Yearly Status Report - 2018-2019

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

2. Institutional Status

Autonomous Status (Provide date of Conformant of Autonomous Status)	**19-Apr-2016**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**private**
Name of the IQAC co-ordinator/Director	**Dr. B. Leelaram Prakash**
Phone no/Alternate Phone no.	**+919346314538**
Mobile no.	**8328501885**
Registered Email	**info@gcet.edu.in**
Alternate Email	**uksusarla@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.geethanjaliinstitutions.com/engineering/AQAR2018-19.pdf

4. Whether Academic Calendar prepared during the year

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

5. Accrediation Details

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

6. Date of Establishment of IQAC

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

7. Internal Quality Assurance System

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

IQAC		
No Data Entered/Not Applicable!!!		
View File		

8. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Dr. R.S. Raju	Contract for Acquisition of Research Services(CARS)	MTRDC (DRDO), Bangalore	2018 365	940000
Dr. Ramana Murthy	Extramural Research & Intellectual Property Rights	DRDO, Kanpur	2018 1095	4581000
Dr. R.S. Raju	NA	In-House	2018 365	600000
Dr. Neeraja Rani	UGC	UGC	2016 730	200000
View File				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

No Data Entered/Not Applicable!!!

View File

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

Plan of Action	Achivements/Outcomes
No Data Entered/Not Applicable!!!	
View File	

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
GOVERNING BODY	05-Dec-2018

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**Yes**
Date of Visit	**08-Nov-2018**
16. Whether institutional data submitted to AISHE:	**Yes**
Year of Submission	**2019**
Date of Submission	**28-Jan-2019**
17. Does the Institution have Management Information System ?	**Yes**
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**Geethanjali College of Engineering and Technology has an effective Management Information System to support all the academic and administrative activities of the college. The college uses proven software capable of gathering, storing, processing, analysing data and generation of reports for better decision making at various levels of administration/management. Tailor made reports suiting the specific requirements for different functionaries at different levels can be generated to aid in decision making. The accessibility of the data and information generated is regulated, keeping in mind the need for confidentiality, and information security. The college uses separate software tools like, Ez School tool, Winnou software, Focus 5.5 tool,**

Payroll software tool, BEES examination software, to support its various functions. The modules of these tools, together, facilitate the following management systems: Library Management System: Ez School tool is used for maintaining the data base of books, journals, accession and transaction details. Lists of books and other resources, by author, title, publisher can be generated. Transactions of books and journals, daywise, monthwise, titlewise, can be prepared. Monitoring of library resources, acquisition details, issue and returns is done, User settings facility is made available. Learning materials, coursefiles are made available to students online. Student Attendance management: Winnou software tool is used for management of their attendance. It enables preparation of the student master data. The master data contains the details of all the students, branchwise, classwise, and sectionwise. It enables generation of student roll for recording attendance. The attendance of students is tracked and updated on a daily basis and their parents/guardians informed about the periodwise attendance through text messages on the same day. Cumulative attendance reports are generated and it helps caution the parents of students who are short in attendance – those having 50, 65,75 or less. HR Management system: The HR module of Winnou software is used for faculty/staff attendance and leave management. It keeps record of personal details of faculty/staff like age, qualifications, experience, recognitions, if any, date of appointment, dates of promotion, additional qualifications acquired during service, etc., Timetable Management system: Winnou software tool is used in the preparation of schedules for classwork, with faculty particulars, and identified student batches for laboratory classes. It enables monitoring of conduct of class and lab works as scheduled. Transport Management System: The fleet of college buses are operated using GPS enabled services. A Biometric system aids in monitoring the attendance of drivers and their times of arrival and departure. Examination Management

System: BEES Examination Tool is used for examination related works. It enables scheduling of examinations, online valuation, results monitoring, Markslist printing etc., It also facilitates generation of hall tickets, consolidation of internal marks and external marks, result analysis and printing of marks memos and certificates. Finance and Accounts Management : Focus 5.5 Accounting package is used for management of all finance and accounting functions. Staff salaries are computed and credited to their bank accounts using Payroll software. Online fee collection is enabled through Ez School module and ATOM Technologies gateway.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

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

Name of Programme	Programme Code	Programme Specialization	Date of Revision
No Data Entered/Not Applicable !!!			

View File

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
No Data Entered/Not Applicable !!!				

View File

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		

View File

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BTech	CIVIL	01/08/2018
BTech	ELECTRICAL AND ELECTRONICS ENGINEERING	01/08/2018
BTech	MECHANICAL ENGINEERING	01/08/2018
BTech	ELCTRONICS AND COMMUNICATION ENGINEERING	01/08/2018

BTech	COMPUTER SCIENCE ENGINEERING	01/08/2018
MBA	MASTER OF BUSINESS ADMINISTRATION	16/07/2018
Mtech	COMPUTER SCIENCE ENGINEERING	13/08/2018

