>Female</td>
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<td>5</td>
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<tr>
<td></td>
<td>Others</td>
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<td>0</td>
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<td>ST</td>
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<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Others</td>
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<td>115</td>
<td>164</td>
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</tr>
<tr>
<td></td>
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<td>49</td>
</tr>
<tr>
<td></td>
<td>Others</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General</td>
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<td>130</td>
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<td>120</td>
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<td></td>
<td>Female</td>
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<td>82</td>
<td>54</td>
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<tr>
<td></td>
<td>Others</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Others</td>
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<td></td>
<td>Female</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Others</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>363</td>
<td>332</td>
<td>470</td>
<td>384</td>
<td></td>
</tr>
</tbody>
</table>
3. Extended Profile

3.1 Programme

Number of courses offered by the institution across all programs during the last five years
Response : 1463

Number of self-financed Programmes offered by college
Response : 4

Number of new programmes introduced in the college during the last five years
Response : 0

3.2 Student

Number of students year wise during the last five years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>1397</td>
<td>1361</td>
<td>1356</td>
<td>1531</td>
<td>1539</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>203</td>
<td>220</td>
<td>220</td>
<td>186</td>
<td>220</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>279</td>
<td>406</td>
<td>367</td>
<td>412</td>
<td>306</td>
</tr>
</tbody>
</table>

Total number of outgoing / final year students
Response : 236

3.3 Academic
Number of teachers year wise during the last five years

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>158</td>
<td>154</td>
<td>163</td>
<td>151</td>
<td>135</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>158</td>
<td>154</td>
<td>163</td>
<td>151</td>
<td>135</td>
</tr>
</tbody>
</table>

Number of sanctioned posts year wise during the last five years

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>158</td>
<td>154</td>
<td>163</td>
<td>151</td>
<td>135</td>
</tr>
</tbody>
</table>

Total experience of full-time teachers

Response: 802

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

Response: 137

3.4 Institution

Total number of classrooms and seminar halls

Response: 25

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

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>696.614734</td>
<td>659.43631</td>
<td>511.20267</td>
<td>438.73626</td>
<td>433.23837</td>
</tr>
</tbody>
</table>

Number of computers

Response: 468
Unit cost of education including the salary component (INR in Lakhs)

Response: 1288.51464

Unit cost of education excluding the salary component (INR in Lakhs)

Response: 0.53427
4. Quality Indicator Framework (QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is affiliated to Jawaharlal Nehru Technology University, Hyderabad and follows the curriculum prescribed by the university. The academic calendar of the university is adhered to. An active plan for timely implementation is formulated by the institution to ensure effective delivery. An academic committee consisting of Heads of various departments and headed by the Principal, prepares Policies after strategizing the best methods to successfully implement the curriculum. Faculties are encouraged to prepare an active plan for their classroom teachings of the entire year even before the academic year commences. The preparation of such a plan helps with effective distribution of syllabus, clarity of curriculum and timely completion of the course.

The teaching plans are prepared by the respective faculty who are in charge of the subjects. The subjects are allotted after careful consideration of their qualifications, subject specializations, experience and performance. Each department prepares its internal academic calendar well before the year commences. The individual teaching plans of every subject are uploaded by the respective teacher on the college automation software along with the calendar. The teacher uploads the syllabus completed in class every day on the software to keep a timely check and to ensure implementation of the planning done by the department. Along with this, the respective teacher prepares course material, class notes and PPT presentations in order to be fully prepared for teaching. The predefined planning for the successful execution of teaching with the objective of OBE is carried out with the help of professionally developed software (IonCUDOS).

Continuous evaluation is maintained throughout the year by conducting tests after completion of every unit to ensure thorough understanding. Transparency and impartiality are maintained in the evaluation process. Valued answer scripts are returned to the students with suggestions to improve wherever necessary. Edmodo software is used to conduct online tests and to communicate with students virtually.

The college follows Outcome-based education (OBE). Departmental committees as a result of their rigorous assessment evaluate each student’s performance and advice teaching plans based on their ability for effective teaching and learning process to ensure better results. Attention to student needs is given by the teachers and mentors.

Through the Career Development Centre (CDC) various training and certification programs are conducted to make the students industry-ready. Several guest lectures and industrial visits are also arranged periodically to keep the students ahead of the existing knowledge.

Timely feedback is obtained from the students and staff. Measures are taken to enforce necessary changes by the HODs and principal. The staff is constantly encouraged to attend refresher courses, workshops and seminars to update their knowledge.

Internal Quality Assurance Cell (IQAC) confirms that attendance registers, internal examinations, preparation of internal question papers, scheduling of other program and events are conducted properly.

Through these methods of planning and implementation, effective delivery is ensured and documented digitally through the online automation system of the college.
1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 20

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

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<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

File Description
Details of the certificate/Diploma programs [View Document]

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: 6.09

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

File Description
Details of participation of teachers in various bodies [View Document]

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 1.91

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

Response: 28
1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 4

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: 19.31

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

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<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>290</td>
<td>320</td>
<td>175</td>
<td>224</td>
<td>381</td>
</tr>
</tbody>
</table>

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 believes that integrating cross cutting issues with the curriculum would create positive effect on the student in both in terms of his education and societal commitment. Accordingly courses in gender sensitization, environment and sustainability, human values and professional ethics are offered by the University. To supplement this, the institute conducts several awareness sessions and related activities.
Gender Sensitization
Under this compulsory course, students are informed about the legally enforced gender equality policies that are mandated in all workplaces. The students are addressed in bilingual languages and different styles of communication to ensure complete understanding. The students are acquainted with the concepts of feminist relationships, responsibilities, and gender identities. The growing importance of gender equality is communicated effectively to the students through this course.

Environment and Sustainability
The importance of saving our ecosystem is more critical today than ever. Understanding this extreme need of citizen realization, the university includes a compulsory paper on environment and sustainability to make the citizen’s of tomorrow realize their duties. This is done by giving them a complete understanding of our ecosystems, natural resources, bio diversity, biotic resources, pollution due to various factors and its management. Environmental protection policy acts as well as the legislation related to the environment are also included in the syllabus to make the students fully aware and responsible of their surroundings.

Human Values and Professional Ethics
This course is introduced to the students with a vision to ensure the essential complementarily between their educational skills taught by the syllabus and the necessary human values imparted by the institution. This subject facilitates a holistic development of all students forming a basis of value-based life. It ensures a positive perspective towards life, career, and happiness among students. Highlighting plausible implications in terms of ethical human conduct, mutually satisfying human behavior, and trustworthy interaction with the world, this course allows the students to be completely ready to face the professional world.

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years
Response: 14

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years
Response: 14

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of the value-added courses imparting transferable and life skills</td>
<td>View Document</td>
</tr>
</tbody>
</table>

1.3.3 Percentage of students undertaking field projects / internships
Response: 47.05

1.3.3.1 Number of students undertaking field projects or internships
Response: 669

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional data in prescribed format</td>
<td>View Document</td>
</tr>
</tbody>
</table>
### 1.4 Feedback System

**1.4.1 Structured feedback on curriculum obtained from**
1. Students  
2. Teachers  
3. Employers  
4. Alumni  
5. Parents  

For design and review of syllabus semester wise/ year wise  

A. Any 4 of the above  
B. Any 3 of the above  
C. Any 2 of the above  
D. Any 1 of the above  

Response: A. Any 4 of the above

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

A. Feedback collected, analysed and action taken and feedback available on website  
B. Feedback collected, analysed and action has been taken  
C. Feedback collected and analysed  
D. Feedback collected  

Response: A. Feedback collected, analysed and action taken and feedback available on website
Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

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

Response: 0.87

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
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<td>Students</td>
<td>9</td>
<td>10</td>
<td>18</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>

File Description

Institutional data in prescribed format [View Document]
List of students (other states and countries) [View Document]

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 75.43

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

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<tbody>
<tr>
<td>Admitted</td>
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<td>396</td>
<td>274</td>
<td>299</td>
<td>444</td>
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</table>

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Seats</td>
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<td>420</td>
<td>420</td>
<td>480</td>
<td>540</td>
</tr>
</tbody>
</table>

File Description

Institutional data in prescribed format [View Document]

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years
Response: 87.38

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

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>203</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>220</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>145</td>
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<td>2013-14</td>
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<tr>
<td>2012-13</td>
<td>220</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**File Description**

Institutional data in prescribed format

**Document**

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:

Understanding the unique needs of every student, the institution facilitates special learning, based on the academic capabilities of each student by fairly analyzing their learning methods post admission. The institution identifies these students into two broad categories and devises special methods to derive maximum outcome from each group.

For advanced learners:
Advanced learners are identified based on the assessments by individual teachers, previous academic credentials and personal interviews. Initially the percentage of marks obtained by the students in their intermediate examinations is taken into consideration. Following this, the rank obtained by them in the competitive exam EAMCET is correlated with their intermediate examination marks. The class room performance of each student is then individually noted to assess their capabilities through a wide spectrum of tests, quizzes and group discussion. Through this process, the faculty accurately identifies the advanced learners.

Once they are identified, they are encouraged to work focused in ways that suit their progress. Certification programs, projects beyond curriculum are offered to the advanced learners. Those who require funding for experimental work and projects are also assisted to enhance their academic skills and learning.

The grouping of these advanced students is done in such a way that they work together on projects to share their knowledge and utilize their maximum potential.

The college allows such students to attend several technical/skill based/value added workshops and national conferences. This enables the students to gain knowledge beyond their curriculum.

Similarly, the college also offers optional Training/Certification programs related to core subjects. Students are also motivated to design and develop solutions to community related problems through Engineering Projects in Community Services (EPICS). Students are also encouraged to register and participate in events organized by professional bodies like IEEE (Institute of Electrical and Electronics Engineers), CSI(Computer Society of India), ISB TEP(Indian School of Business – Technology Entrepreneurship Program), TASK(Telangana Academy for Skill and Knowledge), SPEED(Student Platform for Engineering Education Development), and IUCEE(Indo Universal Collaboration for Engineering
Apart from academics, student achievers from different fields are also encouraged. Students excelling in extracurricular activity are encouraged and supported by the institute to accomplish their goals. Necessary facilities are provided.

For Slow Learners
Similarly slow learners are also identified. The academic performance in the tests and in term examinations conducted by the University is the basis for such identification. Tutorial classes are conducted in every subject to improve their grasping abilities and improve their academic performance and involvement in class activities. All topics are taught again based on the student’s needs and requirements. Remedial classes are arranged after the college hours to help these students clear their backlogs without any difficulty.

Follow up tests are conducted at the beginning of every academic year / semester. Based on the result of these tests, bridge courses are conducted in the respective domain for the next one week. Personality Development Programs are also conducted to motivate these students and inspire them to work harder. These classes help build the confidence level of these students by allowing them to practice and overcome their weaknesses. Through these helpful steps, the university grants extra attention to slow learners and enables them to be at par with their counterparts. This ensures that the whole class fully grasps the concepts taught by teachers instead of a selected handful of them.

### 2.2.2 Student - Full time teacher ratio

**Response:** 11.11

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
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<tbody>
<tr>
<td>Institutional data in prescribed format</td>
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</tr>
</tbody>
</table>

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

**Response:** 0.42

<table>
<thead>
<tr>
<th>2.2.3.1 Number of differently abled students on rolls</th>
</tr>
</thead>
</table>

**Response:** 6

<table>
<thead>
<tr>
<th>File Description</th>
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<tbody>
<tr>
<td>Institutional data in prescribed format</td>
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</tr>
</tbody>
</table>

### 2.3 Teaching- learning Process

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

**Response:**

College arranges several of experiential and participative learning activities to broaden the scope of
education imparted to the valuable students.

Experiential Learning:
The students are taught to practically test the concepts that they theoretically learnt in the classroom. This enhances their practical knowledge as well as tests the concepts acquired by them. The Faculty and Qualified Technical Staff help the students to conduct experiments. Students are given time slots to do additional and riveting experimental work with the assistance of the highly qualified staff. An hour is exclusively allocated for the students to access the library. Institution established a digital library for the ease of the students. Stocked with several books, journals, magazines and e-magazines, this facility is a boon for any student willing to find a text or reference. Online resources are also provided through these libraries. The scope of learning widens giving students an education that is greater than the syllabus.

Several industry visits are planned to provide the students with hands on experience of the field and to update them with the current technology. Through these site visits, students understand the practicality and implementation of the concepts studied by them.

Students are also encouraged to intern during academic semesters. The faculty encourages as well as provides students with opportunities to intern with the industry of their choice. This allows them to gain firsthand experience of the environment in which they further want to pursue their career. This also allows them to be updated in their respective domains.

Participative Learning:
Different methodologies that include Cooperative, Collaborative, Project Based and Problem Based are used to accelerate the learning process. Through these assignments that include intensive interaction and participation, students are seen to grasp concepts better and faster.

The relationship between a student and a teacher strengthens through this teaching tool as the teacher includes the student in his/her teaching module. This allows the student to feel like he/she is a part of the class. As a result, their participation leads to better results.

Interactive teaching tools like Edmodo and Google classroom are extensively used by the faculty to conduct online quizzes and giving assignments. This gives the students access to websites to submit their assignments and answer the quizzes posted by the faculty. The online platform also allows them to share notes with their group members, discuss and debate topics of choice based on the uploaded content.

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: 128

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of teachers (using ICT for teaching)</td>
<td>View Document</td>
</tr>
</tbody>
</table>

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

Response: 18.23
2.3.3.1 Number of mentors

Response: 78

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year wise list of number of students, full time teachers and students to mentor ratio</td>
<td>View Document</td>
</tr>
</tbody>
</table>

2.3.4 Innovation and creativity in teaching-learning

Response:

Through the course of learning and development, the institute has progressed and shaped its teaching methods to best suit the requirements of the students. Based on outcomes and analysis methods that help individual batches to ensure maximum productivity are developed and upgraded from time to time.

In the beginning of every academic year, a course file is created. After dividing the topics, pedagogies for each of these are made. This is done by strictly adhering to the university timeline of internal assessments. Each topic is completed within the timeframe to allow the students enough time to grasp the concepts.

ICT facilities are used to better the process of teaching for the students. Teachers use electronic resources to explain topics in detail and in depth. Role plays are used to provide students with an individual exposure to attain better understanding. Quizzes are conducted at the end of each topic to analyze and confirm the understanding of every subject.

Teachers practice collaborative methods to invoke student participation in the classroom. The jigsaw method is one of the most popular methods used. In this process, the students are divided in several groups. Each group learns about a different topic. Members of the same group come together and research about their given topic. They exchange ideas and content. Upon attaining complete understandings of the given topic, these groups are split and regrouped in such a manner that one person from every old group comes together. They now have the responsibility of explaining to the others their given topic. In this way, every student learns about every topic from each other.

Another very successful method is called Flipped Classroom. In this method, the teachers swap the class work and home work. Instead of teaching the theory in class and expecting the students to complete the practical work and numerical at home, the teachers enable the students to grasp the theory at home and teach them the practical and numerical in class. This helps the students immensely as it is often difficult to apply the theory to the practical. The doubts of the student regarding theory are explained in class. In this way, the students are made to grasp the concepts thoroughly at home and learn to practically apply their knowledge as well.

Importance to practical knowledge is maintained throughout the year. Projects are given on regular basis to test their understanding and help the students learn beyond the syllabus. Notes and videos of every class are posted on our automation system to provide easy accessibility of academic material to the students in case they need to refer and/or missed the class for various reasons.

2.4 Teacher Profile and Quality

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

Response: 4.78

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>13</td>
<td>11</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

2.4.3 Teaching experience of full time teachers in number of years

Response: 6.27

2.4.4 Average 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: 0.13

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

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

Response: 11.26

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

<table>
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</table>

2.5 Evaluation Process and Reforms

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

Response:

HITAM is a college affiliated to the Jawaharlal Nehru Technological University Hyderabad (JNTUH) and adheres to the syllabus prescribed by the JNTUH. We follow number of guidelines and methods to carry out a continuous internal evaluation system at the institutional level. This allows the college to ensure the timely understanding of each concept individually historically as well.

The students are given the syllabus in detail with the exact splitting of the portion. After each topic is taught in detail, students are informed about the slip tests through a notice well in advance. Teachers discuss possible question. A detailed discussion about the topic in hand is conducted giving the students a clear understanding of what to expect. The objective questions tested help the students increase their knowledge of the subject from a basic level. The questions given are mapped with course outcomes and bloom taxonomy.

