

GEETHANAJALI COLLEGE OF ENGINEERING & TECHNOLOGY

SELF ASSESSMENT REPORT(TIER - I) FOR Civil Engg.

Part A : Institutional Information

1 Name and Address of the Institution

GEETHANAJALI COLLEGE OF ENGINEERING & TECHNOLOGY,
GEETHANAJALI COLLEGE OF ENGINEERING AND TECHNOLOGY SY NO. 33 & 34, CHEERYAL (V), KEESARA (M) RANGAREDDY DISTRICT, AP-501301

2 Name and Address of Affiliating University

JNTU, HYDERABAD, A.P.

3 Year of establishment of the Institution:

2005

4 Type of the Institution:

<input type="radio"/> Institute of National Infortance	<input checked="" type="radio"/> Autonomous
<input type="radio"/> University	<input type="radio"/> Any other(please specify)
<input type="radio"/> Deemed University	

5 Ownership Status:

<input type="radio"/> Central Government	<input type="checkbox"/> Trust
<input type="radio"/> State Government	<input checked="" type="checkbox"/> Society
<input type="radio"/> Government Aided	<input type="checkbox"/> Section 25 Company
<input type="radio"/> Self financing	<input type="checkbox"/> Any Other(Please Specify)

6 Other Academic Institutions of the Trust/Society/Company etc., if any

Name of Institutions	Year of Establishment	Programs of Study	Location
Geethanjali College of Phar	2007	B. Pharmacy	Cheeryal(V), Keesara(M), N
Geethanjali College of Phar	2013	Pharm D	Cheeryal(V), Keesara(M), N
Geethanjali College of Phar	2013	Pharm D PB	Cheeryal(V), Keesara(M), N
Geethanjali College of Phar	2011	M Pharmacy	Cheeryal(V), Keesara(M), N

7 Details of all the programs being offered by the Institution under consideration:

Name of Program	Program Applied level	Start of year	Year of AICTE approval	Initial Intake	Intake Increase	Current Intake	Accreditation status	From	To	Program for consideration	Program for Duration
Bachelor of Technology	UG	2014	2014	120	Yes	30	Applying first time	--	--	Yes	4
Sanctioned Intake for Last Five Years for the Bachelor of Technology											
Academic Year						Sanctioned Intake					
2023-24						30					
2022-23						60					
2021-22						60					
2020-21						60					
2019-20						120					
2018-19						120					
B.Tech in Electronics and Communication Engineering	UG	2005	2005	60	Yes	180	Granted accreditation for 3 years for the period (specify period)	2022	2025	No	4
Sanctioned Intake for Last Five Years for the B.Tech in Electronics and Communication Engineering											
Academic Year						Sanctioned Intake					
2023-24						180					
2022-23						180					
2021-22						240					
2020-21						240					
2019-20						240					
2018-19						240					
B.Tech in Electrical and Electronics Engineering	UG	2006	2006	60	Yes	60	Granted accreditation for 3 years for the period (specify period)	2022	2025	No	4
Sanctioned Intake for Last Five Years for the B.Tech in Electrical and Electronics Engineering											
Academic Year						Sanctioned Intake					
2023-24						60					
2022-23						60					
2021-22						60					
2020-21						60					
2019-20						120					
2018-19						120					
B.Tech (Mechanical Engineering)	UG	2011	2011	60	Yes	30	Not eligible for accreditation	--	--	0	4

Name of Program	Program Applied level	Start of year	Year of AICTE approval	Initial Intake	Intake Increase	Current Intake	Accreditation status	From	To	Program for consideration	Program for Duration
Sanctioned Intake for Last Five Years for the B.Tech (Mechanical Engineering)											
Academic Year				Sanctioned Intake							
2023-24				30							
2022-23				60							
2021-22				60							
2020-21				60							
2019-20				120							
2018-19				120							
B.Tech (Computer Science Engineering)	UG	2005	2005	60	Yes	300	Granted accreditation for 3 years for the period (specify period)	2022	2025	0	4
Sanctioned Intake for Last Five Years for the B.Tech (Computer Science Engineering)											
Academic Year				Sanctioned Intake							
2023-24				300							
2022-23				300							
2021-22				240							
2020-21				240							
2019-20				240							
2018-19				240							
B.Tech(Computer Science Engineering-Cyber Security)	UG	2020	2020	60	Yes	180	Not eligible for accreditation	--	--	0	4
Sanctioned Intake for Last Five Years for the B.Tech(Computer Science Engineering-Cyber Security)											
Academic Year				Sanctioned Intake							
2023-24				180							
2022-23				60							
2021-22				60							
2020-21				60							
2019-20				0							
2018-19				0							
B.Tech (Computer Science Engineering-Data Science)	UG	2020	2020	60	Yes	180	Not eligible for accreditation	--	--	0	4