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
[View File](#)		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		
[View File](#)		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
College collects feedback from the following stakeholders to monitor, assess and evaluate various processes and takes necessary action for its overall development: • Students ? Teaching-Learning Process (TLP) ? Teaching effectiveness ? Class review committee meetings ? Course End survey ? Central facilities • Alumni and Recruiters on curriculum and program outcomes • Graduates just at the time of their graduation (Graduate exit survey) • Professional Societies members Feedback on TLP and central facilities of the college: Feedback on the above two aspects is taken twice in a semester, preliminary, between week 4 to 5 and final in the penultimate week of the semester. Feedback on TLP is taken on the following parameters: 1. Passion and Enthusiasm to teach 2. Subject knowledge 3. Clarity and emphasis on concepts 4. Motivating and inspiring the student 5. Creating interest in the subject 6. Quality of illustrative visuals, examples and applications 7. Regularity, punctuality, and uniform coverage of syllabus 8. Discipline and control over the class 9. Promoting student thinking 10. Encouraging student effort and inviting student interaction ? Preliminary feedback is analysed and corrective actions are initiated by the respective Heads of the departments in the form of counselling the concerned faculty who is also advised and is asked to attend some senior faculty members classes to learn various pedagogical practices. ? There will be an informal interaction between the students and the Class Teacher/HoD/Principal to encourage and address the issues related to teaching

quality. ? Class Review Committee (Class-Teacher and HoD/HoD-nominee) will take feedback from three male and three female student representatives on meeting the learning objectives and learning outcomes, teaching aids, tutorials and assignments of the respective courses, on each unit of the course, but not less than three times in a semester. Whenever, feedback is from students is low, Faculty are counselled accordingly. ? In addition, feedback is taken on salient features of the course through Course End Survey. ? Graduate Exit survey is taken from the outgoing batch of students on Program Outcomes and Alumni feedback is taken on Program Outcomes and curriculum for improvement. ? Feedback from other stakeholders is taken on curriculum, and when curriculum is revised, suggestions given by the stakeholders is considered and appropriate actions is taken. Feedback on Central facilities It is taken on parameters such as 1. Soft skills and Personality Development 2. Employability Skills 3. Campus Placement Efforts 4. Extracurricular and Co-curricular activities 5. Mentoring support 6. Career and academic guidance 7. Leadership of the college 8. College transport 9. Service in ? Academic Section ? Exam Branch ? Library ? Accounts 10. Physical Education 11. Quality food and Service in Canteen 12. Overall opinion of GCET in comparison to other colleges Privacy and Confidentiality are maintained so as to avoid the individual student assessor's identity. Appropriate action is initiated accordingly by the institutional administration taking necessary steps. College encourages and rewards teachers with excellent performance through appreciation letters, additional increments or promotion, in a few cases.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

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

2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	3491	130	229	17	246

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
246	246	4	20	15	40
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Objective To facilitate academic excellence of every student, on an individual basis, and to help discover his/her full potential and strive to attain success in his/her chosen field. The activities of counselling are broadly classified into two heads: Academic Counselling We aim to consistently and progressively effect improvement in the overall academic performance of the college through the identification of students falling below desired standards and initiate remedial measures. Monitoring student learning is an essential component of high-quality education. Our mentoring system: a. Offers advice on an individual basis on academics and allied issues. b. Provides counselling to students who are experiencing academic difficulties by conducting periodic reviews and identifying gaps. c. Provides a range of support activities and services aimed at enhancing the learning experience of the students. To achieve academic goals, we advise students to: d. Read text books prescribed for the course, do all the assignments sincerely and participate in all classroom activities/discussions. e. Choose two study partners from among the classmates, compare notes and engage in thought-provoking discussions on the concepts learned in the class. f. Participate in the activities of professional bodies, leading to development of organizational, interpersonal, and leadership skills. g. Participate in sports and games, to keep fit and develop esprit de corps. Career Counselling To achieve their career goals, we a. Offer career guidance programs and to provide assistance and resources to support students on an individual basis, help formulate his/her own career plans by providing exposure to infinite possibilities available in their future. b. Enable students to evaluate various career options and embark on appropriate career path to meet their interests by showing them how to assess their interests and talents drawing on their strengths and build on areas requiring improvement. c. Enable students to gain skills, abilities and confidence to transit successfully to further studies/work/self-employment or any other activity in which he/she lands deliberately or unwittingly. d. Equip students with tools needed for "Life Long Learning" by advising them to: i. Cultivate the habit of wide reading, covering diverse areas such as English literature, history, anthropology, logical reasoning, verbal ability, aptitude, computer programming etc. to broaden their horizons, and boost their confidence to do well in any competitive exam and interview. ii. Think not only as an engineer but also as a. Anthropologist b. Biologist c. Chemist d. Literary critic e. Political scientist f. Sociologist g. Statistician etc. iii. Read newspapers, magazines to keep abreast of current affairs (business, political, environmental, etc) at local, national and international levels. iv. Watch panel discussions and debates on a variety of topics, on TV channels, to develop skills for debate, and group discussion, honing their skills in debating contests. v. Encourage students to open their mind to a plethora of opportunities awaiting them. e. If interested in studying for a PG degree overseas or in India, start preparations for GRE/GMAT/CAT/GATE from the first year of B. Tech program. This will stand them in good stead for campus placements, as well.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3621	246	14.71

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
33	33	0	33	14

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
View File			

2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-	Date of declaration of results of semester-

			end examination	end/ year- end examination
			No Data Entered/Not Applicable !!!	
			View File	