In addition to slip tests, there are regular examinations after completion of each unit. These are followed by first midterm examinations and then by second midterm examinations. These tests allow the teachers to continuously assess the students to track their progress and to identify slow and advanced learners. Evaluation is done both in theory and practical examinations. The assessment remains impartial and accurate. The students are given feedback about their performance and suggestions are given for their improvement.

The Laboratory evaluation process is changed from R15 Regulation to R16 Regulation. In R15 Regulation, internal lab was for 25 marks and external lab was for 50 marks, whereas in R16 Regulation, internal lab is for 25 marks and external lab is for 75 marks.
Before the commencement of the mid exams, preparatory exams are conducted to make the students confident in their approach. Students get a chance to improve themselves through this continuous evaluation system before appearing for the university examinations.

Dates for conducting the main examinations are given by the university. In the process of continuous internal evaluation, two sets of question papers are prepared which comprise of four questions, out of which two are to be answered.

After the evaluation, Course Outcome attainment is calculated. Based on the attainment, GAP is found and corrective actions are taken.

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

Response:

Internal assessment is carried out to ensure the complete understanding of each topic by the students and so they are conducted regularly to keep up with the syllabus prescribed by the university. The evaluation of these examinations is done by faculty members. While preparing the question papers, the teachers in charge give careful consideration of the syllabus prescribed and the portion covered in classroom. The level of question papers is maintained which is neither too difficult for the students nor too easy. Different patterns and types of questions are used to prepare the students for any examination. The question papers are approved by respective heads of the department. They are then sent to the exam branch through mail by the respective faculty.

The departments submit two sets of question papers for their respective subjects. One hour before the examination commences the principal selects one set of question paper. The selected set is then considered for the exam. This ensures that no form of leaking of question does not take place.

The exams are conducted as per guidelines prescribed by the university. They are monitored by invigilators who maintain the code and conduct of an examination hall. All students are given a similar examination atmosphere and conditions.

Once the examinations are conducted, the answer scripts of students are evaluated by faculty members. It is mandatory for all those assessing these sheets to do so in the examination branch and in the presence of the exam branch officer in charge. This evaluation is done per guidelines and scheme of evaluation. The teachers maintain impartiality and fairness. They ensure that they mark each student equally and maintain a code of sincerity.

Once the papers have been evaluated, they are distributed back to the students by the teachers. The faculty is to discuss the entire length of the question paper and their subsequent correct answers. This helps the student understand their mistakes and note down the correction. Thus the students are allowed to assess their own work and any modifications to the marks are reflected. Suggestions are given to the students who need to improve and the ones who performed well are appreciated. The feedback on their performance helps the student to perform better next time.

Finalized marks are verified by the teachers and students before displaying on the notice boards of respective departments. These mark sheets are also intimated to the parents via SMS. Regular parent-teaching meetings are conducted where mark sheets of all subjects containing individual marks of their student is given to the parent. This enables the parents to be updated about their ward’s performance and encourage their process at the same time.

Therefore, the process of continuous internal assessment is carried out with complete transparency.
2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The college conducts two types of examinations, internal and external. External examinations are conducted by the University and the internal examinations are conducted by the college. As part of internal examinations, internal assignment and mid examinations are conducted. The examinations are conducted with utmost care given to transparency and fairness.

The hall tickets are issued to the students well in advance. Any grievance related to the hall ticket like printing of wrong name or delay in issuance is addressed by the exam cell. The exam cell immediately looks into the matter and takes necessary actions. The issues of the students are dealt with high priority and solved as soon as possible.

The question papers for internal examinations are prepared by the respective teachers and approved by the head of the concerned departments. Two sets are prepared and the principal picks one set on the day of the exam. This ensures fairness and removes the chance of usage of unfair methods.

The external question papers are printed 15 minutes before the commencement of examination.

In the event of a student found using unfair means during examinations, the following measures are adopted to address this situation. Firstly, the subject expert is called to verify whether the material carried is related to the subject and mentioned in the question paper. If the material has appeared in the question paper the principal is notified about the incident. The principal then communicates the necessary recommendations to the affiliated university. The university then replies based on the letter received. The punishment is then decided by the university and implemented by the college.

Post internal examinations, students are given back their evaluated answer scripts. These answer scripts are corrected by the teachers in the examination cell under the supervision of a controller/in-charge. Students are permitted to assess their own performance and seek any clarifications to the teacher. In case they are entitled to more marks, teachers do the needful. Following the review of answer scripts, the marks are entered in a register before forwarding them to the university.

In the case of external examination, any grievance is addressed by the examination branch. The student in need of help explains his/her grievance to the person in-charge who reviews the situation and provides a solution. In case the university needs to be contacted, a standard fee is collected. Upon receiving the fee, the college in-charge represents the issue to the university and pursues it till it is solved. The university then re evaluates the student’s performance and communicates their decision.

All grievances are therefore solved with utmost care to student sensitivity. College level grievances are solved within two-three days.

The college is dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances.

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

Response:

The institution ensures effective time management and timeliness. It receives the university given timeline and adheres to it. In the beginning of the academic year, academic calendar is published by the University for Respective Course. The college carries out effective planning to stick to academic calendar. This allows the teachers and the students to space out their teaching and learning and regular assessment of the same.
The college conducts assessment to the students in three different components - theory, objective and assignments. The theory component is marked out of ten. The objective component is marked out of 10. The assignment is marked out of five. These tests are conducted in evenly spaced out intervals to avoid pressuring the students with too many examinations.

Every academic year consists of two semesters. Each semester is to be of 16 weeks. The first Continuous Internal Examination (CIE I) also known as MID I along with the Lab Internal 1 is conducted after 8 weeks of class work. CIE II (MID II) and Lab Internal II are conducted after 16 weeks of class work. Within the above mentioned 8 weeks of class work, the concerned syllabus is taught to the students. They are then tested on the same material.

An average of both these examinations is calculated to attain the final internal marks of the student. These marks are also vitalized to decide the course of nature for teaching slow students and rectify their performance before the external examination.

All question papers are set based on the OBE format. They are mapped with their respective course outcomes that are stated in the beginning of the course.

The assignments given to the students involve unaddressed program outcomes. This helps the students attain knowledge beyond the syllabus as these topics are not covered by the exams conducted by the university but are still relevant. These assignments are given within a set timeframe. The students are to complete them within the time given to adhere to the university’s timeline.

Following the university calendar, every department creates internal calendars to ensure timely delivery of syllabus. Every teacher follows a strict agenda that is discussed and approved by the head of their respective department. This is followed by deducing a day-to-day division of topics and chapters. These topics and chapters are chosen keeping the upcoming CIE in mind. The timeline created allows for the students to complete the given syllabus in enough time. The students are given plenty of time before the examinations as well to prepare and practice their concepts.

In case of any required change, the university communicates the modification to the college and the college enforces the same. In any condition, the academic calendar is followed and respected by teachers of all departments.

### 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:**

To impart holistic education to nurture students with skills for employment, higher education and entrepreneurship through innovative learning.

Program Outcomes (Common to all programs)

PO1 : Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2 : Problem analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3 : Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4: Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9: Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11: Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply them to one’s work as a member and a leader of a team, in managing projects in a multidisciplinary environment.

PO12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Computer Science and Engineering Program Vision
To be top in the field of computer science and engineering, building competence through student centric learning for self-employment, research, industry and society needs

Computer Science and Engineering Program Mission
• To create a learning environment to transform the students with strong fundamentals in computer science, analytics, programming and problem solving.
• To provide exposure to students to latest tools & technologies in area of computer science and engineering
• To create a platform for Research, exhibiting leadership qualities, professionally ethical citizens through affinity activities and self governance

Computer Science and Engineering Program Educational Objectives
• To offer essential knowledge of science, mathematics, and engineering for computer professionals and algorithmic principles for competent problem solving.
• To entrench ability in analysis, design of the system software, applications and convey knowledge, skills for building and testing of software applications and prepare them for R&D, higher learning.
• To provide exposures to emerging edge technologies, adequate training and opportunities to work as a team on projects with effective communication skills and leadership qualities.
• To prepare graduates for a successful career and professional work, to meet the technical requirements of Industry and practice appropriate ethical moral to become professional engineers

Computer Science and Engineering Program Specific Objectives
PS01: Foundation of mathematical concepts: To use mathematical methodologies to crack problem using suitable mathematical analysis, data structure and suitable algorithm.
PSO2: Foundation of Computer System: the ability to interpret the fundamental concepts and...
methodology of computer systems. Students can understand the functionality of hardware and software aspects of computer systems.

PSO3: Foundations of Software development: the ability to grasp the software development lifecycle and methodologies of software systems. Possess competent skills and knowledge of software design process. Familiarity and practical proficiency with a broad area of programming concepts and provide new ideas and innovations towards research technological change.

Course Outcomes

1. Data Structures
   - CO1: Ability to use data structure concepts for realistic problems
   - CO2: Illustrate stacks & queue operations using arrays & linked list
   - CO3: Illustrate trees & graphs to solve critical problems
   - CO4: Understand searching & sorting techniques to solve problems independently and think critically.
   - CO5: Ability to solve problems independently in respective language

2. Compiler Design
   - CO1: Understand various phases of compiler with its functioning
   - CO2: Understand the role of lexical analyzer, use of regular expression and transition diagram
   - CO3: Applying procedure of LL (1), SLR, CLR and LALR parsers and YACC parser generator for context free grammar
   - CO4: Analyzing Syntax directed translation, synthesized and inherited attributes and different techniques of symbol table organization.
   - CO5: Applying code optimization techniques and Data flow analysis
   - CO6: Generating object code forms for the given source program.

3. Computer Networks
   - CO1: Describe the services, functions, and inter-relationship of different layers in network models
   - CO2: Explain the protocols used in Datalink layer, Network layer and Transport layer
   - CO3: To understand the functions of internetworking devices
   - CO4: Design, calculate, and apply subnet masks and addresses to fulfill networking requirements.
   - CO5: Analyze the features and operations of various application layer protocols such as Http, FTP, electronic mail, TELNET, DNS, SSH
   - CO6: Determine various field in the IP packet, TCP, HTTP Request and Response using packet analyzer tool -wire shark
   - CO7: Understand network routing algorithms including optimality principle, shortest path, flooding, distance vector routing, hierarchical routing and congestion control algorithms.

4. Principles of Programming Languages
   - CO1: Ability to express syntax and semantics in formal notation.
   - CO2: Ability to apply suitable programming paradigm for the application
   - CO3: Gain knowledge and comparison of the features programming languages
   - CO4: Ability to select the appropriate programming language for doing the projects
   - CO5: To be able to express computational solutions in the main programming idioms.

5. Software Engineering
   - CO1: To understanding of software process models such as waterfall and evolutionary models.
   - CO2: To understanding of software requirements and SRS document
   - CO3: To understanding of different software architectural styles.
   - CO4: To understanding of software testing approaches such as unit testing and integration testing
   - CO5: To understanding on quality control and how to ensure good quality software

6. Cloud Computing
   - CO1: Summarize the main concepts, key technologies, strengths, and limitations of cloud computing and the possible applications for state-of-the-art cloud computing
• CO2: Identify the architecture and infrastructure of cloud computing, including SaaS, PaaS, IaaS, public cloud, private cloud, hybrid cloud, etc.
• CO3: Analyze the core issues of cloud computing such as security, privacy, and interoperability.
• CO4: Develop problems, and explain, analyze, and evaluate various cloud computing solutions
• CO5: Attempt to generate new ideas and innovations in cloud computing, and Collaboratively research and write a research paper, and present the research online. Knowledge of Governance of Cloud Computing

7. Data Warehousing and Data Mining
• CO1: To understand the basic principles, concepts and applications of data warehousing and data mining
• CO2: To introduce the task of data mining as an important phase of knowledge recovery process
• CO3: Categorize and carefully differentiate between situations for applying different data mining techniques: mining frequent pattern, association, correlation, classification, prediction, and cluster analysis;
• CO4: Association among frequent item sets
• CO5: understand classification by decision tree induction
• CO6: To understand cluster analysis
• CO7: Have a good knowledge of the fundamental concepts that provide the foundation of data mining
• CO8: Design a data warehouse or data mart to present information needed by management in a form that is usable for management client

8. Linux Programming
• CO1: Identify and use Linux utilities to create and manage simple file processing operations,
• CO2: Develop shell scripts to perform more complex tasks
• CO3: Illustrate file processing operations such as standard I/O and formatted I/O.
• CO4: Generalize Signal generation and handling signals
• CO5: Design and implement IPCs using unnamed and named Pipes
• CO6: Illustrate client server applications with appropriate security
• CO7: Demonstrate various client server applications using TCP or UDP protocols.

9. Computer Organization
• CO1: Understand the basic components of Computer, addressing modes, program control instructions and types of interrupts including internal, external and software.
• CO2: Understand the I/O communication techniques and Asynchronous data transfer.
• CO3: Understand types of buses, I/O interface, IOP and chip diagrams of RAM and ROM
• CO4: Understand types of memory and mapping techniques.
• CO5: Understand 8086 pin diagram, architecture, addressing modes including general purpose, segment, flag, index registers and pipelining.
• CO6: Write Assembly language programs including factorial, Fibonacci series, prime number generation, palindrome, largest number in the given array using branch and call instructions and evaluation of arithmetic expressions.

10. Formal Languages and Automata theory
• CO1: Understand the concept of abstract machines and their power to recognize the languages
• CO2: Attain the knowledge of language classes & grammars relationship among them with the help of Chomsky hierarchy
• CO3: Understand the pre- requisites to the course compiler design
• CO4: Understand the pre- requisites to the course compiler design
• CO5: Determine the power of machines which are bounded and unbounded to the computability

11. Database Management Systems
• CO1: Learn the basic concepts of Database Systems and Applications
• CO2: Learn the basic concepts of Relational Algebra and Master the basics of SQL and construct queries using SQL.
Self Study Report of Hyderabad Institute Of Technology And Management

• CO3: Be familiar with a relational database system (Oracle, MySQL) by writing queries
• CO4: Be familiar with the Transactions
• CO5: Be familiar with the storage and recovery techniques of database systems
• 12. Java Programming CO1: Understand fundamentals of object-oriented programming
• CO2: Apply OOP features to solve a given problem
• CO3: To use the Java SDK environment to create, debug and run simple Java programs
• CO4: Create packages, interfaces, graphical user interface and Input/ Output Streams in Java programs
• CO5: Implement exception handling, Multithreading in java
• CO6: To write java program to connect Database

Electronics and Communication Engineering Program Vision
To be recognized as a leading Electronics & Communication Engineering department in the region by its
stake holders and be known for leadership and commitment to cultivate quality teaching-learning, research,
innovation and be a part of “Skill India”.

Electronics and Communication Engineering- Program Mission
• To foster young individuals into knowledgeable, skilful and ethical professionals in their pursuit of
Electronics and Communication Engineering.
• To foster the faculty to expose them to world-class infrastructure.
• To achieve and sustain high performance by excellence in teaching, research and innovations.
• To extensive partnerships and collaborations with foreign universities for technology up gradation.
• To develop Industry-Interaction for innovation and product development, a project based learning,
student centric environment to excel in engineering practices.

Electronics and Communication Engineering Program Educational Objectives
• To make our graduates capable of meeting the competencies of leading industries.
• To make our graduate capable of solving society based multi disciplinary engineering projects.
• To design, test and develop the state of the art hardware and software in Electronics and Communication
Engineering for lifelong learning skills, societal ethics and higher education.
• To enhance R & D skills of the students in the latest trends of Electronics & Communication Engineering
like Robotics, MEMS, Automation, and Wireless Communication etc. and motivate them to continue their
professional growth in leading industries.

Electrical and Electronics Engineering Program Vision
The Department of Electrical and Electronics Engineering strives to be a Centre of Excellence in education
and research, producing competent engineers. In this endeavor, the Department will continually upgrade
knowledge, revise the teaching learning process to progress in the emerging technologies and committed
for rendering the best services to the society

Electrical and Electronics Engineering Program Mission
• To Provide knowledge based technology and service to meet the needs of society globally
• To be accountable through self-evaluation and continuous improvement. To create and to sustain
environment of learning in which students acquire knowledge and learn to apply it professionally
• To have a successful, technical/professional careers, including supportive and leadership roles on
multidisciplinary teams.
• To acquire, use and develop skills as required for effective professional practices.
• To attain holistic education that is an essential prerequisite for being a responsible member of society
• To be engaged in life-long learning, to remain abreast in their profession and be leaders in our
technologically vibrant society

Mechanical Engineering Program Vision
The Department of Mechanical Engineering endeavor for brilliance in education and targeted research
areas where thrust of knowledge, with an aim to become one of the superior in the education field for
Self Study Report of Hyderabad Institute Of Technology And Management

Mechanical Engineering Program Mission
• To venture to maintain a supportive infrastructure and globally that revitalize diversity and rewards teamwork and association
• To develop bonding with world class R&D organizations and educational institutions in India and abroad for excellence in teaching, research and consultancy practices
• To enlighten students about white-collar & ethical responsibilities and train them to build leadership and entrepreneurship qualities for their career development

The Mechanical Engineering Department ventures to transmit quality education to the students and enhancing their skills to make them globally competitive Mechanical Engineers

Mechanical Engineering Program Educational Objectives
• PEO1. To motivate students for designing an effective mechanical engineering system, this will lead them for the successful careers.
• PEO2. To make students competent in their overall activities, which will provide the services to the society for overall economic development.
• PEO3. To develop communication skills, expert personality and moral values in students, that will make them a responsible citizen.
• PEO4. To impart proficiency in students for awareness and allegiance towards lifelong learning and professional ethics.