Name of Program	Program Applied level	Start of year	Year of AICTE approval	Initial Intake	Intake Increase	Current Intake	Accreditation status	From	To	Program for consideration	Program for Duration
Sanctioned Intake for Last Five Years for the B.Tech (Computer Science Engineering-Data Science)											
Academic Year				Sanctioned Intake							
2023-24				180							
2022-23				120							
2021-22				60							
2020-21				60							
2019-20				0							
2018-19				0							
B.Tech (Computer Science Engineering-Artificial Intelligence and Machine Learning)	UG	2020	2020	60	Yes	240	Not eligible for accreditation	--	--	0	4
Sanctioned Intake for Last Five Years for the B.Tech (Computer Science Engineering-Artificial Intelligence and Machine Learning)											
Academic Year				Sanctioned Intake							
2023-24				240							
2022-23				180							
2021-22				180							
2020-21				60							
2019-20				0							
2018-19				0							
M.Tech (CSE)	PG	2011	2011	18	Yes	18	Not eligible for accreditation	--	--	0	2
Sanctioned Intake for Last Five Years for the M.Tech (CSE)											
Academic Year				Sanctioned Intake							
2023-24				18							
2022-23				18							
2021-22				18							
2020-21				18							
2019-20				30							
2018-19				30							
MBA	PG	2006	2006	60	No	60	Eligible but not applied	--	--	0	2

8 Programs to be considered for Accreditation vide this application:

S No	Level	Discipline	Program
1	Under Graduate	Engineering & Technology	Civil Engg.

9 Total number of employees

A. Regular* Employees (Faculty and Staff):

Items	2023-24		2022-23		2021-22	
	MIN	MAX	MIN	MAX	MIN	MAX
Faculty in Engineering (Male)	133	139	136	148	141	150
Faculty in Engineering (Female)	117	131	116	135	115	139
Faculty in Maths, Science & Humanities teaching in engineering program (Male)	25	34	22	26	23	28
Faculty in Maths, Science & Humanities teaching in engineering program (Female)	31	33	28	31	23	28
Non-teaching staff (Male)	63	70	59	63	56	59
Non-teaching staff (Female)	47	54	40	44	33	60

B. Contractual* Employees (Faculty and Staff):

Items	2023-24		2022-23		2021-22	
	MIN	MAX	MIN	MAX	MIN	MAX
Faculty in Engineering (Male)	0	0	0	0	0	0
Faculty in Engineering (Female)	0	0	0	0	0	0
Faculty in Maths, Science & Humanities teaching in engineering Programs (Male)	0	0	0	0	0	0
Faculty in Maths, Science & Humanities teaching in engineering Programs (Female)	0	0	0	0	0	0
Non-teaching staff (Male)	0	0	0	0	0	0
Non-teaching staff (Female)	0	0	0	0	0	0

10 Total number of Engineering students:

Engineering and Technology- UG	<input checked="" type="checkbox"/> Shift1	<input type="checkbox"/> Shift2
Engineering and Technology- PG	<input checked="" type="checkbox"/> Shift1	<input type="checkbox"/> Shift2
Engineering and Technology- Polytechnic	<input type="checkbox"/> Shift1	<input type="checkbox"/> Shift2
MBA	<input checked="" type="checkbox"/> Shift1	<input type="checkbox"/> Shift2
MCA	<input type="checkbox"/> Shift1	<input type="checkbox"/> Shift2

Engineering and Technology- UG Shift-1

Course Name	2023-24	2022-23	2021-22
Total no. of Boys	2855	2526	2375
Total no. of Girls	1662	1659	1584
Total	4517	4185	3959

Engineering and Technology- PG Shift-1

Course Name	2023-24	2022-23	2021-22
Total no. of Boys	0	0	1
Total no. of Girls	2	0	2
Total	2	0	3

Engineering and Technology- MBA Shift-1

Course Name	2023-24	2022-23	2021-22
Total no. of Boys	51	44	37
Total no. of Girls	73	71	61
Total	124	115	98

11 Vision of the Institution:

Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to well being of the people of the nation and global community.

12 Mission of the Institution:

To impart adequate fundamental knowledge in all basic sciences and engineering, technical and Inter-personal skills to students.

To bring out creativity in students that would promote innovation, research and entrepreneurship.

To Preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

13 Contact Information of the Head of the Institution and NBA coordinator, if designated:

Head of the Institution	
Name	Dr.Udaya Kumar Susarla
Designation	Principal
Mobile No.	9866308257
Email ID	uksusarla@gmail.com

NBA Coordinator, If Designated

Name	Dr. R.Prasanna Kumar
Designation	Professor
Mobile No.	9486332380
Email ID	prasannakumar.ce@gcet.edu.i

PART B: Criteria Summary

Criteria No.	Criteria	Total Marks	Institute Marks
1	VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES	50	50.00
2	PROGRAM CURRICULUM AND TEACHING - LEARNING PROCESSES	100	98.00
3	COURSE OUTCOMES AND PROGRAM OUTCOMES	175	167.00
4	STUDENTS' PERFORMANCE	100	51.15
5	FACULTY INFORMATION AND CONTRIBUTIONS	200	101.37
6	FACILITIES AND TECHNICAL SUPPORT	80	78.00
7	CONTINUOUS IMPROVEMENT	75	66.00
8	FIRST YEAR ACADEMICS	50	44.76
9	STUDENT SUPPORT SYSTEMS	50	50.00
10	GOVERNANCE, INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES	120	120.00
	Total	1000	826

Part B : Criteria Summary

1 VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES (50)

Total Marks 50.00

1.1 State the Vision and Mission of the Department and Institute (5)

Total Marks 5.00

Vision of the institute	Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to well being of the people of the nation and global community.													
Mission of the institute	<p>To impart adequate fundamental knowledge in all basic sciences and engineering, technical and Inter-personal skills to students.</p> <p>To bring out creativity in students that would promote innovation, research and entrepreneurship.</p> <p>To Preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.</p>													
Vision of the Department	The Civil Engineering Department is committed to excellence, quality, and sustained growth while offering our students an outstanding and rigorous education in an environment that supports intellectual growth while meeting 21st century demands.													
Mission of the Department	<table border="1"> <thead> <tr> <th data-bbox="233 894 331 967">Mission No.</th> <th data-bbox="331 894 982 967">Mission Statements</th> </tr> </thead> <tbody> <tr> <td data-bbox="233 967 331 1065">M1</td> <td data-bbox="331 967 982 1065">To provide high-quality educational experience for students in the field of Civil Engineering with strong emphasis on professional ethics, social and environmental responsibilities.</td> </tr> <tr> <td data-bbox="233 1065 331 1138">M2</td> <td data-bbox="331 1065 982 1138">To provide infrastructure and facilities to meet the latest technological requirements.</td> </tr> <tr> <td data-bbox="233 1138 331 1179">M3</td> <td data-bbox="331 1138 982 1179">To provide research opportunities for faculty and students</td> </tr> <tr> <td data-bbox="233 1179 331 1252">M4</td> <td data-bbox="331 1179 982 1252">To have a continuous interaction with Industry with an emphasis on R and D</td> </tr> <tr> <td data-bbox="233 1252 331 1317">M5</td> <td data-bbox="331 1252 982 1317">To produce engineers capable of critical thinking, devoted to lifelong learning, and highly sought after by employers</td> </tr> </tbody> </table>	Mission No.	Mission Statements	M1	To provide high-quality educational experience for students in the field of Civil Engineering with strong emphasis on professional ethics, social and environmental responsibilities.	M2	To provide infrastructure and facilities to meet the latest technological requirements.	M3	To provide research opportunities for faculty and students	M4	To have a continuous interaction with Industry with an emphasis on R and D	M5	To produce engineers capable of critical thinking, devoted to lifelong learning, and highly sought after by employers	
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M2	To provide infrastructure and facilities to meet the latest technological requirements.													
M3	To provide research opportunities for faculty and students													
M4	To have a continuous interaction with Industry with an emphasis on R and D													
M5	To produce engineers capable of critical thinking, devoted to lifelong learning, and highly sought after by employers													

PEO No.	Program Educational Objectives Statements
PEO1	Graduates will be technically adept in mathematical, scientific, and engineering fundamentals to pursue their chosen profession or pursue advanced studies with a commitment to lifelong learning for professional development.
PEO2	Graduates will be able to apply problem-solving skills to various engineering problems that involve management of medium-sized projects to large-scale projects using modern equipment or systems, and work on multidisciplinary projects in multicultural environment demonstrating interpersonal skills.
PEO3	Graduates will exhibit creativity, innovation, and professional ethics with leadership qualities towards societal development.