 2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
686	6842	10.03

2.6 – Student Performance and Learning Outcomes

 2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.geethanjaliinstitutions.com/engineering

 2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
No Data Entered/Not Applicable !!!					
View File					

2.7 – Student Satisfaction Survey

 2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

 http://192.168.14.161/moodle

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

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

View File

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

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
No Data Entered/Not Applicable !!!				
View File				

3.2 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
View File				

3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

4

3.3 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		
View File		

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
View File				

3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
View File					

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Mechanical Engg.	2
Electronics and Communication Engg	1
Sciences and Humanities	1

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

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

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

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

3.4.4 – Patents published/awarded during the year

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

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

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

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

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

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
No Data Entered/Not Applicable !!!				
View File				

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
No Data Entered/Not Applicable !!!			
View File			

3.5.2 – Revenue generated from Corporate Training by the institution during the year

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

3.6 – Extension Activities

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

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

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
View File			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

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

3.7 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
View File			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

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

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
110	206.96

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
View File	

4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation

| Ez-Library Software | Fully | 10.0.0.922 | 2009 |

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
No Data Entered/Not Applicable !!!			

[View File]

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			

[View File]

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	1542	45	148	2	2	0	5	148	0
Added	276	2	62	0	0	0	0	62	0
Total	1818	47	210	2	2	0	5	210	0

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

210 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
282.5	293.13	830.7	858.29

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

The college ensures optimal allocation and utilization of available financial and infrastructural resources for maintenance and upkeep of various facilities by holding regular meetings of various committees constituted for this purpose.

Maintenance Cell ensures proper functioning of all academic, library, sports and other civil, electrical, water, sewage, environment facilities. • The cell performs routine check-ups and repair works. • A central complaint register is maintained. Maintenance cell attends complaints on a priority basis. • Most of the minor and major repairs are carried out internally and some major repairs outsourced. • The maintenance cell is headed by Dean, Admin, other members include Maintenance in-charge and Heads of EEE and CE departments. • Members of the cell meet once in a month: review the requirements, conduct energy audit (half-yearly) and chalk out needed action. • Staff belonging to the maintenance cell perform routine cleaning of the water tanks, water coolers, filters, etc as per schedule. Laboratories Laboratories are maintained by lab technicians, supervised by faculty Lab in-charges under the guidance of HoDs of the concerned departments. Other measures used are: • The calibration, repairing and maintenance of more sophisticated lab equipment are done by OEMs. • All other equipment are regularly cleaned and maintained by the concerned departments and record of the same is maintained. • A systematic disposal of waste of all types such as bio-degradable, chemical and e-waste is done regularly. Library • The requirement of books is taken from the HoDs. The final list is duly approved and signed by the Principal much before the commencement of the academic year. • Every year in the beginning of session, students are motivated to visit library by mentioning various facilities and how to use them. • Suggestion box is available in reading room to take users feedback for improvement and new ideas regarding library enrichment. • A register is maintained to record number of visitors (students and staff). • Other issues such as weeding out of old titles, schedule of issue/ return of books etc are chalked out / resolved by the library committee. Sports: • Physical Directors ensure maintenance of Basket Ball/ Volley Ball courts, TT/Carrom/Chess rooms. • College students won prizes in Chess, Boxing, Football, Basket Ball (W M), Table Tennis, etc in University level sports. Computers Two computer centres are established and all computers are maintained by system administrators in the college. Computer maintenance through AMC is also done regularly and non-repairable systems are disposed of. A faculty in-charge supervises all system administrators who also maintain the local area network connectivity and also connectivity provided by Internet Service provider (ISP). Classrooms The maintenance cell ensures upkeep of all classroom infrastructure. At the departmental level, HoDs submit their requirements to the Principal regarding classroom furniture and other, if any, much before the commencement of the academic year which are provided. Buses and Cars A faculty transport in-charge along with a few administrative staff ensure maintenance of all vehicles.

http://www.geethanjaliinstitutions.com/engineering/infrastucture.html

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Sri Raja Reddy Memorial	60	200500
Financial Support from Other Sources			
a) National	0	0	0
b)International	0	0	0
[View File]({})			

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

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
View File			

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

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

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

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

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
70	650	547	18	324	214
View File					