Mechanical Engineering Program Specific Outcomes
• PSO1 – The students will be able to identify, construct and translate engineering problems in design, thermal and production streams.
• PSO2 – The student will be able to design and develop and energy efficient system in all engineering and interdisciplinary fields to meet the present challenges of industry and society.

Course Outcomes
I YEAR:
Course title: Engineering Mechanics
• Understanding and analysis of Force Systems in a plane and in space.
• Understanding Equilibrium conditions and application in design of structures and frames.
• Acquire Knowledge of Frictional forces and their effect in design of Mechanical machines.
• Understanding concepts of Centroid, Centre of Gravity, Area moment of Inertia and Mass moment of Inertia and their role in design of structures and machines.
• Understanding and use of concept of Virtual Work in design.
• Analysis of Kinematics and Kinetics and its use in design.

II YEAR:
Course Title: Mechanics of solids:
• Analyse the various stresses developed in bodies subjected to different kind of loading.
• Identify the beam or mechanical component problem, create formulation and provide solution by using graphical or analytical methods.
• Create a design of component by using formulas & theories.
• Apply knowledge of materials and cross section to the analysis of component.

Course Title: Metallurgy and Material Science.:
• Understand the physical, mechanical, structures, metallurgical, engineering concepts for metals and preparation of alloys.
• Analyse the microstructures of metals, alloys and relationship to heat treatment
• Explain the properties and applications of ferrous and nonferrous alloys.
• Compare the properties of ceramics, glasses, compositions and polymers for industrial applications

Course Title: Fluid Mechanics and Hydraulic Machines:
• Apply fundamental relationship and formation of relationship for static, dynamics and kinematic systems.
• Determine performance of flow metering devices by using Bernoulli’s principle.
• Analyse the performance of for centrifugal pump and reciprocating pump.
• Analyse frictional flow in pipes and piping networks.
• Analyse boundary layer flows.

Course Title: Kinematics of Machinery:
• Understanding and analysis of mechanisms.
• Drawing velocity and acceleration diagrams by ‘Relative velocity’ and ‘Instantaneous centre’ methods, for mechanisms.
• Knowledge of Straight line and Approximate Straight line generating mechanisms, Steering mechanisms and Hooke’s joint.
• Understanding concepts of design of different kinds of Cams and Followers.
• Understanding and design of toothed gears and Gear Trains.

Course Title: Production Technology:
• Acquire knowledge about the casting processes
• Analyse the different welding processes.
• Understand the properties, importance of hot working and cold working process.
• Describe the manufacturing process of extrusion and forging.

Course Title: Machine Drawing:
• Understand the drawings of conventional representation and assemblies along with their utility for design and development of mechanical system.
• Work effectively with engineering and science teams as well as with multidisciplinary designs.
• Skillfully use modern engineering tools and techniques such as CAD- CAM software for mechanical engineering design, analysis and application
• Understand the drawings of mechanical components.

Course Title: Thermal Engineering – I:
• Explain working of thermal systems in different applications.
• Analyse thermal systems and find the solution for problem.
• Find out factors influence on thermal systems.
• Investigate the problem in thermal systems and provide solution

III YEAR:

Course Title: Dynamics of Machinery:
• Understand the principles in mechanisms related to moving vehicles and gyroscope effects.
• Solve the problems on friction in screw and nuts on inclined plane, working of clutches, brakes, dynamometers and its methods of operation.
• Understand the concepts of turning moment diagram and its uses for different machines, methods to construct, working of governors and its simple problems on them.
• Study and examine the effects of unbalances resulting from prescribed motions in mechanism.
• Visualize the effects of dynamics of undesirable vibration.

Course Title: Design of Machine Members – I:
• Apply the fundamental of stress analysis, theories of failure and material science in design of machine members.
• Make proper assumptions with respect to material, factor of safety, load conditions for various machine members.
• Apply stress analysis for knuckle joint , cotter joint and keys
• Design different types of elements used in machine members.

Course Title: Machine Tools:
• Develop a strong foundation in machine tool engineering
• Apply knowledge and hands-on competence in design and development of machine tool
• Illustrate the working of lathe, drilling, boring, milling, shaper, slotting, planning machines
• Summarize finishing processes and associated machines

Course Title: Engineering Metrology:
• Understand tolerances and fits for selected product quality.
• Apply appropriate method and instruments for inspection of various gear elements and thread elements.
• Understand the standards of length, angles
• Understand the evaluation of surface finish and measure the parts with various comparators.
• Evaluate the quality of machine tools with alignment test.

Course Title: Thermal Engineering – II:
• Understand ideal steam power cycles.
• Remember various components being used in steam and gas power plants.
• Analyse the energy transfer and transfer motion in power cycle components with their performance evaluation.
• Acquire knowledge on working of rocket and jet propulsion including their performance engines evaluation

Course Title: Design of Machine Members – II:
• Apply the fundamental of theories of failure and material science in design of machine members.
• Understand the process of selection in suitable bearing based on the application of loads and predict the life of bearing.
• Design IC engine parts.
• Design power transmission elements such as gears, belts, chains, pulleys, ropes and power screws.

Course Title: Finite Element Methods:
• Understand the basic concepts and principles related to finite element methods.
• Apply finite element methods for all structural elements.
• Apply finite element methods for heat transfer analysis of 1d and 2d elements.
• Understand dynamic analysis of finite element methods in bars, truss and beams.

Course Title: Heat Transfer:
• Ability to analysis the modes of heat transfer.
• Ability to derive relation for different modes of heat transfer.
• Ability to perform thermal circuit analysis for practical engineering problems by using heat transfer concepts.
• Ability to Analysis and design heat exchangers.

Course Title: Refrigeration & Air Conditioning:
• Understand various refrigeration cycles and working of its system components.
• Acquire knowledge on design aspects of refrigeration and air conditioning equipment’s.
• Analyse psychrometry and human comfort.
• Demonstrate various heat pump circuits.

Course Title: Automobile Engineering:
• Identify the layouts and different parts of the automobile.
• Explain the working of various parts like engine, transmission, clutch, brakes, steering, suspension, electrical circuits and need of servicing in automobile engines.
• Understand the environmental implications of automobile emissions
• Develop a strong base for understanding future developments in the automobile industry.

IV YEAR:
Course Title: Operations Research:
• Understand different definitions, concepts and principles of OR.
• Check the optimality of the solution for different OR techniques by using different methods
• Solve LPP, transportation problem, assignment problem, sequencing problems, Queuing theory, theory of games, replacement problems and dynamic programming problem.
• Write algorithm for transportation problem, assignment problem, sequencing problem, LPP and DPP.

Course Title: Computer Aided Design and Computer Aided Manufacturing:
• Learn the fundamental knowledge of CAD/CAM
• Design the parts/products using CAD systems
• Acquire knowledge on NC part programming.
• Prepare the part/product codes using Group Technology
• Understand the layout of flexible manufacturing systems and apply the automated inspection methods.

Course Title: Power Plant Engineering:
• Understand the sources of energy including Steam, Diesel, Solar, Wind and geothermal along their layouts and working principles
• Acquire knowledge of combustion process
• Explain the working of hydroelectric and nuclear power plant and its components.
• Understand the concepts of Economics of power Generation to solve realistic problems.

Course Title: Instrumentation & Control Systems:
• Understand the basic principles, characteristics, errors, limitations of measurement and its systems
• Acquire the knowledge on the working principle, construction, calibration and its applications for various transducers.
• Measure the values of displacement, temperature, pressure, level, flow, acceleration, speed, vibration, stress, strain and humidity.
• Recognize the application of FMS, CAQC, CIM.

Course Title: Unconventional Machining Process:
• Understand the need and importance of non-traditional machining
• Know the basics principle, equipment, process variables and mechanics of metal removal in abrasive jet machining and water jet machining
• To study the fundamentals of tool design, surface finishing and metal removal rate of electro chemical grinding, electro chemical machining and electro chemical honing
• To understand principle of operation, types of electrodes and process parameters and machine tool selection in EDM and electric discharge grinding and wire cut process.
• To know the basics of EBM and comparison of thermal and non-thermal processes.
• Study the various process parameters and application of plasma in manufacturing industries

Course Title: Industrial Management:
• Understand management principles and theories.
• Understand different types of organisation.
• Design plant layout and product design
• Analyse by using work study methods
• Evaluate process by using different methods

Course Title: Robotics:
• Describe the automation and brief history of robot and robot terminology.
• Analyse the manipulator design including actuator, drive, sensor issues and robot motions.
• Evaluate the coordinate system, kinematics, dynamics and Jacobin for robot
• Explain Selection of robots for various applications in manufacture.

Course Title: Plant Layout and Material Handling:
• Understand various techniques and tools of layout planning, Engineering practice.
• Apply the concepts for effectively running an organization.
• Apply the concepts in integration of material handling systems.
• Design a system, component, or process to meet the desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
• Understand the engineering and management principles and apply them in project and finance management as a leader and a member in a team.
• Recognize the need for, and an ability to engage in life-long learning.

Course Title: Production Planning and Control:
• Understand the objectives, functions, elements, types of production planning and control.
• Analyse the importance of techniques, functions of forecasting and inventory management systems for proper utilisation of 3-M.
• Acquire knowledge on routing, scheduling and dispatching techniques
• Illustrate the application of computers in PPC.

Course Title: Renewable Energy Sources:
• Demonstrate various non-conventional sources of energy like wind, geothermal energy etc.
• Acquire the knowledge of modern energy conversion technologies.
• Understand the working of various direct energy conversion systems and their applications.
• Describe solar radiation and energy collection.

Mechanism of communication:
• The PO’s, PSO’s and CO’s are all published on the college website.
• Faculty shares their respective COs with the other faculty of the department. Ideas and suggestions are exchanged. Any modification, if necessary are made and changes are done accordingly.
• The formulated COs are communicated to the stake holders through handouts.
• While dealing with each topic, the faculty checks for the attainment of the CO. The same is evoked from the students.
• Awareness about outcome based education is created by distributing informative handouts to parents during Parent Teacher Meeting.
• Alumni meets are conducted twice a year. During these meetings, outcome based education is discussed with the respected alumni and suggestions for improvements are encouraged.

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

Response:

The accomplishment of effective program outcomes, program specific outcomes and course outcomes becomes fundamental for the successful running of an educational institution of any sort. To ensure the same, the institution follows the system of evaluation.
• The internal examinations i.e MID I and MID II are formulated keeping this in mind. The question papers are therefore mapped used the Course Outcomes and Blooms Taxonomy.
• Each midterm examination comprises of a total of 25 marks. These marks are distributed in a manner that each section tests the understanding of the topic by the student in depth. Accordingly, 10 marks are allotted for descriptive answers, 10 marks or objective answers and 5 marks for assignments.
• The subsequent targets for the students in relation to these examinations are set by the corresponding faculty based on the evaluation of previous year’s results.
• The evaluation is rigorous. It is done by adjoining the marks acquired by the students to their corresponding Course Outcomes. The marks of descriptive questions as well as objective questions are considered.
- Out of the total weightage, mid I and mid II performances are considered to account for 25%. The remaining 75% weightage is given to the end exam marks (TEE).
- The college follows a process of teaching that urges the teachers to design, deliver and assess. Upon receiving the syllabus from the university, the teachers design the curriculum in a way best suited for the students. They then follow a variety of teaching methods to successfully deliver the said curriculum to the students in a way that they can understand the same. After delivering the syllabus, the teachers conduct examinations to assess this understanding. Based on their individual analysis of every student, they decide whether or not they need to modify their way of communicating with the said student. The ones who seem to require more attention than others are offered remedial classes to help with their academic performance.
- This process of providing additional support to the ones in need comes under the program of plan, do, check and act. Similar to design, deliver and assess program, the PDCA additionally helps those in need by providing the extra academic support from the teachers. This is done by assessing the average marks obtained by the students in their mid terms.
- For each program, program specific and course outcomes are arrived at, after above mentioned steps are taken. After strict adherences to the above procedures, the college can provide outcomes. These outcomes are then closely analyzed by subject experts to incorporate any changes that are required in their way of teaching to better the students’ performance. Using this procedure, teaching plans are finalised and necessary changes/modifications are notified to the university. We at HITAM strive our best to ensure that our teachers and faculty deliver to the best of their capabilities to enable the students to receive the very best of their course and program outcomes.

### 2.6.3 Average pass percentage of Students

**Response:** 75.99

<table>
<thead>
<tr>
<th>Description</th>
<th>Document</th>
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</thead>
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<tr>
<td>Total number of final year students who passed the university examination</td>
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</tr>
<tr>
<td>Response: 212</td>
<td></td>
</tr>
<tr>
<td>Total number of final year students who appeared for the examination</td>
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<tr>
<td>Response: 279</td>
<td></td>
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</table>

**File Description**

Institutional data in prescribed format

**View Document**

### 2.7 Student Satisfaction Survey

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

**Response:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database of all currently enrolled students</td>
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<td><strong>View Document</strong></td>
<td></td>
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</tbody>
</table>
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

Response: 44.25

3.1.1.1 Total Grants for research projects sponsored by the government/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)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants (INR in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>18.5</td>
</tr>
<tr>
<td>2015-16</td>
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<tr>
<td>2014-15</td>
<td>0.6</td>
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<tr>
<td>2013-14</td>
<td>0.6</td>
</tr>
<tr>
<td>2012-13</td>
<td>0</td>
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</tbody>
</table>

File Description
Document
List of project and grant details
View Document

3.1.2 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.04

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

Response: 6

File Description
Document
List of research projects and funding details
View Document

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 a vision to nurture new ventures in the ever developing areas of Computer Science, Electrical, Electronics and Communication and mechanical Engineering, we at HITAM have started an Incubation Centre. Focusing on providing support to the many companies (start-ups and/or well established), the
centre mainly aims at fostering innovative research and entrepreneurial activities in the above mentioned technological and engineering based areas. Providing a suitable platform for enthusiastic entrepreneurs, the centre helps convert their inventive ideas into high quality student projects.
The programs under this incubation centre are mainly divided into three categories:

Mentoring
The mentoring cell supports and encourages the students to maximize their learning potential. They are individually motivated to develop their personal skills.

Entrepreneurial Promotion /Awareness Programs
This set up introduces young budding dreamers to entrepreneurship. Enhancing their creativity, innovation and self-confidence, the endeavors they undertake are encouraged.

Technical Training
Technical training includes technology applications, products, sales, service tactics and more. These technical skills are very job-specific and are transferable unlike soft skills. As a result, students become independent and eligible for formal funding support.

EPICS:
• Empowering students to work with local service organizations, this program helps them in applying their technical knowledge to implement solutions for unique challenges of the community.
• The EPICS program combines engineering with community service in four categories of community improvement effort:
  • Access and Abilities - helps the students to enable adaptive services, clinics for those in need (such as children with disabilities), programs for adults and assistive technologies.
  • Education and Outreach - strives to help young students discover the benefits of science, math, technology and engineering for their future. Many projects give students hands-on experiences in order to stimulate their interests in those fields.
  • Environment - Many EPICS projects address new ways of producing electricity and energy, recycling and the use of renewable energy sources.
  • Human Services - Owing to their ultimate goal of Human Services, EPICS projects allow students to find connections between engineering and the requirements of the community to develop. This includes homelessness prevention, affordable housing, family and children agencies, neighborhood revitalization and local government.

IEEE Chapter:
IEEE is the world’s largest professional association dedicated to advancement of technological innovation for the benefit of humanity. IEEE and its members inspire a global community through its highly cited publications, conferences, technology standards, and professional and educational activities.

IEEE-WIE:
Women in Engineering (WIE) is the largest international professional organization dedicated to promoting women engineers and scientists. The mission of IEEE WIE is to facilitate the recruitment and retention of women in technical disciplines globally. IEEE WIE envisions a vibrant community of IEEE women and men collectively using their diverse talents to innovate for the benefit of humanity.