5.2.2 – Student progression to higher education in percentage during the year

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

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

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

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

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
[View File](#)						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Student Council The main role of Student Council is to promote the interests of the students in alignment with that of the college, and involve the students in the affairs of the college. Major objectives: • To enhance communication between students, staff and management • To promote an environment conducive to educational and personal development • To promote camaraderie and respect among students. • To support the management and staff in the development of the college • To represent the views of the students on matters of general concern, to the college administration/management The Student Council consists of two representatives from each class (MF). The executive body of the Student Council is elected by the class representatives. Functions of the Student Council: Representing the views of the student body to the administration is the fundamental aim of Student Council. The college administration talks and listens to the student body, considers their views and addresses their concerns. Promoting good communication within the college Improving communication within the college community is a shared responsibility and the Student Council, acting as a bridge between the students and the administration. The Student Council plans various events and activities, organizes them with the support of the college administration. Contributing to the enrichment of Learning Environment of the College Student Council contributes to enhancement of the learning experience of students through various clubs • Literary club, • Coding club • Mathematical club • Fine arts club • Photography club • Solar Club • Robotics club • Environment club etc In addition, it also facilitates participation of students in various technical activities through professional bodies such as • CSI, • IEEE, • IETE, • ISTE, • SAE, etc It organizes various activities under the aegis of these professional bodies. Mentoring program by senior students The Student Council assists with mentoring of first year students to face the challenges of transition from Plus 2 to professional college. The mentoring program enlists the support of senior students who help the new students in the process of seamless integration, during the transition phase, with the rest of the student community. Contributing to the development of college policy The Student Council actively contributes to the development of college policy in a wide range of areas namely, • Anti-ragging, • Code of conduct and behaviour • Organizing co-curricular and extra-curricular activities. The Council forms sub-committees to consider various policy issues, consults students and staff on those issues and to represent the Council's views to college management/administration. Assisting college management in sports and cultural activities Student Council assists in organizing sports and cultural activities including: Assisting with NSS activities for development of nearby places The Student Council assists in organizing NSS activities of the college, which include conducting various health camps, distribution of school uniforms, books etc for needy children of nearby villages, distribution of various items at old-age homes, training the people in nearby places for the development of vocational skills. Dean-Student affairs oversees the functioning of the Student.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Faculty nominated as Alumni coordinators shall adopt the following guidelines for strengthening alumni association of the college 1. Collect the data of students graduated in the concluded academic year from Examination branch. 2. Ensure, all students graduated in the concluded academic year complete Alumni registration form. Verify the same against the list of students of the department. 3. Collect the data of students who have secured a job. Filter out the students who have not been able to get a job, against the data obtained from the placements cell. Cross check the students placed for the concluded academic year vis-a-vis the data of alumni association form given by students. Prepare the list of students not placed while in college. Keep contacting them or arrange to contact them through department faculty on a regular basis. 4. Whenever a graduated student of the corresponding batch obtains a job or admission to higher education, please collect the all the necessary information (in case of job, copy of the offer letter, in case of admission, admission letter, score cards of GATE/CAT/GRE/TOEFL/IELTS etc) and file it and also record the same in the alumni registration form submitted by the student earlier. 5. Follow the above instruction (4) in the case of the earlier graduated batches also. 6. Contact at least a few students of the earlier batches and ensure through them you reach out other students of the batch. 7. Contact alumni of the department and finding the various opportunities that may be available to students for internships, placements, etc. in the organization in which alumni is working as well as in organizations wherein alumni have given contacts and pursue them in all earnest. 8. Contact alumni and apprising them about the various activities undertaken by the institute. a. Contacting alumni and requesting them to deliver some lectures for the benefit of the departments students (lectures on special topics of relevance, career guidance to students, etc.) b. Contacting alumni and requesting them to attend alumni association meeting conducted from time-to-time. c. Contacting alumni and taking suggestions for curriculum development in line with industry expectations. 9. Maintain database of the departments alumni and sharing the same with the Placements Cell regularly. a. Tracking alumni data, including their current position, education progress, if any, achievements, if any, job history, etc. 10. Keep close contact with alumni who went for higher education and enquire vis-à-vis their well being and performance and share the same with the HoD, and the Placements Cell. Pass this information to the students concerned on request. 11. Keep close contact with alumni, wishing them on the occasion of their birthdays and wedding anniversary. 12. Facilitating alumni members of various batches to establish a network of alumni for mutual benefit.

5.4.2 – No. of registered Alumni:

4801

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

GCET has a practice of conducting Alumni meet every year on 25th December which creates a platform to exchange/share their experiences after graduating from the college. Alumni have expressed their willingness to contribute to the college by way of guiding their juniors in all aspects such as guest lectures, motivation lectures, current trends and opportunities available in the present scenario.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

I. Faculty Mentoring Structuring Departments vis-à-vis Specialization / Group ? Each department is structured into four/five groups based on various specializations. ? Each group is led by a Professor – 2/3 faculty identified as lead faculty ? Group Head with lead faculty act as Mentors for other faculty of the group. ? Lead faculty and other faculty of a group interact very closely with the group Head The structure facilitated • A healthy mentor – mentee relationship among faculty • More learning opportunities for junior faculty (mentees) • Creation of a good talent pool in various areas / specializations of the department • Establishment and conduct of creative and innovative experiments in the lab courses • Value added teaching – learning process • Research culture • Better assessment and evaluation of students' performance • Establishment of a second rung leadership in various specializations • Smooth administration / functioning of the department • Faculty to associate themselves with all departmental / college's academic, cultural, and other activities and ensures the same This decentralized structure has been effective in the grooming of junior faculty for the responsibility entrusted to them. This practice involves all the senior professors and the lead faculty of the departments. II. Development of Course Outcomes, Course delivery methodology and Program Assessment. These objectives are accomplished with the participation and coordinated functioning of the faculty at different levels, their roles being as follows: ? Program Assessment Committee (PAC) PAC consists of Head of the Department (Program Coordinator unless the department offers more than one program) as the chairperson and Senior faculty members. The committee meets at least once in each semester to review the progress of the program. The committee monitors attainment of Course Outcomes (COs) and Program Outcomes (POs) with the major focus being the cumulative learning of the students undergoing the program. ? Program Coordinator- Oversees all the courses offered by the department • Appoints Course Coordinators for each course offered administered by the department • Reviews the performance of students undertaking courses offered by the department • Ensures Colleges quality assurance processes for assessment in courses along with Academic Regulations are implemented ? Course coordinators - Discusses the course and its relationship to other courses within the program with the Program Coordinator • Develops course outcomes for the course • Schedules and conducts an orientation to the course for faculty, particularly who are new to the course. • Develops a meaningful and well connected topic sequence and schedules the same in consultation with other course instructors involved in the course and ensures adhering to the same. • Develops valid and reliable methods to evaluate student learning outcomes ? Class Advisers (Section Advisor) - Discusses all potentially significant issues and establishes good communication with the students thereby making them fully aware of their responsibility to meet performance standards. • Conducts weekly reviews with Counselors, monitors student progress and documents reviews to establish a record of trends in overall class performance

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

Yes

6.2 – Strategy Development and Deployment

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

Strategy Type	Details

Teaching and Learning	Adopted the following innovative teaching-learning practices: • Collaborative and cooperative Learning developing Professional Competencies including team skills • Interaction with Instructor in and outside of class obtaining Feedback • Learning through value added courses • Experiential Learning facilitating development of Problem-Solving Skills through project based learning • Interacting with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby becoming familiar with occupational awareness understanding a. What engineers do b. The language and process of design c. Non-technical side of Engineering d. Importance of societal development, environmental issues etc., e. Facilitating Peer learning among students
Examination and Evaluation	Mid-semester Examination: • Question paper evaluation by a committee comprising senior faculty members and a member from another department for evaluating correctness / adherence to higher levels of blooms taxonomy etc. Semester End Examination: • Question papers obtained from examiners are checked for quality, higher order thinking levels and ensuring balance with respect to complexity and coverage of syllabus, evaluated by the head of the department and a subject expert/course coordinator. • Obtained Panel of examiners and evaluators who have taught the course for at least five semesters approved by BoS at the beginning of the academic year.
Research and Development	• Each department is divided into four or five Divisions/Groups as per specialization in the department, with a Senior Professor (Division Head) chairing each group faculty involved in teaching courses / carrying out research in the corresponding specialization are grouped under that division. ? A few other senior faculty along with group head act as lead faculty (mentors) to others in the division. They interact closely, guiding mentees in their academic and research pursuits. Group Head guides the mentors and monitors divisions research activities. ? Financial incentive for publications, one

	day/week leave for faculty pursuing doctoral program.
Library, ICT and Physical Infrastructure / Instrumentation	Following facilities are made available in the last one year • A good number of labs and class rooms enabled with ICT facilities • Two ISPs with 210 Mbps internet connectivity as computing centre cum digital library with 100 systems making 200 systems available • Students and faculty use NPTEL lectures and other multimedia resources • Many faculty and a few students have qualified in a good number of courses of NPTEL certification obtaining good percentage of marks • Established IoT, Embedded systems, and Artificial Intelligence labs facilitating students who have been undertaking innovative projects thereby participating in many Hackathons
Human Resource Management	• Conducted a brief orientation session to new and junior faculty members, which includes information on academic expectations, governance structure of the institute, how to apply for research grants, incentives for carrying out research, teaching methodology, conducting student mentoring, resources of the institute, etc. • Faculty members with less than five years experience have been allocated reduced teaching load in their first year prepare course(s) that he/she will teach eventually associate and keenly observe the class room teaching of senior professors, scope to get started on research at the new place submit his/her papers from their thesis for publication
Industry Interaction / Collaboration	• Invited members from industry into our Governing Body, Academic Council and Board of Studies of each department. • Guest lectures arranged by inviting experts from industry • Faculty, student and technical staff development programs conducted by inviting experts from industry through lectures and hands-on sessions in the laboratory. • Laboratories established in collaboration with industry • Students undergo internship in various industries for a duration of 6-8 weeks at the end of II year and III year during summer. • Students and faculty visit various industries. • Some students get trained on some emerging technologies in a few industries

Curriculum Development	Curriculum review was done based on AICTE model curriculum considering the following aspects: • Programs current curriculums strengths and weaknesses • Emerging trends and industry needs • Expectations of stakeholders • Modified curriculum by including courses considering criticality of the courses which facilitate the program more innovative and distinctive thereby contributing to students' academic and professional development and offering a value addition for all the stake holders. • One major revision has been introduction of Summer Internship after second year of Undergraduate program. • For the Postgraduate program in Engineering, laboratory component has been included for professional elective courses also
Admission of Students	• Students are admitted by the convenor of EAMCET/ECET/PGECET/ICET/ (Admissions) for category A seats. • Admissions are made as per the online/e-options exercised by candidates, based on the rank obtained in the entrance tests and reservation category to which the candidates belong. • Category B seats are filled on merit basis with candidates including from other States and union territories, who have secured rank at JEE-Main or followed by rank in EAMCET, and then with marks obtained in Intermediate (plus 2). • Some meritorious students are given fee concession by the management. These students often got higher CGPA.