The Following are Events being conducted by IEEE:
• EPICS EXPO-2016
• IEEE Women’s Day on 9th March-2016.
• Palle Srujana and Projects Expo-2016
• IEEE Day celebrations on 6th October-2015.
• IEEE day on 6th October-2014
• STAR PROGRAM- 2014
• Industrial visit on -2014.
• WIE CONGRESS -2013
3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 45

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

<table>
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3.3 Research Publications and Awards

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

**Response:** Yes

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

**Response:** Yes

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

**Response:** 0.14

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years
### 3.3.4 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:** 0.03

#### 3.3.4.1 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

<table>
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<tr>
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### 3.4 Extension Activities

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

**Response:**

The institution gives great importance to the betterment of the community and giving back what it gets. To instill vital morals in all its students, the institution focuses on sensitizing the students to social issues and holistic development. To execute this vision, several clubs, societies, events and activities are planned.

**SAHAYA:**

A non-profitable society started by the students in the year 2008. With a mission to impact the lives of underprivileged children by enabling them to maximize their potential and change their lives, Sahaya works primarily in the field of education.

“Sahaya” aspires to provide each student with a strong educational foundation in English, Mathematics and basic computer knowledge. “Sahaya” encourages children to dream but more importantly, aspires to empower them to deliver their dreams.

Activities under “Sahaya” are:
• General Awareness
• Science fair
• “Sahaya” Art world
• “Sahaya” Sports
• Personality Development
• Cultural

The students prepare for their sessions with the children and take classes with them that are way different from their regular classes. Interaction with the kids in their style of communication gives the students a chance to create special attachments and bonds.

Yoga and Meditation:
For keeping stress at bay and for enabling the students and faculty to overcome the potential stress associated with life, the Institution organizes physical exercise and yoga sessions which are mandatory for all the students and faculty. It helps them maintain the harmony of the body and spirit. It also increases attention span, improves memory and sharpens the focus of the students. It is also prolific for stress reduction, and emotional wellness.

Yoga Classes are conducted by Mr. Dattatreya and Mrs. Srilatha from Namaste India Foundation (Namaste India School of Yoga)

Some benefits of this programme are:
• De-stresses students
• Increases Sharpness and concentration
• Increases Strength
• Health benefits
• Increases Flexibility and weight management
• Academic Brain Advancement
• Improves Memorizing Power
• Increases Focus

Affinity Clubs:
The institute has promoted the formation of affinity clubs that are essential to bring like-minded individuals together and enhance their interpersonal skills by fostering team spirit. Students choose clubs that appeal to them and enroll as members. Senior faculty members facilitate these group events and guide the members in the conduct of various co-curricular and extracurricular activities aligned to the theme chosen by each group. These group activities provide the students with a platform to shed their inhibitions, become more self-driven and express themselves confidently in a forum. Some of the clubs formed are
• Events Club – to organize events at campus. Students who are enthusiastic in event management naturally become members of the club.
• Social service Club-Sahaya movement – Initiatives to serve society and organizing blood donation camps etc are carried out by the members of this club.
• Cultural Club – Simple traditional day to the college cultural fest are taken up by Cultural club.
• Communication Club – Takes role of spreading communication on happenings at HITAM.
• Technical Club – Work together to participate in hackathons and other technical competitions.
• Eco-Friendly club – Activities like distributing clay idols in place of plaster of parries are taken up by Eco friendly club.

3.4.2 Number of awards and recognitions received for extension activities from Government/recognised bodies during the last five years
Response: 15

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

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</table>

File Description
Number of awards for extension activities in last 5 years

Document
View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 15

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

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</table>

File Description
Number of extension and outreach programs conducted with industry, community etc for the last five years

Document
View Document

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: 0.34

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
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: 102

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

<table>
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<tr>
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<td>32</td>
<td>5</td>
<td>9</td>
<td>6</td>
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</tbody>
</table>

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

Response: 25

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

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<thead>
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<tr>
<td>Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years</td>
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</tbody>
</table>
### Criterion 4 - Infrastructure and Learning Resources

#### 4.1 Physical Facilities

<table>
<thead>
<tr>
<th>4.1.1 The institution has adequate facilities for teaching-learning. viz., classrooms, laboratories, computing equipment, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
</tr>
<tr>
<td>The building is constructed with the Green Building concept. Equipped with cooling towers which lower the temperature of the rooms inside, the college is complete eco-friendly. Natural lighting and ample air are provided to the students making their academic atmosphere completely organic and enriching their learning experience. The Classrooms are spacious, well built and heavily facilitated. Sixteen of the classrooms are equipped with technology such as projectors, wireless microphones, sound systems, marker boards. Minimum electricity is consumed by classes as light and air is naturally available. The central library is stacked with the necessary books pertaining to the syllabus as well as extra reference material. The students are permitted to borrow books as per the book bank scheme and as required. Online resources that provide access to e-journals, e-magazines and research papers are made available to the students to update with the latest findings and studies. Students are also encouraged to watch NPTEL videos for enhancing the learning. Library hours are allotted to each class so that students have easy access to browse, read and borrow books. Wi-Fi and LAN facilities are provided and internet for the students for instant accessibility of knowledge is issued. This allows students to surf the internet for academic purposes such as researches, doubts, project work and more. The access however is monitored. The laboratory is furnished according to statutory norms. Keeping the curriculum in mind, the laboratory is equipped with resources for necessary procedures designed to dispense the practical knowledge of students for a hands on experience. All safety measures are taken. Lab assistants are present during all sessions to provide necessary support. The labs are maintained in clean and hygienic manner. Each department is equipped with sufficient number of computers. The teachers are given access these computers. This makes all communication between departments, within departments and between student and teacher digital allowing easy access. All departmental labs are installed with the prescribed software. Several other facilities such as the seminar hall, conference hall, libraries and more are made available to the students to encourage them to participate in all events. These facilities are provided with a vision to help students develop their academics and career through skill enhancement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
</tr>
<tr>
<td>The institution utilizes a lot of its resources to provide an environment to its students where they are encouraged to indulge in sports and extra-curricular activities. This ensures a holistic development and an all-rounded personality. Students are trained in sports under the guidance of qualified and specialized coaches. Every week, one hour is allotted for the sports in the time table thus enabling the students to pursue sports. The students utilize these hours constructively to develop their physical skills as well as explore their interests to find</td>
</tr>
</tbody>
</table>
their passion. Regular training is provided to those students who show extraordinary skills in different sports. These students are selected through selection trials. They are trained and encouraged to participate in various level of competition including intra college events, inter-university events, national events and international events. Intra-college events are also organized by the college to encourage students to participate. Track suits and all sporting gear are provided to the students for major events. All the Participants are awarded with participation certificates. Winner and runners-up teams are duly rewarded with shields and certificates.

ACHIEVEMENTS IN SPORTS:
15 of our students are representing the university in various sports events.
• Winners - JNTU Zone-A Volley Ball (Men)
• Winners - Centre Zone Volley Ball (Men)
• Winners - Inter-college Football (Men)
• Winners - Inter-college Basketball (Women)
• Winners - Inter-college Volley Ball (Men)
• Winners - BITS Pilani South Indian inter-engineering college Volley Ball
• Runners-Up - IIT Hyderabad South Indian inter-engineering college Volley Ball
Inter-college tournaments and inter-class tournaments are also conducted.

OUTDOOR GAMES
Name of the game Number of courts Area of the each ground
Volley ball 4 20m x 25m
Basket ball 1 30m x 25m
Mini foot ball 1 30m x 25m
Shuttle 2 20m x 20m
Throw ball 1 13m x 15m
Cricket nets 4 20m x 20m

YOGA CLASS
Yoga classes are conducted for the faculty and students by expert yoga trainers. Separate trainers are provided for ladies and gents. One male trainer and one female trainer are recruited from Namaste India foundation (Namaste India school of yoga). Every week 2 hours are scheduled for yoga classes.

CULTURAL ACTIVITIES
The college believes in all-round development of its students. It constantly encourages them to take part in extra-curricular activities to spark their interests and cultivate leadership qualities as well as team spirit. Every year the college conducts cultural programs to make this happen.
Two open air theatres are allotted for conducting different types of cultural programs. 50-100 students actively participate in these events. Activities conducted include dance (solo and group), ramp walk, singing, pot breaking and tradition day etc.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc
Response: 64

4.1.3.1 Number of classrooms and seminar halls with ICT facilities
Response: 16
4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 36.63

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

<table>
<thead>
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<td></td>
<td>40</td>
<td>525</td>
<td>7.5</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>

4.2 Library as a Learning Resource

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

Response:

The college library follows set norms of the competent authorities. The library of the college has special designated areas for normal use as well as for reading. Approximately 30,000 volumes are available. A dedicated staff helps the students find the necessary titles. The books are indexed, categorized according to programs and subjects and arranged alphabetically. The software contains details about the author’s name, title and publishing house. Upon an enquiry, the librarian searches in the software and helps the students locate the book.

The library follows the book bank scheme. With this, the students are able to borrow books for the entire length of a semester so as to help them study. All books are bar coded and a reference ID is given. The issues and returns are also digitized.

Name of the ILMS software - HITAM AUTOMATION

Nature of automation (fully or partially) - Fully

Version - 1

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

The HITAM library is constantly stocked with rare and special literature for the benefit of its students. The faculty go to conferences, attend workshops and fairs where they pick up material that they believe will be useful. This allows for the college to create a collection of rare books, manuscripts and special reports.

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<thead>
<tr>
<th>S.No</th>
<th>Author</th>
<th>Title</th>
<th>Cost</th>
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<td>Penguin books</td>
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<td>Strickland, William &amp; Vince reuse</td>
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<td>Srikumar Rao</td>
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212 RDM Retaining your best people Rs.395
213 Harvard business Managers tool kit Rs.495
essentials
214 Mark morgan; levitt Executing your strategy Rs.995
Raymond & malak, William
215 Lafley A.G & Martin Playing to win how strategy really works Rs.995
Roger L
216 Cabane, Olivia fox The charisma myth Rs.499
217 Gurucharan Das The difficulty of being good Rs.699
218 Eric Schmidt, Google Rs.650
219 Rashmi bansal Arise, awake Rs.200
220 Debasish chatterjee can you teach a zebra some algebra Rs.245

4.2.3 Does the institution have the following:

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

A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above

Response: A. Any 4 of the above

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
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<tbody>
<tr>
<td>Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.</td>
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</table>

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)
Response: 12.5

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

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<td>2012-13</td>
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File Description | Document
--- | ---
Details of annual expenditure for purchase of books and journals during the last five years | View Document

4.2.5 Availability of remote access to e-resources of the library
Response: Yes

File Description | Document
--- | ---
Details of remote access to e-resources of the library | View Document

4.2.6 Percentage per day usage of library by teachers and students
Response: 9.35

4.2.6.1 Average number of teachers and students using library per day over last one year
Response: 145

File Description | Document
--- | ---
Details of library usage by teachers and students | View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:

College aims at providing the futuristic facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the institution frequently updates its IT facilities to provide its students with the best of facilities.
16 Classrooms have been equipped with LCD projectors and most of them are supported by audio visual systems.
The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the
campus activities. The college is facilitated with 469 computers that are accessible to the students as well as the teachers for academic and co curricular purposes. Printers are arranged in the office, staffrooms, library, exam branch and laboratories.

Wi-Fi is available at various labs and staff rooms. Students are given limited accessibility to this facility. The borrowing of books in the library is digitized. Each book has its own unique barcode and so does every student’s ID card. These two are input in the system while borrowing a book. This allows for easy tracking of books in the library.

The marks attained by each student after every examination is updated on the automated system. This allows the students to review the marks being forwarded to the university and report any mistakes that might have been made.

Information about upcoming events is available on the website. This information includes the time and date along with details about the event. Following the completion of the event, pictures and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs being conducted in college as well.

For easier communication, circulars including important notices to students and parents are also posted online. The academic calendar as well as the course information is also updated in the beginning of every academic year.

The technology at college is constantly updated.

### 4.3.2 Student - Computer ratio

**Response:** 3.04

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<td>Student - Computer ratio</td>
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### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

- **<=5 MBPS**
- **5-20 MBPS**
- **20-35 MBPS**
- **35-50 MBPS**

**Response:** >=50 MBPS

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

Response: Yes

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<tr>
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<td>Facilities for e-content development such as Media Centre, Recording facility, LCS</td>
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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: 5.09

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<tbody>
<tr>
<td>Details about assigned budget and expenditure on physical facilities and academic facilities</td>
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</table>

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:

LABORATORY

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

Procedure for installation of new machinery or software

- Inquiry is made based on the requirement
- Quotations are compared and best suitable is selected and recommended in order of preference.
- Purchase order is raised
- Machinery or software is received by respective departments.
- Preferred location is identified for installation and computer specifications are identified for making the required software compatible.
- Installation is done in the lab area in the presence of the concerned lab in-charge.
- Demo is delivered by the vendor to the lab in-charge and lab technicians for proper utilization.
- Following the demo, the lab in-charges and lab technicians practically carry out the respective
experiment and take necessary readings and run the software. This is done in the presence of the Head of the Department to ensure proper working of the equipment procured before the students use it.

- Lab-in-charges record the details of consumable and non-consumable equipment in respective registers.
- After receiving verification from the HoD, the same is duly attested by the Principal.

Utilization
- With respect to the time table, the students conduct experiment in their assigned labs with assistance and supervision from the lab-in-charges and lab technicians.
- Consumable and non consumable materials registers are updated periodically.
- Regular cleaning of the machines is done by the support team in the presence of lab technicians. This cleaning is monitored by the lab technician concerned and is recorded in a check list.
- Fire Safety equipment is maintained in labs as precautionary measure.

Maintenance
Before the commencement of the academic year, a lab audit is conducted and a report on the requirement of new equipment, replacement of the old equipment and modernization of machines/software is prepared along with requirement of consumables, non-consumables as per the university guidelines to conduct experiments. Regular inspection of machines is organized.

The following is displayed on the notice board of the lab.
- List of experiments
- List of equipment
- Student roll number along with batch number
- Timing of lab hours
- Lab in-charge name, lab technician’s name
- Phone numbers of emergency for medical assistance
- Safety precautions
- Lab rules.

In case of breakdown of equipment, the same is recorded in the breakdown register duly attested by the HOD pending rectification.

LIBRARY
Procurement of learning resources :
- The librarian recommends the list of learning resources to be procured
- Systematic effort is put into stocking the Library. This is done so by careful identification, evaluation and selection for the students’ convenience.
- Any book, journal, online database or any learning resource is added only after selection process by subject experts.

Procedure of procurement of Books/Reports :
Initiation of Acquisition:
Concerned faculty recommends books to be procured in their respective subjects. Students also recommend books based on their requirement. These requirements are endorsed by the concerned faculty member.

Invoice Processing:
All indents made by the faculty are routed through the Principal to the Chairman for approval. The order is made online, by print or via email depending on the convenience of the library and accessibility. Purchase Orders are issued by the librarian. Reliable vendors are chosen based on their response to queries, availability of books and adherence to terms and conditions. Vendor panel is updated from time to time based on performance.

Accessioning:
Entries are made in the bill register at the security point of the college. Bills together with the books are sent to Library. The details of the Invoice and books are made in the Accession Register and accession
Classifying:
As per the Dewey Decimal Classification (DDC) schedule books are classified and class numbers are assigned.

Cataloguing:
Bibliographic Details of each book is entered into Cataloguing Module database according to AACR2 (Anglo–American cataloguing rules) Standards.

Processing books:
Stamping – Library Stamp is put on the backside of the title page, on secret page and on the last page. Bar Codes and Round labels are pasted on the title page and are laminated with Cello tape. Due Date Slip and book cards are prepared. New arrivals are sent to New Additions Rack, Reference Section or Reserve Shelf.

Circulation Policy:
• Two library cards are provided to each student
• He/she can borrow one book on each card. Borrowing period is 15 days.
• As per the student's academic need, third library card can also be issued i.e. SPECIAL CARD by the recommendation of concerned dept. HOD for the complete semester.
• Renewal is allowed, if there is no demand for the same book, from other readers.
• For late submission of books, cards would be held up for the period of delayed no. of days.
• If the books are lost or damaged, the borrower has to replace a new copy of the same.
• Two Old-Journals/Magazines shall be issued for 8-days.

Library Rules & Regulations:
• Students are instructed to maintain silence in the library premises.
• The college Library works on all working days between 9.00 am to 6.00pm.
• Two books will be issued to each student at given time.
• Books should be returned on or before the due date. For late submission of books, cards would be held up for the period of delayed no. of days.
• One renewal is allowed, if there is no demand for the same book, by other readers.
• Students are advised to check carefully the physical condition of the book before it is issued. Once the book issued he/she will be responsible to return the book in good condition.
• If the books are damaged, the librarian will not accept the return. If the books are lost or damaged, the borrower has to replace a new copy or pay double the prevailing cost in the market along with postal charges of Rs. 10/-.
• Reference books such as Dictionaries, Encyclopedias, Yearbooks, Current Journals, Project Reports, Text books with a marking ‘REFERENCE’ etc. will not be issued to carry outside the library.
• Students are advised not to bring their personal belongings & books in to the Library, except a note book for making notes.
• In case of any difficulty at the library, the students are welcome to seek the assistance of the Librarian.
• Identity Card is compulsory for getting access to the library.
• Books removed from the shelves by readers, if not required for reference, are to be kept on the book trolley or on the table nearest to them.
• The newspaper(s) should be used properly after reading and kept back in the designated place.
• Books Borrowed should be protected from RAIN, DUST, INSECT, etc.
• All the students are required to bring three copies of their recent photographs (2-Stamp size and 1-Passport Size) along with the Fee Receipt while applying for Library membership.
• All the students who want to return the books issued on their names are advised to wait until the books are shown as cancelled against their names.
• The Issued book should be entered in the Book Issued Register at the checkpoint before taking out the
Library Advisory Committee (LAC)
Composition:
The composition of this Committee is as follows:
Chairperson: Principal
Members: One faculty and 2 Students from each Department (HOD to propose panel names from their respective departments)
Secretary : Librarian Shall be the Head/Secretary of LAC
Entire staff of the Library participates in the meeting to provide required inputs
The function of the Library Advisory Committee is to support the functioning of the library so that it facilitates the library development plans by advocating the library development activities with the management. It is to act as a channel of communication and dialogue between the Library and its users. The Committee’s main objective is to bridge the gap between the Library, the academic fraternity and the institute management. The Library Advisory Committee (LAC) is to be constituted by the Head of the Institution (Principal).
CLASSROOM
The environment of students when they study plays a pivotal role in their performance. It therefore becomes extremely necessary to provide them with a surrounding that is peaceful, comfortable and spacious. The college takes necessary steps to make this possible.
Utilization
• Before the commencement of the academic year, depending on the intake of students, head of departments propound the requirement of classrooms to the Principal.
• The classroom allocation is done by the Principal and the HoDs in a meeting and the same is communicated to the faculty and students of the respective departments.
Maintenance
• The benches and windows are cleaned and mopping of the class rooms is done everyday.
• In case of any damage to the projector, internet or the audio systems, the class mentor brings it to the notice of the HOD by registering the problem in the breakdown register. The necessary follow up is done by the department and steps are taken to fix whatever is broken.
SPORTS
A sports committee is created to handle the matters and concerns related to sports. This committee consists of students as well as concerned faculty. A meeting is held on the last Friday of every month to discuss matter. Issues like the following are discussed in these meetings:
• Financial - Budget preparation, allocation of budget
• Organization - planning, executing and conduct of competition
Procurement process
The college requires sporting gear for all the sports practiced. It follows the given procedure to procure the same:
• A list of the required sports equipment is prepared by the concerned department for each academic year separately.
• The formulated requirement proposal is submitted by the committee to the concerned authorities.
• A copy of the same list is also submitted to the principal for further approval from the chairman.
• On approval, a purchase order is placed to a supplier.
• On receiving the materials, the same are entered in the stock register after verification of the invoice with material supplied.
Utilization process
• Students are permitted to play only during the sports hours and to practice for any competition.
• Students are permitted to utilize and take sports material with prior notice to the Physical Director. They
must enter the details of material in the register.
• The concerned authority makes a note on return of the same in the register.
• In case of any damage observed, the same is recorded in the register pending further action.
A first aid box is always available for the students in case of any emergency. Sign boards of nearby hospitals and phone numbers of ambulances are also displayed to encounter any difficulty effectively.
**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:** 61.48

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<tbody>
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<td>782</td>
<td>867</td>
<td>862</td>
<td>949</td>
<td>957</td>
<td></td>
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</tbody>
</table>

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

**Response:** 3.26

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<tr>
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<td>57</td>
<td>31</td>
<td>13</td>
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</table>

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above
B. Any 6 of the above
C. Any 5 of the above
D. Any 4 of the above

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

<table>
<thead>
<tr>
<th>File Description</th>
<th>Document</th>
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</thead>
<tbody>
<tr>
<td>Details of capability enhancement and development schemes</td>
<td>View Document</td>
</tr>
</tbody>
</table>

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

**Response:** 100

**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**

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<table>
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<th>Document</th>
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<tbody>
<tr>
<td>Number of students benefited by guidance for competitive examinations and career counselling during the last five years</td>
<td>View Document</td>
</tr>
</tbody>
</table>

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

**Response:** 23.54
5.1.5.1 Number of students attending VET year wise during the last five years

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<td>Students</td>
<td>600</td>
<td>400</td>
<td>350</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Response: Yes

5.2 Student Progression

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

Response: 31.87

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

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<thead>
<tr>
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<tbody>
<tr>
<td>Students</td>
<td>155</td>
<td>132</td>
<td>118</td>
<td>79</td>
<td>61</td>
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</tbody>
</table>

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

Response: 13.98

5.2.2.1 Number of outgoing students progressing to higher education

Response: 39

File Description

Details of the students benifitted by VET

View Document

Details of student grievances including sexual harassment and ragging cases

View Document

Details of student placement during the last five years

View Document
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/ TOFEL/ Civil Services/State government examinations)

Response: 100

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

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</thead>
<tbody>
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<td>Students</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>19</td>
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5.2.3.2 Number of students who have appeared for the exams year wise during the last five years

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<tbody>
<tr>
<td>Students</td>
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<td>10</td>
<td>8</td>
<td>6</td>
<td>19</td>
</tr>
</tbody>
</table>

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: 51

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

<table>
<thead>
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<tbody>
<tr>
<td>Awards</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>14</td>
<td>3</td>
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</tbody>
</table>
5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The student council is formed on nominations. Academic toppers are made ex officio members and the others are nominated by the respected faculty. For certain criteria input of the students is also taken. The student council ensures the communicating student voice to the organization. They provide the necessary input required by the management as they are directly connected. They are given the duties of decision making, event organization and coordination amongst many other roles.

HITAM - COMMITTEES - 2017-18

1 Anti Ragging Committee
Institution Nominees
1. Dr. S.V.S. Ramakrishnam Raju - Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE - HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohit - ECE HOD
6. Dr. P. Ila Chandana Kumari - CSE HOD
7. Prof. Subramanyam- H&S HOD
8. Mr. Surendrareddy - Lead EEP
9. Mr. M. Rajeshwar - Lead TLP
10. Mrs. S. V. Devika - Lead R&D

Student Nominees
1. G. Sai Manikanta – MECH III -(15E51A0338)
2. J. N. S. Vivek – MECH III -(15E51A0347)
3. E. Sowjanya – MECH III -(15E51A0332)
4. Lalith Kumar – MECH III -(15E51A0353)
5. Lavanya – ECE II - (16E51A04A7)
6. Krishna Teja – MECH II -(16E51A0303)
7. Sirisha – EEE II - (16E51A0235)
8. Abhishek – CSE – II (16E51A05A2)

2 Discipline Committee
Institution Nominees
1. Dr. S.V.S. Ramakrishnam Raju – Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE – HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohitt - ECE HOD
6. Dr. P. Ila Chandana kumari - CSE HOD
7. Prof. Subramanyam - H&S HOD

Student Nominees
1. Nagendra babu - ECE - IV (14E51A0432)
2. Manikanth reddy - ECE - IV (14E51A0437)
3. Ankith Rathi - MECH - III (15E51A0309)
4. Aravind - MECH - III (15E51A0344)
5. Venkat Sai - EEE - III (15E51A0210)
6. Shiva Raj - EEE - III (15E51A0229)
7. P. Jayanth - CSE - III (15E51A0539)
8. Bharani - CSE - III (15E51A0585)

3 Academic Committee
Institution Nominees
1. Dr. S. V. S. Ramakrishnam Raju – Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE – HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohitt - ECE HOD
6. Dr. P. Ila Chandana kumari - CSE HOD
7. Prof. Subramanyam - H&S HOD
8. Mr. K. Suresh - EEE – Coordinator
9. Mr. P. Sai Chandu - MECH - Coordinator
10. Mrs. K. Bindu Madhavi - ECE – Coordinator
11. Mr. S. Pratap Singh - CSE - Coordinator
12. Mr. R. Uma Maheswara Singh - H&S – Coordinator
13. Mr. Surendra reddy - Lead EEP
14. Mr. M. Rajeshwar - Lead TLP
15. Mrs. S. V. Devika - Lead R&D

Student Nominees
1. K Hunaina MECH III - (15E51A0348)
2. T Sri Yeswanth CSE IV - (14E51A0585)
3. Y Rohith Bharadwaj MECH III - (15E51A0392)
3. Akasah Guptha CSE IV - (14E51A0501)
4. Bharani Potlaabathini CSE III - (15E51A0585)
5. Jojo Joseph CSE III 15E51A0540
6. Jayaanth CSE III 15E51A0539
7. Aanitha Sahu CSE IV - (14E51A0580)
8. Rajput Ravinder Singh ECE III - 15E51A0488
9. Aisshwwarya Gopakumar ECE III - 15E51A0402
10. Kothamasu Bhaagyasree ECE III - 15E51A0451
11. R Sai Priya CSE III - 15E51A0591
12. Shivaraj EEE III - 15E51A0229

4 Grievance & Redressal Committee
Institution Nominees
1. Dr. R. R. N. Chowdary - Director Evaluation
2. Prof. Subramanyam - H&S HOD
3. Dr. P. Pushpendar Rao - CSE - Professor
4. Mrs. Meezab Unnisa – HR
5. Library Committee
   Institution Nominees
   1. Mr. P. Narayana Rao – Librarian – Committee Incharge
   2. Mr. S. V. Satyanarayana – EEE – Asst. Prof
   3. Mr. T. Raghavendra Gupta – CSE – Assoc. Prof.
   4. Mr. R. Umamaheswara Singh – H&S Coordinator
   5. Mr. Singaiah – MECH - Asst. Prof
   Student Nominees
   1. Sakunthala Vegunta ECE IV (14E51A0461)
   2. Kothamasu Bhagya Sree ECE III (15E51A0451)
   3. Komatti Divya Sri ECE II (16E51A0453)
   4. Sahu Anita Kumari CSE IV (14E51A0580)
   5. JoJo Joseph – CSE III (15E51A0540)
   6. G Prasanna Kumar – EEE
   7. Desaraju Ram Sameer – Mech
   8. K Hunaina – Mech III (15E51A0348)
6. Women Protection Cell Committee
   Institution Nominees
   1. Mrs. Vanaja Reddy – Committee Incharge
   2. Mrs. Bindumadhi – ECE
   3. Ms. Hemalatha – Mech
   4. Mrs. Swathi – CSE
   5. Ms. Madhavi – EEE
   5. Mrs. Meezab Unnisa – Ops Coordinator
   Student Nominees
   1. Hunaina Mech III (15E51A0348)
   2. Lasya Mech III
   3. Jhansi EEE III (15E51A0208)
   4. K Arthi Reddy II EEE
   5. Vijetha ECE III (15E1A0458)
   6. K Pooja ECE II
   7. Sai Priya CSE III (15E51A0591)
   8. K Divya II CSE A
7. Canteen Committee
   Institution Nominees
   1. Mrs. Meezab Unnisa – Ops Coordinator – Committee Incharge
   2. Mr. Yakub – ECE Dept
   3. Mr. Ashok – CSE Dept
   4. Ms. Srilatha – H&S Dept
   Student Nominees
   1. Y. Rohit Bharadwaj – MECH – III (15E51A0392)
   2. Y. Naga Vivek – MECH – III (15E51A0347)
   3. Y. Sai charanreddy – CSE- III (15E51A05C0)
   4. B. Harsha vardhan reddy CSE - III (15E51A0508)
8. Transport Committee
Institution Nominees
1. Mr. Abhinesh – Committee Incharge
2. Mr. A. Chandra Sekhar Reddy
3. Mr. Sivaraj
4. Mr. Morrish Kumar
5. Mr. U. Muralidhar
6. Mr. Yogeshwar Rao
7. Mrs. B. Annapurna
8. Ms. R Naresh Kumar
9. Mr. Thambi Joseph
10. Mrs Sravani M
11. Mr. T. Sreenivasulu
12. Mr. Rajeswar

Student Nominees
1. G. SRIKAHAR - MECH II (16E51A0309)
2. Ashutosh K - ECE II (16E51A0408)
3. SAI KIRAN GOUD - MECH III (15E51A0330)
4. SAI KIRAN - CSE III (15E51A0559)
5. D. Nagendra - CSE III (15E51A0527)
6. ABHILASH - CSE II (16E51A0580)
7. L. RAKESH - MECH III (15E51A0362)
8. P Srivastava - CSE II (16E51A0583)
9. K Prudhvi - ECE II (16E51A0454)
10. B. SIMON - MECH
11. A. GOPI - CSE II (16E51A0507)
12. GVS YESHWANTH - EEE III (15E1A0210)

9 Sports Committee
Institution Nominees
1. Mr. Veera Reddy - PD – Committee Incharge
2. Mr. Yakub - ECE Dept
3. Ms. Sravani – CSE Dept
4. Mr. Siddhartha – EEE Dept
5. Mr. Rambabu – H&S Dept
6. Mrs. Yasaswini – H&S Dept
7. Mr. Venkatesh – Mech Dept

Student Nominees
1. Vishnu - CSE IV - (14E51A0547)
2. Siddhartha – CSE IV (14E51A0592)
3. Jo Jo – CSE III -(15E51A0540)
4. Deepa – CSE II -
5. Akhila – CSE IV -(14E51A0535)
6. Vikram – CSE III
7. Abhishek – Mech IV
8. Abhijeet Kumar – Mech IV (14E51A0362)
9. Jeffrin Jacob – CSE IV (14E51A0534)
10. Ajay kumar – Mech IV
11. Sibin Jose – CSE III
12. Tarun – CSE II (16E51A05C0)
5.3.3 Average number of sports and cultural activities/competitions organised at the institution level per year

Response: 2.2

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

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File Description

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</thead>
<tbody>
<tr>
<td>Number of sports and cultural activities/competitions organised per year</td>
<td>View Document</td>
</tr>
</tbody>
</table>

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 institution is extremely proud of every member of its alumni. Most of them is successful in their careers as jobs, higher education and in the field of entrepreneurship. We successfully draw on their support through Annual Alumni meets. The Alumni meets with the current batches and mentors them through the networking forums to the best of their abilities. They share their experiences, knowledge and advice the students. Through these alumni meets, a strong bond is created between the passed-out students and the current batch. Alumni share their accomplishments and their success mantra.

To keep the alumni a constant part of the functioning of the college, a portal has been created that is dedicated solely for this purpose. It allows every student that has graduated from the college to create an account. This account stores their current information about their professional life and contains their association with the college.

With the help of the portal, graduate students can post what they do in detail at their discretion. They also share their journey and personal experience in the field. They discuss the educational path chosen; the obstacles they overcame, the choices they made that benefitted them and much more. From their recent findings to their collaborations, they can freely discuss their work with the other students of the college. This helps the current batches learn from their alumni and allows them to contact them for any help...
needed. It inspires the students to see their theoretical work being used practically by someone they can relate to. They find in the alumni their mentors whom they can approach for any educational and/or personal query.

The portal is also up-to-date with all the activities of the college. All functions, events and activities are posted on the portal to give the alumni a platform to be aware of what’s happening in the college. Through this, the alumni can voice their opinions and communicate their views to contribute towards the betterment of the college. By being constantly aware they are an active part of the college.

Several guest lectures are organized where the alumni are invited to share their experience. This gives students a window of opportunity to learn from people in the working field. Those who are in fields that interest the students can be requested to help students with their projects. Many field visits are also organized to these industries hosted by the alumni.

Alumni meet twice a year. An alumni body is created to organize and regulate these meetings. The alumni are also an active part of the governing body of the college. As part of several committees, alumni make a considerable impact on the functioning of the college. Their views are respected and taken into consideration.

Including the alumni in the administrative decisions and inviting them to inspire young minds has proven to be highly beneficial as students are seen to relate to their seniors thereby helping them progress in their individual fields.