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

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

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support

No Data Entered/Not Applicable !!!
View File

6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
View File						

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

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
No Data Entered/Not Applicable !!!				
View File				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
34	34	42	42

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
15	2	12

6.4 – Financial Management and Resource Mobilization

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

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

new systems, are introduced by way of strengthening financial accounting and budgetary control systems.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
View File		

6.4.3 – Total corpus fund generated

66975803

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	NA	Yes	GCET Academic audit team
Administrative	No	NA	Yes	GCET Administrative audit team

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

1. At least, two Parent-Teacher meetings (PTMs) are conducted in each semester to provide inputs to parents regarding student learning. 2. In addition, Head of the Institution, HoDs and teachers interact with the parents as and when required to communicate academic progress, attendance and other behavioural issues, if any. 3. Some parents also provide feedback on curriculum development, teaching learning, research and infrastructural facilities, library, sports and canteen facilities, etc., which contribute to the overall development of the Institute. In the Academic year 2018-19 the following PTMs were held for II, III and IV B.Tech. of all departments. PTM held during 2018-19 ODD SEM: 29/07/2018, 13/10/2018 and 08/09/2018 PTM held during 2018-19 EVEN SEM: 06/01/2019, 09/03/2019 and 17/02/2019 For I B.Tech students: 2018-19 ODD SEM: 08/092018, 07/10/2018 and 2018-19 EVEN SEM: 03/02/2019, 17/03/2019.

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

1. The supporting staff is encouraged to upgrade their skills by being deputed to relevant authorized /recognized training centres in their respective trades/fields. 2. Support staff is given training on college's MIS. 3. Training has been given on use of fire extinguishing systems.

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

Some of the initiatives taken by the institution are: 1. Enhancing Programming Skills of the students 2. Cognos software training through IBM Centre of Excellence 3. Hackathons for enhancing creativity and innovation in the students 4. Added more space in terms of more project labs wherein a student can walk in at any time and use the lab to develop something that is of his interest. 5. Solar power club is in place that has been helping students develop projects generating solar power. 6. Collaborated with Siemens for enhancing the analysis and design skills of Mechanical engineering students 7. Training on Internet of Things for enhancing the design skills of EEE students 8. Initiatives taken for promoting R and D facilitated a few Research Funding

Projects 9. Junior faculty learn pedagogical skills by attending Senior and experienced Teachers classes. 10. MoU with Bees Consultancy, Hyderabad for in-house funded RD project.

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!					
View File					

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Professional Leadership Cyber Security Challenges	01/02/2019	02/02/2019	108	42
Painting Competetion on Womens day	08/03/2019	08/03/2019	43	15

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

Percentage of power requirement of the University met by the renewable energy sources
Percentage of power requirement of the College met by the renewable energy source is 96.1

7.1.3 – Differently abled (Divyangjan) friendliness

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

Any other similar facility	**No**	**0**

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadva ntages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	**1**	**1**	**03/11/2018**	**1**	**Health Awareness Camp in A ssociatio n with Sri Satya Sai Seva Organizat ion (SSSO) and LITERARY CLUB.**	**Distribut ed specta cles to the needy students by checking their eye sight**	**5**
2018	**1**	**1**	**22/12/2018**	**27**	**Course on Educate the Govt. School Students to provide the benefits of quality computer Education by IInd Year Students on every Saturday.**	**Educated the Govt. school students of Cheery al,Thimma ipally and Yadga rpally villages**	**8**
2019	**1**	**1**	**19/01/2019**	**1**	**Swachh Bharath Program**	**Cleaned the premises of Keesar agutta temple**	**69**
2019	**1**	**1**	**04/02/2019**	**1**	**Distribut ion Of Story Books to Primary School Students**	**Distribut ed story books to the students of Yadgar palli**	**10**

						village	
2019	1	1	23/03/2019	1	Blood Donation Camp by LIONS CLUB.	Donated to blood bank which will save the lifes of needy people	10
2018	1	1	04/08/2018	1	BLOOD DONATION CAMP(In-Association with RED-Cross)	Donated to blood bank which will save the lifes of needy people	19
2018	1	1	21/08/2018	1	Helping to KERALA STATE Flood effected People.	Helped Kerala food effected people by way of sending old cloths and food materials	20
2018	1	1	26/09/2018	1	Distribution of Stationary(penpencil Note Book sBagsBelts) to Primary School Students of Cheeryal village.	Poor people of Cheeryal village benefited	11
2018	1	1	06/10/2018	1	BLOOD DONATION CAMP(In-Association with Life Care Foundation)	Donated to blood bank which will save the lifes of needy people	13
2018	1	1	24/10/2018	189	English Language and Communication Skills(ELCS) to Primary	Trained primary school students of Thimma yipalli, Kundanpal	15

						School Students	li, Godhu makunta and Karee mguda	

<div align="center">

[View File](#)

</div>

7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
Human and Ethical Value in profession	17/07/2018	The Speaker Name is Prof. C. Nageshwara Rao. The objective of the speech was to highlight Human and ethical values in Engineering Profession. To understand the moral values that ought to guide the Engineering profession, Resolve the moral issues in the profession and appreciate the rights of others. The speaker also spoke to inspire Loyalty, Moral and Social Values.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Human and Ethical Values in Profession	17/07/2018	17/07/2018	74