### 5.4.2 Alumni contribution during the last five years

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<tr>
<th>Category</th>
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</tr>
<tr>
<td>4 Lakhs - 5 Lakhs</td>
<td></td>
</tr>
</tbody>
</table>

**Response:** 3 Lakhs - 4 Lakhs

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

**Response:** 10

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

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<tr>
<td>Number of Alumni Association / Chapters meetings conducted during the last five years.</td>
<td>[View Document]</td>
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</tr>
</tbody>
</table>
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:

Vision
To be a University which nurtures the students with competencies to become confident about their careers and contribute to the society.

Mission
- To build capabilities of faculty for facilitating courses with innovative teaching methodology
- To enrich the programs with relevant and updated curriculum
- To progress by adopting the best practices adopt to the workforce needs as per emerging trends
- To provide Industry Interface for faculty and students to work on projects with end goal of real time knowledge

A brainstorming session was conducted that involved all the stakeholders of the institution. Management, Principal, Heads of the department, faculty, administrative staff, alumni, and the advisory bodies were invited to attend the session. An organizational development expert briefed the entire event schedule and rules. All participants were divided into ten teams. Each team was asked to visualize the levels of growth of the institution. Each level of attainment was given a time frame of three years, five years and ten years. Teams were also asked to list the Unique Selling Propositions (USPs) of the institution while catering to the needs of engineering students within the university curriculum.

Each team was asked to present its ideas with other teams and the moderator recorded all the responses. A document was prepared out of the responses recorded and submitted for the next level of refinement. Staff of the institution contacted the students to seek suggestions. Their suggestions were also taken into consideration. Everyone was involved in formation of the vision and mission of the institution, as well as the departments.

The expert in consultation with the management team proposed a draft of the vision and mission statements for the institution. The same was conveyed to all by justifying the inputs considered which were given by the stakeholders and explaining reasons why certain ideas were incorporated while others were not. Two weeks of time was given for all the stakeholders to give feedback and send suggestions on the draft of vision and mission. New comments and suggestions were considered to make changes. Frozen vision and mission statements were shared with the departments and the other stakeholders.

All activities conducted henceforth and policies that were formulated were done so keeping the vision and mission in mind. Every decision is done and the fulfillment of the vision and mission is monitored by the heads.

Everything that happens in the classroom is based on the outcomes required by individual students. The program outcome, program specific outcome and the course outcome are formulated keeping the mission statement in mind. The mission statement is written keeping the vision in mind. In this way, the classroom is interconnected to the vision and mission.

The teachers are active members in the decision making council of the college. Being the direct point of contact between the college and the students, the teachers have a better understanding of the changes required in the college. They provide their suggestions and advices which are duly respected and considered. The nature of governance of the college is dedicated to the progress of the students. The
management body is welcome to criticism and acts swiftly to address any situation.
The plans were formulated by the management. Necessary advancement is planned by experts after taking
suggestions of the current status of the college. Keeping the vision and mission in mind and after reviewing
previous goals and their success, new plans are made and executed accordingly.

6.1.2 The institution practices decentralization and participative management
The accounts department is in-charge of maintaining the budget. They manage all the sections of the
college to ensure clarity of income and expenditure. There are various budgetary requirements at the
institutional level. These include transport, career development centre, examination branch, operation,
research and development, teaching-learning process, engineering education practices, applied learning and
administrative processes.
All departments’ heads are invited to submit their carefully processed budget proposal for every academic
year with a monthly break up to the accounts department. This budget proposal is formulated after lengthy
discussions at department meetings organized by the head of the department. They arrive on a conclusive
summary after discussing the essential requirements to fulfill the needs of the department including the
budget required for student development activities like guest lectures, seminars, workshops and
conferences.
Along with this, lab-in charges are also asked to come up with a proposal of their requirements including
purchase of new equipment, repairs and maintenances, service, training and upgradation.
All proposals from various persons in charge, faculty and students are discussed in department meetings,
reviewed and forwarded to the reporting authority for further processing.
Dean and principal consolidate all the budget proposals received from the subordinates and organize a
meeting to eliminate redundancy. If the same proposal is sent by multiple departments, a discussion is
carried out to decide which department receives the budget.
Modified proposed budget combined with the budgets of all departments is forwarded for the Chairman’s
approval. The Chairman then calls the leadership team for a meeting and accounts for further refinement of
the budget. A final proposed budget including all anticipated income and expenditure prepared by the
accounts department is presented to the governing body for approval. As the document is an outcome of an
integrated approach of participative process, it is approved by the governing body. Any objections or
concerns by the members are discussed, recorded and decisions with majority of acceptance are made for
making changes in the proposals.
Approvals of budgets are communicated to all individuals who proposed them, through proper channels.
Accounts department releases funds on a monthly basis, as planned.
Through effective decentralization, the institution practices successful delegation and enhances the
productivity of the college. Through participative management, each person in-charge handles their allotted
activity and ensures its complete and constructive delivery.

6.1.2 The institution practices decentralization and participative management

Response:

The accounts department is in-charge of maintaining the budget. They manage all the sections of the
college to ensure clarity of income and expenditure. There are various budgetary requirements at the
institutional level. These include transport, career development centre, examination branch, operation,
research and development, teaching-learning process, engineering education practices, applied learning and
administrative processes.
All departments’ heads are invited to submit their carefully processed budget proposal for every academic
year with a monthly break up to the accounts department. This budget proposal is formulated after lengthy
discussions at department meetings organized by the head of the department. They arrive on a conclusive
summary after discussing the essential requirements to fulfill the needs of the department including the
budget required for student development activities like guest lectures, seminars, workshops and
conferences.
Along with this, lab-in charges are also asked to come up with a proposal of their requirements including
purchase of new equipment, repairs and maintenances, service, training and up gradation.
All proposals from various persons in charge, faculty and students are discussed in department meetings,
reviewed and forwarded to the reporting authority for further processing.
Dean and principal consolidate all the budget proposals received from the subordinates and organize a
meeting to eliminate redundancy. If the same proposal is sent by multiple departments, a discussion is
carried out to decide which department receives the budget.
Modified proposed budget combined with the budgets of all departments is forwarded for the Chairman’s
approval. The Chairman then calls the leadership team for a meeting and accounts for further refinement of
the budget. A final proposed budget including all anticipated income and expenditure prepared by the
accounts department is presented to the governing body for approval. As the document is an outcome of an
integrated approach of participative process, it is approved by the governing body. Any objections or
concerns by the members are discussed, recorded and decisions with majority of acceptance are made for
making changes in the proposals.
Approvals of budgets are communicated to all individuals who proposed them, through proper channels.
Accounts department releases funds on a monthly basis, as planned.
Through effective decentralization, the institution practices successful delegation and enhances the
productivity of the college. Through participative management, each person in-charge handles their allotted
activity and ensures its complete and constructive delivery.

6.2 Strategy Development and Deployment

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

Response:

The development of the college is a constant ongoing process. At every step, the management strives to
improve. This is made possible with the help of perspective/strategic plans that chalk out the necessary
actions to be taken to grow and develop.
The first step towards any real progress is brainstorming ideas. All stake holders of the institution are
involved in the process. Their inputs and suggestions are considered while developing the strategic plan.
The tasks are divided based on their merit and the facilities to fulfill them into three major categories.
These are formulated as lists under one year plans, five year plans and ten year plans.
Each department has progress to make, which is why every department makes its suggestion to improve
the quality of the college. Once the plans are approved by higher authority, every department is instructed
to work on their strategic plan to achieve their goal. Constant support from the corresponding departments
is offered alongside.
One such example of fine implementation of a strategic plan was the goal for 100% admissions with 25%
 improvement in student quality.
Firstly, the primary and secondary goals were decided and strategic decisions were made. Then the process of achieving this task was discussed at length and formulated. This included the start point and end points of the process. It contained an overview of exactly how the task was to be completed. Once the process was outlined, it was broken down to separate tasks. Every step of the process contained certain tasks, which these were divided to get a clear picture of what needed to be done down to every detail.

A SWOT analysis was then conducted on the department incharge of the concerned task. Their strengths, weaknesses, opportunities and threats were listed to prepare for the upcoming activity. Through the SWOT analysis, the team was able to utilise the strengths of their group, understand their weaknesses, grab the opportunities and overcome the threats. This helped the time taken to complete the task significantly and therefore SWOT analysis is one of the most important steps of strategic planning.

Once the weaknesses and threats were identified, steps were taken to overcome these challenges. A list of the weaknesses and threats was made and the possible solution to each was found. A start date and an end date were assigned to the solution along with a person incharge who was to solve this particular challenge within the given time frame.

A similar process was followed to complete the action plan of the task break up as well. Individuals were made responsible for each task and were assigned respective start and end dates. They were expected to complete their given task within the given period.

Through such a division of work, every individual was responsible for their specific task roles. This enabled them to focus solely on their assigned roles resulting in excellent outcomes. It also helped the group work as a team and overcome obstacles leading to achievement of their goals.

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:

Governing Body consists of Chairman, Member Secretary, Society Nominated Member, Society Nominated Member, University Nominee, and State Government Nominee (DTE), Industrialist/Educationalist/Technologist nominated by State Government, Principal/Director, Senior Faculty Members, Society Nominated Member, and Educationalist from the region. The body meets once in a semester in general and few more times on the basis of any ad-hoc need. Decisions like introduction of new course, closure of existing courses, construction of new blocks, enhancement of physical facilities and other initiatives for improvement of the institution are taken in the form of society resolutions in the governing body. Governing body is the ultimate authority for any decision in the institution.

Administrative set up of the institution is as per the organization chart of the organization. Governing body being the ultimate authority will have the Chairman of the society under the body. Board members are under Chairman. Principal is the academic and administrative head of the institution. Dean academics reports to principal. Heads of the department report to Dean Academics. Staff report to respective coordinators. Coordinators are under Heads of the department. There are directors, deans and leads under chairman for development activities.

Service rules have been formulated as per the guidelines of competent authorities like affiliating university and approval body (JNTUH and AICTE) and institutional values. File attached for reference. Grievance redressal cells is functional and described in 6.2.3

An yearly appraisal policy exists for promotion of the staff.

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

Response: A. All 5 of the above

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

Response:

Various committees, cells and bodies are constituted as per the norms or requirement to oversee academic and administrative operations at the institution. The list of committees is provided hereunder.

• Academic Committee
• Anti ragging committee
• Library Committee
• Sports Committee
• Canteen Committee
• Transport Committee
• Women protection cell
• RTI Committee
• SSG (Student Self Governance) Body
• Internal Quality Assurance Cell
• Intellectual Property Rights (IPC) Cell
• Grievance Redressal Cell

Members of these bodies meet as per the mentioned frequency of meetings. Most of the bodies meet weekly once. Women protection cell, IQAC, IPC, Grievance Cell and RTI committee meets twice a
semester. Higher authorities may call for meeting of any body at any time based on the need. All meetings are supported by a note taker and minutes of the meeting are recorded. Every meeting will be ended by listing out actionable items and recommendations, requests for approvals and conclusions. All actionable tasks are reviewed in the next meetings for progress. Approvals are followed up and converted into actionable items.

HITAM - COMMITTEES - 2017-18

1 Anti Ragging Committee
Institution Nominees
1. Dr. S.V.S. Ramakrishnam Raju - Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE - HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohit - ECE HOD
6. Dr. P. Ilia Chandana Kumari - CSE HOD
7. Prof. Subramanayam - H&S HOD
8. Mr. Surendra reddy - Lead EEP
9. Mr. M. Rajeshwar - Lead TLP
10. Mrs. S.V. Devika - Lead R&D
Student Nominees
1. G. Sai Manikanta – MECH III -(15E51A0338)
2. J. N. S. Vivek – MECH III -(15E51A0347)
3. E. Sowjanya – MECH III -(15E51A0332)
4. Lalith kumar – MECH III -(15E51A0353)
5. Lavanya – ECE II -(16E51A04A7)
6. Krishna Teja – MECH II -(16E51A0303)
7. Sairisha – EEE II -(16E51A0235)
8. Abhishek – CSE – II (16E51A05A2)

2 Discipline Committee
Institution Nominees
1. Dr. S.V.S. Ramakrishnam Raju – Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE – HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohit - ECE HOD
6. Dr. P. Ilia Chandana Kumari - CSE HOD
7. Prof. Subramanayam - H&S HOD
Student Nominees
1. Nagendra babu - ECE - IV (14E51A0432)
2. Manikanth reddy - ECE - IV (14E51A0437)
3. Ankith Rathi - MECH - III (15E51A0309)
4. Aravind - MECH - III (15E51A0344)
5. Venkat Sai - EEE - III (15E51A0210)
6. Shiva Raj - EEE - III (15E51A0229)
7. P. Jayanth - CSE - III (15E51A0539)
8. Bharani - CSE - III (15E51A0585)

3 Academic Committee
## Institution Nominees
1. Dr. S.V.S. Ramakrishnam Raju – Principal
2. Mr. Daniel Prabhakar – Dean Academics
3. Dr. P. Suresh - EEE – HOD
4. Dr. Raghu Ram Mohan Reddy - MECH HOD
5. Dr. Rahul Purohitt - ECE HOD
6. Dr. P. Ilala Chandana Kumari - CSE HOD
7. Prof. Subramanyam - H&S HOD
8. Mr. K. Suresh - EEE – Coordinator
9. Mr. P. Sai Chandu - MECH - Coordinator
10. Mrs. K. Bindu Madhavi - ECE – Coordinator
11. Mr. S. Pratap Singh - CSE - Coordinator
12. Mr. R. Uma Maheswara Singh - H&S – Coordinator
13. Mr. Surendra reddy - Lead EEP
14. Mr. M. Rajeshwar - Lead TLP
15. Mrs. S. V. Devika - Lead R&D

## Student Nominees
1. K Hunaina MECH III- (15E51A0348)
2. T Sri Yeswanth CSE IV -(14E51A0585)
3. Y Rohith Bharadwaj MECH III- (15E51A0392)
3. Akash Guptha CSE IV - (14E51A0501)
4. Bharani Potlaabathini CSE III - (15E51A0585)
5. Jojo Joseph CSE III 15E51A0540)
6. Jayaanth CSE III 15E51A0539)
7. Aanitha Sahu CSE IV - 14E51A0580)
8. Rajput Ravinder Singh ECE III - 15E51A0488
9. Aishhwwarya Gopakumar ECE III - 15E51A0402
10. Kothamasu Bhagyasree ECE III - 15E51A0451
11. R Sai Priya CSE III - 15E51A0591
12. Shivaraj EEE III - 15E51A0229

## Grievance & Redressal Committee
### Institution Nominees
1. Dr. R. R. N. Chowdary - Director Evaluation
2. Prof. Subramanyam - H&S HOD
3. Dr. P. Pushpender Rao - CSE - Professor
4. Mrs. Meezab Unnissa – HR

## Library Committee
### Institution Nominees
1. Mr. P. Narayana Rao – Librarian – Committee Incharge
2. Mr. S. V. Satyanarayana – EEE – Asst. Prof
3. Mr. T. Raghavendra Gupta – CSE – Assoc. Prof.
4. Mr. R. Umamaheswara Singh – H&S Coordinator
5. Mr. Singaiah – MECH – Asst. Prof

## Student Nominees
1. Sakunthala Vegunta ECE IV (14E51A0461)
2. Kothamasu Bhagya Sree ECE III (15E51A0451)
3. Komatti Divya Sri ECE II (16E51A0453)
4. Sahu Anita Kumari CSE IV (14E51A0580)
5. JoJo Joseph – CSE III (15E51A0540)
6. G Prasanna kumar – EEE
7. Desaraju Ram Sameer – Mech
8. K Hunaina – Mech III (15E51A0348)

6 Women Protection Cell Committee

Institution Nominees
1. Mrs. Vanaja Reddy- Committee Incharge
2. Mrs. Bindumadhavi – ECE
3. Ms. Hemalatha – Mech
4. Mrs. Swathi – CSE
5. Ms. Madhavi – EEE
6. Mrs. Meezab Unnisa – Ops Coordinator

Student Nominees
1. Hunaina Mech III (15E51A0348)
2. Lasya Mech III
3. Jhansi EEE III (15E51A0208)
4. K Arthi Reddy II EEE
5. Vijetha ECE III (15E1A0458)
6. K Pooja ECE II
7. Sai Priya CSE III (15E51A0591)
8. K Divya II CSE A

7 Canteen Committee

Institution Nominees
1. Mrs. Meezab Unnisa – Ops Coordinator – Committee Incharge
2. Mr. Yakub- ECE Dept
3. Mr. Ashok - CSE Dept
4. Ms. Srilatha– H&S Dept

Student Nominees
1. Y. Rohit Bharadwaj – MECH – III (15E51A0392)
2. Y. Naga Vivek – MECH – III (15E51A0347)
3. Y. Sai charan reddy- CSE- III (15E51A05C0)
4. B. Harsha vardhan reddy CSE - III (15E51A0508)

8 Transport committee

Institution Nominees
1. Mr. Abhinesh – Committee Incharge
2. Mr. A. Chandra Sekhar Reddy
3. Mr. Sivaraj
4. Mr. Morrish Kumar
5. Mr. U. Muralidhar
6. Mr. Yogeshwar Rao
7. Mrs. B. Annapurna
8. Ms. R Naresh Kumar
9. Mr. Thambi Joseph
10. Mrs Sravani M
11. Mr. T. Sreenivasulu
12. Mr. Rajeswar

Student Nominees
6.3 Faculty Empowerment Strategies

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

Response:

An institution is only as good as its staff. The institution understands this and appreciates the efforts of its
staff. It recognizes their hard work and acknowledges their needs and requirements. As a result the institution has a very strong welfare policy for its teaching and non-teaching staff.