<div align="center">

[View File](#)

</div>

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

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

the students and the villagers. The students actively involved in creating awareness towards environmental issues while celebrating Diwali festival. The institution is aware of its responsibilities in protecting the environment and conducts Green Audit of its campus and facilities.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice I Project based learning: Most engineering jobs involve design and practice, not theory and research. The typical theoretical science and mathematics-based curricula encourage the analytical approach to problem solving, while system design, integration, and synthesis are what the industry needs. We encourage students to solve the problems by adopting an approach through identification of problem by specifying the requirements to solution for the problem identified, normally used in the industrial design world. Learning of relevant theory is facilitated during the course of problem solution. Thus, in this approach, theory is a means to an end, not an end in itself. In this approach, students acquire lifelong learning skills, ethical standards, business practices and communication skills along with design skills. Accordingly, we shall incorporate content in our courses such aspects which facilitate ethics, business management, communication skills, and, over and above, Learning to Learn through Design and Project-Oriented Education through pedagogical practices. All our faculty, therefore, advised to adopt the Project-Based Learning in all such courses which have design orientation. Towards this end, departments have identified a few courses in which problem based/project-based learning can be employed. As a beginning, one lab course has been identified in which some design experiments/projects were given to the students. A couple of small project exercises were identified and given to a few batches of students. This approach was carried out in first- and second-year courses. In third and final year courses, it is suggested that at least three courses may be identified in which slightly more involved projects may be given. Projects identified may have more than one solution and the same project may be done by more than one batch of students and these students may present their design and implementation in the form of presentation and different batches may brainstorm and arrive at a conclusion on the best solution. This approach apart from design thinking skills, facilitates, report writing skills, presentation skills, group discussion skills, and team-oriented skills. It is our conviction that project-based learning facilitates faster learning in students and also make them to be engrossed in their learning which would create interest in them to become life-long learners. Best Practice II STUDENT MENTORING SYSTEM While there are quite a number of models of student mentoring at colleges, our mentoring model is a one-to-one system, highly structured to suit the profile of the student community taking admission in our college. It has won the appreciation of the accreditation bodies during their visit to our college, in the course of assessment for accreditation. Its goals include addressing issues of students such as: • Attendance • Academic performance • Assignment completion in time • Positive behaviour • Positive attitude towards learning • Participation in co-curricular and extra-curricular activities • Career guidance • Problem solving skills / Conflict management. A feature of our model is that the mentors are also mentored by senior faculty of the college and trained in mentoring so that the students and their mentors have a productive conversation and meeting. A detailed procedure for mentoring is provided to the mentors so that there is consistency in the mentoring style of the mentors. The procedure laid down varies with the year of study of the students and are designed to meet the varying needs during different stages of their four year study period. The mentoring procedure which the mentors follow is briefly described below: Preparing for Mentoring: The mentor collects the following information about the student mentees: • Previous academic record,

his/her educational experience. • The strengths and weaknesses as perceived by the mentees themselves. • Any concerns/anxieties he/she would like to share. • His / Her objective in choosing the B.Tech Program for study. The mentor then makes a personal assessment of each mentee's strengths and weaknesses. Mentoring of I year students: • Discuss and stress the importance of : ? Regularity and attendance, and devoting 2 to 3 hours a day for studies ? Active participation in the class activities, including laboratory work, such as tutorials, learning in groups (peer learning), solving quizzes etc aimed at acquiring problem solving skills, mathematical ability, communication skills, teamwork and leadership skills. ? Participation in various co-curricular and extracurricular activities conducted in the college, and a few other institutions of repute. • Support the mentee's exploration of new area of study and interests • Appreciate the mentee's efforts, where due • Support the mentee's involvement in campus activities, without losing focus on academic activities • Create awareness that Centre for Academic and Career Guidance can help in identifying their skills, interests, and abilities based on their psychometric test results and guides them accordingly. Mentoring of Second year students Mentoring is done in the understanding that at this stage the students begin to explore career options (M. Tech / M S Program abroad, MBA, Engineering services, Civil services etc) more seriously and that they need to read a broad range of subjects for attaining their goals. The mentees are counselled to: • Talk with senior faculty and career advisers elsewhere about various opportunities. • Engage in wide reading which may include English Literature, History, Philosophy etc, as this will facilitate acquiring employable skills such as: problem solving skills, oral and written communication skills, ability to analyze and synthesize, and even research skills. • Learn a foreign language and develop computer programming skills as, given the nature of today's job market, these skills would enhance their chances of landing their dream job. Mentoring Third year students • Stress the importance of exploring the various career options through summer internships, adjunct courses, volunteering service to local community and junior students on the campus. Mentoring Final Year students The mentors understand that in the final year of the program, the students begin to earnestly search for job opportunities or opportunities for Postgraduate studies. The mentors also keep in mind that the students study advanced courses in their branch, and shoulder responsible roles on campus and in volunteer activities, and, therefore, constantly assist and guide them in prioritizing the various activities. They support the mentees by organizing / providing. • Workshops and helping with resume and cover letter writing, useful tips on facing interviews, and other job-related skills. • Individual and group career counselling • On-campus placement opportunities • Connecting with Alumni or mentor programs