Performance of each member of the faculty as well as the non-teaching staff is evaluated by the institution. Increments are given to the top performers on the basis of the appraisal system of the college. Performance appraisal starts with tracking of individual accomplishments in terms of self rating for all parameters like attendance, results, paper presentations, publications, conferences, workshops, seminars attended, certifications and awards received. Further ratings are given by the HOD’s followed by the Principal of our college.

PDPs (Professional Development Programs) are organized by the institution. The faculties are facilitated to attend various Professional Development Activities throughout the academic year.

TSL (Training and Study Leave) is approved for the faculty who go for doctoral programs or Career Advance Scheme. The institution encourages the faculty who are pursuing Ph.Ds., to avail one month extra summer vacation and a week break during examinations.

Summer vacation of four weeks is given to the entire faculty who have completed a minimum of six months service in the institution. Flexible work hours are permitted to the faculty with personal difficulties. Faculty can apply for flexible work hours, in the beginning of the academic year, once the need of flexibility and justification of compensating the gaps caused by the absence is determined.

A free of cost bus transport facility is given to all the employees. Provident fund is paid by the institution as per the statutory rules. Partial Medical Insurance extended by the institution.

A Grievance Redressal Cell is formed and all faculty concerns are addressed.

### 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:** 12.61

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**File Description**

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

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

**Response:** 6.6

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

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

Response: 37.25

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

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

Response:

Employees are the most fundamental parts of any organization. The institution respects and acknowledges the contribution of all its members. It also rewards them duly. Any employee of the institution is evaluated in two broad categories. These two categories are functional and behavioral. Under the first category, an employee is scrutinized based on their teaching skills. They are given ratings based on their effectiveness in delivering the task that they are employed for. They are also examined for their enhancing personality. A good employee is the one who enhances their work quality with their tremendous talent and never-ending effort. This enhancement improves their quality of work and proves beneficial for the college. They are rated based on course skills. Their experience in the industry along with the duration of their association with the institution are taken into account. The overall capability of an employee to do their job effectively while also enriching the academic experience of the students is...
examined and rated. The second category consists of an employee’s behavior. Under this category, an employee’s demeanor is evaluated. An employee’s behavior becomes very important along with their qualification and effectiveness. Therefore, their behavior is monitored and examined duly. An employee’s punctuality, grooming, language, obedience and dedication are among many other parameters under which they are evaluated.

There are three stages of rating that are taken into consideration. The first one is a self-rating done by the employee himself/herself. They are to rate themselves based on a self-evaluation in the above given categories. In the functional category they turn in a rating whereas in the behavioral category they submit a description. This is then given to the head of their department or the reporting officer who conducts his/her own evaluation and either accepts or rejects an employee’s self-evaluation report. This is the most crucial stage as the heads of the department or the reporting officer in charge know the employees individually and are most aware of their performance. Once the second stage is passed and the heads have submitted their own ratings, the report goes to higher authorities. They too conduct their own evaluation of the employee. An average of all three ratings is then calculated and made into a single component. This is called the institutional rating.

The institutional rating is the deciding factor of an employee’s appraisal. Along with this, an employee’s contribution towards the institution is also taken into consideration. For example, their initiatives to certain clubs or activities that are not specifically restricted to their departments are noticed and duly credited. This adds to their report and provides some weightage.

After taking into account all above mentioned criteria, a finally report is drafted in response to the proposal submitted by the employee. This report, if positive finally leads to an increment which can be claimed by the employee. In case an employee is not satisfied with the decision of the institution he/she have the right to raise a grievance which will also we duly addressed and acted upon.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

All account books are maintained by the accountants as per the admissions and fee regulatory committee of the state. Internal accountants verify the books every day. Entries done by one accountant are verified by the other accountant. Errors found are analyzed and fixed instantly. Any doubts or concerns raised are recorded and that is clarified once in a week by the internal auditor who is nominated by the institution. External auditor verifies all the account books once a year and provides inputs to incorporate the required changes as per the statutory requirements.

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

Response: 3.3

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year wise during the last five years (INR in lakhs)
6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

There are different sources of funds for the institution. Students Tuition Fees – Tuition fees have two types of components. There are students who pay directly to college and for those who are entitled to get fee reimbursement in the state of Telangana, government releases to the college after verifying the eligibility of the student. This is released in installments from the government. All the tuition fees are collected yearly.

Funding projects from Government – There are faculty who are eligible to take up research projects and submit proposals to AICTE and DST of government of India for getting funds to enhance the quality of learning. The funds are used for purchase of advanced equipment and conduct research in the specific areas proposed.

Contribution from Non Government Organizations – Few organizations who are impressed with the initiatives at HITAM for competency building, come forward to sponsor some people to do projects and learn better.

Contribution from Alumni – Some alumni contribute their time and finances to support existing students to make their careers.

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 2015 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. Hyderabad Institute of Technology and Management is committed to continually improve the infrastructure, enhance the faculty competencies and empower the students to self-learning. The IQAC enables the institution to focus on this
mission and never falter from their goal. Reviewing of the quality policy is done once in every semester and the revision place as and when required by the IQAC committee. Parameters related to the enhancing of the quality of the institution like workshops, conferences, FDP’s, paper publications, innovations in teaching and more are considered after the approval of IQAC Committee.

Example 1: Training programs to the faculty
The institution pays lot of attention to the quality of its product. Through years of progress it has initiated and developed several activities and training programs for the faculty through IQAC. Some of the notable activities organized by IQAC for the development of the institution are English communication skills, yoga, professional behavior workshop, aptitude training, training for labs and trainings on outcome based education among many more.

Example 2: Career Assurance Program (CAP)
Drawing from its rich experience in engineering education since HITAM’s inception in 2001, the placement statistics of a decade and invaluable inputs from numerous leading industry experts, the CDC has designed an exhaustive and innovative four-year program which is called the HITAM Career Assurance Program (CAP). Built to help the students secure their future and enable them to create their own path, this program allows for every student of HITAM to be successful. If followed diligently, the program completely prepares the students to venture out and begin their careers – be it a job, higher studies in India or abroad. This systematic, rigorous, outcome based program uses the concept of digestible lesson plans as building blocks and measurable outcomes to slowly but surely train students for success in their chosen careers. The program includes career mapping, internships, industry certifications, benchmarking, frequent check points, aptitude and soft skills trainings and counseling for students and parents to ensure that the participants remain on track. Through these various adapted methods, the students receive a holistic development that helps them build their own unique personality. Alongside providing quality education, HITAM also ensures that this education is useful to its student in whatever profession they wish to choose.

These examples are among the many others. Apart from these two initiatives, the college constantly reinvents and innovates itself to comply to the need to maintain high quality education. It strives to be the best so that it can be to provide the best to its students as that is what they truly deserve. They keep in mind the vision and mission of the institution and conduct regular self-assessments to ensure the IQAC’s efficient functioning as well.

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:

Example 1: Faculty Conclave
Once in every semester, the faculty come together for the faculty conclave. In this meeting, they share their experience to promote mutual growth. The faculty discuss their course planning, delivery and assessment. Each subject teacher writes a course outcome in the beginning of the year and schedules a 50 to 60 hours plan to deliver it. He/she also makes a day wise schedule to plan which topic is taught on which exact day, what methodology will be used, pedagogies and what is expected out of that lesson. They also collect necessary feedback from the students, measure the extent of their implementation and assess the impact of their activities. They also take photographs, which are shared at this conclave. All teachers come up with extracts of what went well and what went wrong with their teaching methods. A ten-minute power point
presentation is given by every teacher summarizing actions. Outside experts are invited to assess and give their valuable feedback. The same recordings are published in the house journals for further spread and reference.

Example 2: 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 teachers go through the syllabus and ensure that all the registered students fulfill the pre-requisites of the course. They check if the students have a fair knowledge of the basics, so that they are able to understand the teaching. This is done by planning surveys and announcements.

Upon cross-checking pre-requisites the teachers start their event schedule that they plan in the beginning of the year. A proper plan for each topic and its delivery is made by the teacher. The college’s automation system allows the teacher to input the exact date and the topic taught for future reference as well. At the end of every topic, the teacher conducts a pre-planned revision. Mapping of the course outcome is done along with the program outcome.

Course files have proven to be great guiding tools that provide the teacher direction and a sense of clarity while teaching. It is a 15 to 20 pages document including a few basic details of the teacher, course and department followed by the day wise schedule, pedagogies, revision questions, faculty profile and expectations of the students.

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

Response: 2.6

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

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File Description | Document
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Number of quality initiatives by IQAC per year for promoting quality culture | View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit
A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above

Response: B. Any 3 of the above

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<tbody>
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<td>Details of Quality assurance initiatives of the institution</td>
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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:

Outcome Based Education
The college follows a strict Outcome Based Education (OBE). Departmental committees as a result of their rigorous assessment evaluate each student’s performance and advise teaching plans based on their ability for effective teaching and learning process to ensure better results. Attention to each student and his/her needs is given by the teachers and mentors.

SSG (Student Self Governance)
This practice aims at developing and appointing a team of students on positions equivalent to the actual governing body of the institute which helps them understand the various challenges faced to run an institution on the given day.
This can help the students understand the limitations and respect various college practices. The team can help students determine the various administrative nuances. It also helps them estimate the various roles and responsibilities of the college administration.
Self-governance means that students have significant freedom to develop their talents and make decisions that are necessary for the campus life. With this freedom, students will be able to have a goal of high expectations and responsibilities. Students are expected to hold themselves in high esteem inside and outside the classroom. They engage themselves ethically in their local, national and international communities. Preparing students for global citizenship relies on the high expectations and levels of responsibility that come from student self-governance, a combination that makes the UVA undergraduate experience unique. Within the framework of student self-governance, students have the latitude to be creative, assume ownership, develop leadership, take risks, and learn from their mistakes. At the same time, the college provides the required support and guidance.

EPICS (Engineering Projects in Community Service)
EPICS is a unique program in which teams of undergraduate students who are interested in designing, building, and deploying real systems to solve engineering-based solutions for the local community service and education organizations take part. EPICS was founded at Purdue University in Fall 1995 and has since then spread to a diverse group of Universities in the United States and abroad, as well as a number of k12 programs.
Each team has continuous contact with a community service or educational organization. Projects are taken up in four broad areas: human services, access and abilities, education and outreach, and the environment. EPICS students gain long-term define-design-build-test-deploy-support experience, communication skills, experience on multidisciplinary teams, and leadership and project management skills. They gain an awareness of professional ethics, the role of the customer in engineering design, and the role that engineers can play in the community. Community organizations gain access to technology and expertise that would normally be prohibitively expensive. It gives them the potential to improve their quality of service or to provide them new services.

EDC (Entrepreneurship Development Centre)

The construction of this centre was a step taken by the college to prepare the students for their future journey as entrepreneurs. With a distinctive vision of providing a path for young minds to follow and develop their skills, the EDC is one it’s kind. Allowing them to pursue their dreams along with a sense of direction, the EDC helps those with a view to shape the global economy.

It facilitates the ideas and recommendations of today’s youth and allows them to transform these ideas into upcoming venture by providing them the necessary resources to execute their well-thought out plans in the future. It aims at assisting the students to implement their ideas without apprehensions.
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: 7

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

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File Description

List of gender equity promotion programs organized by the institution [View Document]

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:
   1. Safety and Security
   2. Counselling
   3. Common Room

Response:

1. Safety and Security – Precautions have been taken during transport, in the campus, canteen, library, sports area to monitor the movement of students and ensure safety of the students. Closed circuit cameras are installed at various points to record the activities of the people moving in the campus.
2. Counselling – Women protection cell carries out regular counseling to the female students in groups and at individual level. Special counseling facility is also provided from Career Development Centre (CDC). This is initiated by recommendation of any of the faculty, friends of students or by self request.
3. Common Room – Dedicated Common Room for female students with resting facilities have been created. Electric Sanitary Pad Disposal Machine is installed in the girls common room. Specific cleaning schedule is given to the housekeeping people and followed meticulously.

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)

Response: 0

7.1.3.2 Total annual power requirement (in KWH)

Response: 240

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 75

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

Response: 30

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 40

7.1.5 Waste Management steps including:
- Solid waste management
- Liquid waste management
- E-waste management

Response:

Solid Waste Management:
The institution takes all measures required to ensure that the campus is free of plastic items and other wastes that harm the environment. All departments and classrooms are provided with dustbins for dry wastage which are emptied every evening. Segregation of waste from the dustbins is done in other strategic locations, thus maintaining the Campus and keeping it clean and green.

Liquid Waste Management:
At our campus, we treat wastewater through Sedimentation. The Sewage water from the entire campus is received through the underground pipe lines. The treated water is used as natural organic compost for gardening.

E-Waste Management:
- All Electronic waste CPU’s, Hard disks, Laboratory Equipment scrap is sent to the market for sale
• Obsolete yet workable computers, printers and other equipment discarded by departments are donated to Arutla foundation
• The cartridges of printers are refilled outside the college campus
• UPS Batteries are recharged and repaired by the suppliers.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting structures and utilisation in the campus

The institute has rainwater harvesting facility with rain water storage tanks around the building. This system renews the bore wells not only of the institution but in the surrounded area too. Drain pits are used to sink the water and recharge the groundwater table.

The huge volume of rainwater from the roof is collected. This water is partially used for gardening and the remaining water is used for ground water level improvement and for improving the water level in the wells.

The college emphasizes on the significance of water conversation and explains to all the students the importance of preserving and saving it. Students are encouraged to use water wisely and only when necessary. They also act immediately upon witnessing any wastage and take necessary action to stop it.

One of the ways of preserving water in the college is rain water harvesting.

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:

With a built up area of 78, 000 sq.ft, HITAM is the first green building institution in the country awarded with Silver rating by the US Green Building Council. The orientation and spacing of the buildings in the complex has been designed in a manner that minimizes the heat gain inside. Fly ash brick construction with cavity walls has been used for better thermal insulation. 85% of the areas are day lit. This has been achieved by optimising window sizes. Reused furniture is chosen for Classroom and other administrative areas.

Passive Downdraft Evaporative Cooling (PDEC) system has been specially designed and adopted for space conditioning of the entire building. HITAM believes that nurturing nature is the best way to promote environmental sustainability with the adoption of eco friendly methods.

Plastic free Campus: Plastic items are strictly not allowed in the campus.

Paperless Office: All kinds of paper waste is sent for recycling to the vendors. Usage of paper on campus is minimized and printing is done on two sides. Maximum communication to departments, recourses and students is made through mails and other electronic media to spread awareness about the same.
Plantation: Campus has around 450 species of plants including herbs, shrubs and big shady trees. This provides home to flora and creates a heaven for the nesting birds. HITAM (Hyderabad Institute of Technology and Management) Hyderabad campus is a noteworthy example of creating environmentally responsive passive habitat. The design of the project is woven around principles of climatic design which were practiced centuries back in regions which were hot and dry during summer and warm and humid during monsoon. "It is ironical that most of the present day building designs ignores to respond to the local climatic conditions and end up using air conditioning systems and artificial lighting even when its use can be very well minimized or even sometime completely avoided" feel Gunjan and Varalakshmi, architects of the project. Blended with passively ventilated comfortable indoors and well shaded outdoors, the institute has been celebrating nature to enhance the experience of technical learning.