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://www.geethanjaliinstitutions.com/engineering/bestpractices.pdf

7.3 – Institutional Distinctiveness

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

Vision: "Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to the well being of the people of the nation and global community." We consider college students are cream of adolescent and young adult population. Adolescence is an important period because of its immediate effects on attitude and behavior, impacting rapid mental development, which gives rise to the need for, mental adjustments, establishing new attitudes, values and interests. Our conviction is students': ? Psychological development doesnt end at adolescence. ? College years are as

important in students' cognitive, emotional, moral, and social development. ? College stay influences their verbal, quantitative, subject matter competence, cognitive skills, identity, self-concept, self-esteem, values and attitudes. • The peer group is the single most important source of influence on students development, namely, Personality development, Attitudes, Values, Behavior patterns, Career development and Satisfaction with the college. Towards this, when students join in their first year of engineering program, we organize a two week Orientation Program on the following aspects: • Understanding oneself/ Self-awareness (Mainly strengths and weaknesses) • Interpersonal skills including team work • Career/Professional Goals • Negotiation and Decision making • Motivation to pursue Career/Professional Goals • Communication skills • Importance of knowledge to pursue our goals • Political and Global awareness • Importance of diligence • Professionalism • Sincerity and Discipline • Development focus • Strong willingness to learn • Leadership • Importance of wide reading to develop intellect • Commercial awareness/ Enterprising • Self-motivation to excel • Business awareness / focus • Self- regulatory skills • Work-life balance • Problem solving • Networking • Time management • Never give-up approach • Initiative and drive • Importance of life-long learning • Action planning • Self-promotion • Conviction that means are as important as ends • Self-assurance / self-confidence • Human Value and Professional Ethics • Adaptability/Resilience / flexibility • Commitment to societal development • Coping with uncertainty • Strong enthusiasm/commitment • Exploring and creating opportunities It is also our conviction that ? The extent of peer interaction is strongly connected to quality education and satisfaction with the college. ? The degree to which faculty are student oriented is second only to the influence of the peer group on students growth. ? Measures include interactions outside of class, student engagement in creativity and innovation leading a path to exploration under a faculty members supervision, and feedback on learning. ? Active learning, including class presentations, group projects, discussion, and substantive projects also have positive effects on students growth. Our faculty explore applications of the psychology of learning to classroom teaching and make students realize that societal development requires, Originality/Creativity, Innovation, High-level analytical/logical thinking skills and Creative writing. Our teaching, therefore, is, • Heuristic, which is intended to stimulate creativity in problem solving situations • Philetic, in which the teacher serves as role model and mentor. We at Geethanjali do our best to transform students into responsible citizens who contribute to the development of the country as well as the world.

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

8.Future Plans of Actions for Next Academic Year

Teaching-Learning Plan to initiate project based learning more aggressively/intensively, wherein, student develops an ability to 1. Design a system, object, product, etc 2. Solve an unstructured problem 3. Identify knowledge resources, interacting with peers to solve problem 4. Evaluate arguments and evidence of competing alternatives 5. Apply an abstract concept or idea to a real problem 6. Divide problems into manageable components 7. Clearly describe a problem orally 8. Clearly describe a problem in writing 9. Develop several methods to solve unstructured problems 10. Identify tasks needed to solve an unstructured problems 11. Visualize how the product of a design would look 12. Weigh the pros and cons of possible solutions to a problem 13. Write a concise technical report on the problem solved and 14. Make a Presentation on the same Training for Better Employability Towards this, 1. Intend to provide a more exhaustive placements training from second year itself to students. 2. Identify very bright students and provide more intensive training on Programming skills so that a good number of them get placed in companies with an average pay of 5-6

lakhs rupees per year 3. To provide intensive training for ECE students in VLSI design using VHDL/Verilog and Embedded Systems so that ECE students can aspire to get placed in core companies. 4. Every engineering department shall provide extensive training to its students on various software used by the respective department to facilitate better employability in their respective core industry. 5. English faculty from Freshman Engineering department would aggressively campaign asking students to register for the Business English Certificate program. 6. Want to conduct workshops on Design Thinking for a large number of students. 7. Want to conduct training on emerging technologies, namely, Artificial Intelligence, Machine Learning, IoT, etc for more number of students by encouraging them to undergo the training with more enthusiasm. 8. Establish a robotics lab so that interested students get trained in the area and execute projects in the area Motivate students to be Creative and Innovative leading to Entrepreneurship In this regards, we would like to encourage many more students to 1. Interact with community on societal and understand the same 2. Participate in discussing ideas to find solutions 3. Listen to ideas of others with an open mind 4. Discuss and develop ways to resolve conflict, if any, and 5. Reach agreement work on solution through collaborative project(s) Further, want to motivate a more number students to participate in a number of hackathons being conducted in various colleges. This would also facilitate students to interact with other students of various colleges, facilitate them to have a glimpse of various other innovative projects, and establish a network of support for their future development. In addition, this would also facilitate them with development of Entrepreneurial Skills to take on the major challenge of providing employment since they are in a better position to take risks as they have nothing much to lose. They understand that entrepreneurship aims at providing solution to societal problems.