The institute is located on the outskirts of Hyderabad in the Goudavelle village area which is about 20 kilometers from the Hyderabad City. Hyderabad has a unique combination of a tropical wet and dry climate that borders on a hot semi-arid climate. The summer months in this region are predominantly hot and dry while monsoons are warm and humid. This adverse climatic condition of the region was surely a challenge for the design team. "Design of a built environment should always first explore all of the passive measures to control the micro-climate of the site and it has become almost a need today", strongly feels Gunjan. The architecture of this building is a unique modern adaptation of traditional climatic design strategies that were prevalent in building designs of this region. Passive climate control measures like shading, optimum orientation, optimized daylighting, courtyard planning, cross and stack ventilation and evaporative cooling has been integrated intelligently in the design, thus enabling the project to achieve considerable thermal comfort even during peak summer afternoons.

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

Response: 1.49

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)

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File Description

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

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

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

A. 7 and more of the above
B. At least 6 of the above
C. At least 4 of the above
D. At least 2 of the above

Response: A. 7 and more of the above

<table>
<thead>
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<td>Resources available in the institution for Divyangjan</td>
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7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 9

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

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<thead>
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<th>File Description</th>
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<tr>
<td>Number of Specific initiatives to address locational advantages and disadvantages</td>
<td>View Document</td>
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</table>

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

Response: 16

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the
<table>
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**File Description**

Details of initiatives taken to engage with local community during the last five years

**Document**

[View Document](#)

### 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

### 7.1.13

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

**Response:** Yes

### 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**

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

**Document**

[View Document](#)

### 7.1.15

The institution offers a course on Human Values and professional ethics

**Response:** Yes

### 7.1.16

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

**Response:** Yes

### 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:** 23
7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Independence Day and Republic Day are celebrated every year without compromise. Guests related to Indian army, navy and air force are invited to tell the stories of patriotism and adventures by great heroes for the nation. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

Birthday of Dr. Mokshagundam Visheshwaraiah is celebrated as Engineers’ Day. All the departments organize technical competitions on the occasion. Distinguished guest is invited to address the students and faculty to inspire the community to excel as engineers following the path of the great personality. Speakers bring out invaluable knowledge in the field of emerging technologies and advancements.

National Science Day is celebrated in the memory of Dr. C.V. Raman’s invention of Raman Effect. Poster presentations and quiz competitions are conducted and achievers are honored with certificates. Scientists in the vicinity from the central and national organizations are invited as guests to motivate faculty and students by bringing the context of latest inventions and research.

Death anniversaries of great persons of national importance are marked by paying homage and recalling their contribution to the nation.

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

Response:

The institution believes in high moral values and strong ethics. Through its teaching and functioning it strives to inculcate these values in its students and faculty as well.

Through courses on human values, the college emphasises on the need for every student to be compassionate and considerate. This helps the students attain a holistic development.

Through its practices, the college emanates strong ethical values. Fee structures are open and transparent. They are available in detail to all students and parents. Salaries of all employees are deposited in bank accounts to maintain clarity. All departmental budgets are proposed by concerned authorities and reviewed fairly without any bias.

Students are involved in decision making to use their input. They are also fairly informed about all changes concerning them. Their attendance and marks are provided to them with a provision of rectifying any justified mistake that they appeal for. Parents are also duly notified about their children’s performance and attendance through SMS alerts. All information is updated on the automation system to make it completely transparent.

Through these practices, the institution has been able to communicate freely and openly with all its stakeholders without any malice. Transparency is maintained by the college all the time to maintain the institution’s core values.

7.2 Best Practices
7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

HITAM believes that its objective is not just to help its students secure a degree but to also prepare the students to become global citizens with readiness to face any challenge in his life at any time. The institution also believes that the number of years spent by the students on its campus is extremely impactful as that period witnesses their transformation from adolescence to adulthood. Therefore the college constantly endeavours to shape their attitude and holistic personality to help them emerge as remarkable individuals when they move out of the portals of this institution.

With a deep understanding of students and faculty mindsets gleaned over a decade, the college has devised a set of practices to promote a culture of continuous learning both amongst its students and staff. These measures help them immensely in facing the future challenges in their lives.

1. Title of the Practice - Students Self-Governance (SSG)

Students at Hyderabad Institute of Technology and Management are all equals. With academics as its base, student life encompasses both the spaces where students spend time outside class and indulge in activities where they develop new interests, make friends and learn new skills. From the class room to the playground, from library to the society our students find numerous opportunities for individual and intellectual improvements. The college provides immense opportunities in the form of students self-governance, which gives them a scope to know the administration process and expose them to realities of the college life.

Student life at HITAM is built on six core values:

• Academic rigor
• Honor and integrity
• Student self-governance
• Public service
• Diversity
• Health and wellness

These values guide our work with students. They create a strong residential community that focuses on academics with a balance of experiences in leadership, service, self-discovery, and fulfillment of individual talents. From leadership positions in student organizations students gain the experience to serve the local and global communities. Life outside the classroom enriches the necessary understanding and talent needed.

From their first day on the grounds, students become part of a strong residential community based on student self-governance, an experience that builds knowledge, character and independence.

Goal:
This practice aims to achieve the following:

• Making students understand the various operational situations involved in running the institute entirely.
• Helping the management obtain the student opinion on various institutional decisions by bridging the gap between the management and students.
• Teaching the basic goals and showing operational constraints of various initiatives implemented.

The Context:
This practice aims at developing and appointing a team of students on positions equivalent to the actual governing body of the institute which helps them understand the various challenges faced to run an institution on the given day.

This can help the students understand the limitations and respect various college practices. The team can help students determine the various administrative nuances. It also helps them estimate the various roles and responsibilities of the college administration.

Self-governance means that students have significant freedom to develop their talents and make decisions
that are necessary for the campus life. With this freedom, students will be able to have a goal of high expectations and responsibilities. Students are expected to hold themselves in high estems inside and outside the classroom. They engage themselves ethically in their local, national and international communities. Preparing students for global citizenship relies on the high expectations and levels of responsibility that come from student self-governance, a combination that makes the UVA undergraduate experience unique. Within the framework of student self-governance, students have the latitude to be creative, assume ownership, develop leadership, take risks, and learn from their mistakes. At the same time, the college provides the required support and guidance.

Student self-governance means that students own the Honor System and the University Judiciary Committee. Students derive authority to run these systems directly from the University’s Board of Visitors. Students elect their own leaders, and those student leaders are responsible for operating these governing bodies on a day-to-day basis, for initiating policy revisions and other changes and for making all decisions about disciplinary actions.

Students also assume the responsibility of running the numerous student organizations that operate independent of the University but represent the vast range of student interests. Reflecting this autonomous relationship, these groups are known as CIOs, or contracted independent organizations. These groups can apply for funding from the Student Activity Fee, and they enliven the Grounds in numerous ways.

At the individual level, student self-governance means that students are responsible for their actions. They have great freedom in making decisions about how to conduct themselves on a day-to-day basis. Even if they make mistakes, it becomes a valuable part of the learning process. Students are influenced in positive ways by their fellow students, either through informal interactions or through formal peer support programs.

Within the framework of student self-governance, students receive considerable support and guidance. Members of the college teaching community, especially those, whose daily responsibilities revolve around students, will continually work to ensure the overall safety and well-being of the student community. We rely on students, to help in all of these areas and to demonstrate leadership within the community at large.

The Practice
The following is the process to be followed:

Once in a semester there will be a selection of students self governance team to organize and deliver the classes once in a month by the students itself.

Students Self Governance (SSG) is a student body which is a team of a student principal, 4 student Heads of the Department, 4 student Administrative Officers and student faculties who organise the work structure for all the students on every fourth Saturday as professional office bearers.

All 2nd, 3rd and 4th year students are eligible for respective posts.

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<tr>
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<td>Student Faculty</td>
</tr>
<tr>
<td>3rd</td>
<td>Head of the Department, Administrative Officer and Student Faculty</td>
</tr>
<tr>
<td>4th</td>
<td>Principal, Head of the Department, Administrative Officer and Student Faculty</td>
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A) For the position of Principal
The applicants for the position of the Student Principal will be interviewed by a panel of outgoing Student Self Governance Team comprising of Student Principal and Student HODs. After the interviews, the panel will prepare a merit order list of the all the candidates in-terviewed and submit the same to the Director. A Committee comprising of all the HODs under the Chairmanship of Director will finalise selection and then announce.

B) For the position of HOD
The procedure suggested for the position of Principal will be followed and a list of merit order will be made for each department separately and here again the HODs committee will take a final decision and announce the names of selected candidates.
C) Student Team for Administration
A same procedure is followed here too. How-ever the Administration Team will have one selected position holder from each department as decided by HODs and Director’s Team.

D) Faculty positions
Selections for the Faculty positions will be carried out by individual Departments, with a Committee comprising of nominated Mentors headed by the respective HOD. The Student Faculty list as decided at the Department will be handed over to the Director for further action like putting them under respective student HOD for their functioning.

The criteria to be followed for selection of Principal/HOD will be:

i. Dressing Sense        15 Marks
ii. Communication and Presentation Skills   15 Marks
iii. Punctuality       10 Marks
iv. Decision making ability   10 Marks
v. Ability to work under pressure   10 Marks
vi. Reasons for opting for the position  10 Marks
vii. Justification for the reasons  10 Marks
viii. Attitude      10 Marks
ix. Ability to be a Team Player 10 Marks

Evidence of success:
SSG has been successful in implementing multiple programs like dynamic time table, achiever’s gala and also in introduction of pedagogies that can help students and teachers alike.

Problems encountered and Resources Required :
The practice of SSG faces a few issues, that sometimes hinder proper functioning. But these small issues are taken as learning experiences. The main issue remains identification of capable students to manage the institute and to make the students accept the peers and allow them to hold the classes without disruptions. At times, faculty interventions may be required due to non-acceptance of the superiority of peers by other students.

Contact Details
Email: ssg@hitam.org
Student Principal: Akash Gupta (9553144608)
Student director: T. Sri Yeswanth (7842220000)
Faculty coordinator: Mr. Surendra Reddy

2. Title of the Practice:
EPICS (Engineering Projects in Community Services)

Goal:
The goal of this program is to
• To build design experience of real systems
• To develop teamwork & communication skills
• To impart gain project planning & leadership experience
• To develop customer-awareness
• To teach understanding of ethical, economic and legal issues
• To get involved in the community

The Context:
Community service agencies must take advantage of technology to im-prove, coordinate, account for and deliver the services they provide. They need the help of the people with strong technical background. Undergraduate students need solid additional job oriented expertise in their discipline to succeed which will give them an edge over others. They will be expected to work with people of many different
backgrounds to identify and achieve their goals.
The challenge is to bring these two groups together in a mutually beneficial way. It was specifically to address this challenge that the EPICS program was created. The result is to provide benefit to the students and to the community.

**Practice**
EPICS is a unique program in which teams of undergraduate students who are interested in designing, building, and deploying real systems to solve engineering-based solutions for the local community service and education organisations take part. EPICS was founded at Purdue University in Fall 1995 and has since then spread to a diverse group of Universities in the United States and abroad, to number of k12 programs. Each team has continuous contact with a community service or educational organization. Projects are taken up in four broad areas: human services, access and abilities, education and outreach, and the environment. EPICS students gain long-term define-design-build-test-deploy-support experience, communication skills, experience on multidisciplinary teams, and leadership and project management skills. They gain an awareness of professional ethics, the role of the customer in engineering design, and the role that engineers can play in the community. Community organisations gain access to technology and expertise that would normally be prohibitively expensive. It gives them the potential to improve their quality of service or to provide them new services.

**Evidence of Success**
EPICS has received major awards from the Carnegie Foundation, the National Science Foundation, the American Society for Engineering Education, the IEEE Education Society, Campus Compact, the Corporate and Foundation Alliance, Purdue University, and the Governor and Legislature of Indiana. It was featured in the PBS series Communities Building Community. EPICS has been supported by over $5.1M in federal grants and over $5.5M in corporate and alumni gifts. EPICS teams have delivered hundreds of projects to their community partners.

**Problems encountered and Resources required**
EPICS is one of the most highly celebrated practice across the HITAM campus. Still, it encounters problems that the management strives to solve. Training faculty of both design processing and technical skills was required to assist the process of learning. A need for a more organized way of running the EPICS center was identified. The accessibility to students for the same was to be more flexible. Necessary steps are being taken to address this issue.

**Contact Details**
Primary Contacts
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Email azeemunnisa.ece@hitam.org Surendra.mca@hitam.org
Phone +91-9052190300 +91-9248711151
Address HITAM HITAM

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### 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:**

Through rigorous planning and management, the institution focuses at delivering to the best of it’s abilities the vision of the college. It has been a matter of utmost importance to provide the best education possible
to students who deserve it. Through several institutional practices, HITAM tries to make this journey as easy as possible for everyone.

One of the most important steps taken at the institution was the establishment of the Entrepreneurship Development Centre (EDC) in the campus. The construction of this centre was a step taken by the college to prepare the students for their future journey as entrepreneurs. With a distinctive vision of providing a path for young minds to follow and develop their skills, the Entrepreneurship Development Centre (EDC) is one it’s it kind. Allowing them to pursue their dreams along with a sense of direction, the EDC helps those with a view to shape the global economy.

It facilitates the ideas and recommendations of today’s youth and allows them to transform these ideas into upcoming venture by providing them the necessary resources to execute their well-thought out plans in the future. It aims at assisting the students to implement their ideas without apprehensions.

The following objectives were set for EDC
Create awareness on Entrepreneurship among the students through training programs and campus events
  • To identify and motivate budding entrepreneurs
  • To facilitate budding entrepreneurs by providing information on entrepreneurial opportunities
  • To create data base and networking to help entrepreneurs
  • To assist entrepreneurs in product development

The following functions are carried out by the EDC:
  • To organize Entrepreneurship Awareness Camps, Entrepreneurship Development Programs and Faculty Development Programs in the region for the benefit of S&T persons.
  • To organize guest lectures, TV & Radio talks, Seminars and more for promotion and growth of S & T based entrepreneurship.
  • To arrange visits to industries
  • To extend necessary guidance and escort services to the trainees in obtaining approval and execution of their projects.

The following are the number of events organized/attended by the students through EDC:
  • No of Entrepreneurship awareness camps – 8
  • No of Entrepreneurship development programs – 3
  • No of Technology based entrepreneurship development programs (TEP) – 2
  • National Level Entrepreneurship Competitions – 2

The college aims at creating a breeding ground for the students to grow and achieve success. The EDC is a step towards facilitating the students with the necessary exposure, knowledge and experience required to gain success. It allows the students to witness the working of the real world and develop their skills. With entrepreneurship skills, the student becomes more confident, determined and focused about his/her future. The student’s welfare is the most utmost and urgent task of the management. Through the establishment of the EDC the college practices its vision as it enables the students to become confident and contribute significantly to the world. The EDC is managed with high priority and is given high importance by all. The dedication and determination of the management to promote growth in the sphere of entrepreneurship allows the EDC to function to its fullest and displace its duties effectively preparing the students of HITAM for their future.
5. CONCLUSION

Additional Information:

Abbreviations

HITAM – Hyderabad Institute of Technology and Management
EPICS – Engineering Projects in Community Service
CDC – Career Development Center
SSG – Student Self Governance
SSDC – Student Skill Development Center
JNTUH - Jawaharlal Nehru Technological University, Hyderabad
CAP – Career Assurance Program
IUCEE – Indo Universal Collaboration for Engineering Education
R&D – Research and Development
TLP – Teaching Learning Process
EEP – Engineering Education Practices
WEEF – World Engineering Education Forum
ICTIEE – International Conference on Transformations in Engineering Education
IQAC – Internal Quality Assurance Cell
ICT – Internet and Communication Technology
OBE – Outcomes Based Education
PBL – Problem/Project Based Learning
CBCS – Choice based credit system
MoU – Memorandum of Understanding

Concluding Remarks:

HITAM In its objective of becoming a University initiated the activities to accomplish milestones in the process. Hence it is decided to get accredited and become autonomous to introduce courses of students’ choice and prepare them for meaningful careers. NAAC (National Board of Accreditation and Assessment Council) Accreditation helps the institution to benchmark the quality parameters in terms of criteria and work on to achieve excellence in terms of quality with continuous improvement. In the journey of getting accredited HITAM prepared all the stakeholders. A team has been formed to ensure communicating NAAC document requirements with all people at HITAM and collecting data and upload as required. HITAM invited experts of NAAC Accreditation process to create awareness among the faculty. Experts explained the benefits of NAAC Accreditation and Process in detail. With the inputs given by the experts, staff at various levels worked as per schedule for the respective criteria. All the staff have completed the tasks though there have been few challenges in providing the correct data at all times. HITAM looks forward to further steps in the process of getting NAAC Accreditation.