1.3 Indicate where the Vision, Mission and PEOs are published and disseminated among stakeholders (15)

Total Marks 15.00

The Vision, Mission and PEOs are published in

- College website (www.geethanjalinstitutions.com (<http://www.geethanjalinstitutions.com/>) (<http://www.geethanjalinstitutions.com>)) under the Department of Civil Engineering.
- Syllabus book of B. Tech Civil Engineering program.
- All Course files and Lab manuals
- Department Newsletter
- CE HoD Cabin
- Faculty Room
- All Laboratories of the Department
- Department Notice Boards
- Department corridors

Vision and Mission are disseminated to all the stakeholders of the program through faculty meetings, student awareness workshops, student induction programs, alumni meetings, governing body meetings, interactions with recruiters, professional bodies and parents.

- Program coordinator will have discussions with faculty related to PEOs and their linkage to the professional competence of the students, before commencement of semester. They further discuss the same with their respective students in the class rooms.
- Student awareness programs on the significance of PEOs and their contribution to the proficiency of the graduates are conducted once a year.
- Alumni survey is conducted once a year. Before conducting the survey alumni are briefed with regard to the role being played by alumni in defining the PEOs and their relevance to the overall growth of the professional graduate.
- Recruiters are informed about the importance of PEOs from industry's point of view. They are requested to give their opinion through a questionnaire which is further used in defining/redefining the PEOs.
- Members of the professional bodies are invited to the campus for various guest lectures to update the students with regard to the technological developments in industry/R&D establishments. Members of professional bodies are provided with a questionnaire seeking their response and suggestions if any on the PEOs.
- Parents are informed about the significance of PEOs and their relevance in improving quality of students of B.Tech. Program during parent teacher meeting. Parents are invited to provide their feedback/opinions/suggestions on PEOs.

Location of display boards of Vision, Mission and PEOs in the CE department



CE IHoD cabin



Entrance of CE department



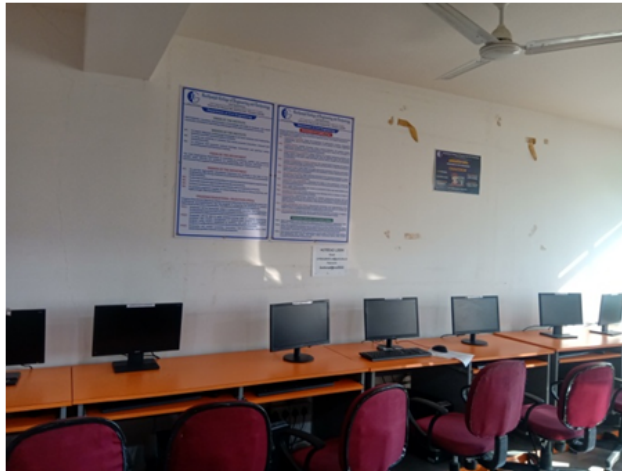
Faculty cabin in department



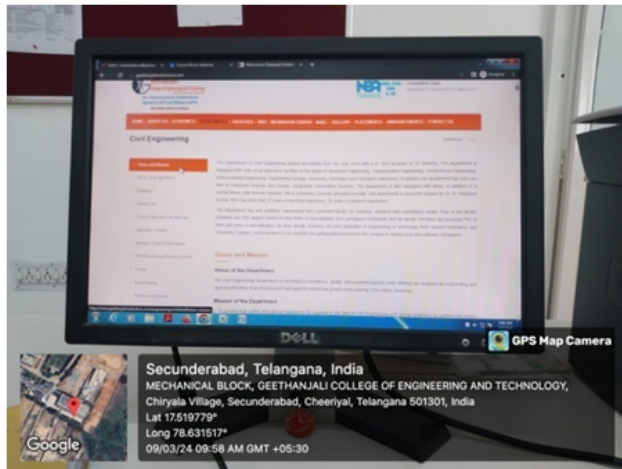
Surveying and Geomatics laboratory



Department Corridor



CE Computer lab



Department website

1.4 State the process for defining the Vision and Mission of the Department, and PEOs of the program (15)

Total Marks 15.00

Vision and Mission of the Department are defined through a consultation process involving the stakeholders of the Department as shown in Figure 1.1. In defining the Vision and Mission of the Department, the following steps were followed:

Step 1: Vision and Mission of the Institute are taken as the basis to interact with various stake holders.

Step 2: Views are collected by the Program Coordinator from stakeholders of the Department such as faculty, Industry, Management, Parents, Alumni, Professional Bodies and governing body members.

Step 3: The views collected by the Program Coordinator are reviewed by the Program Assessment Committee to arrive at the Vision and Mission of the Department after verifying its consistency with Institute Vision and Mission.

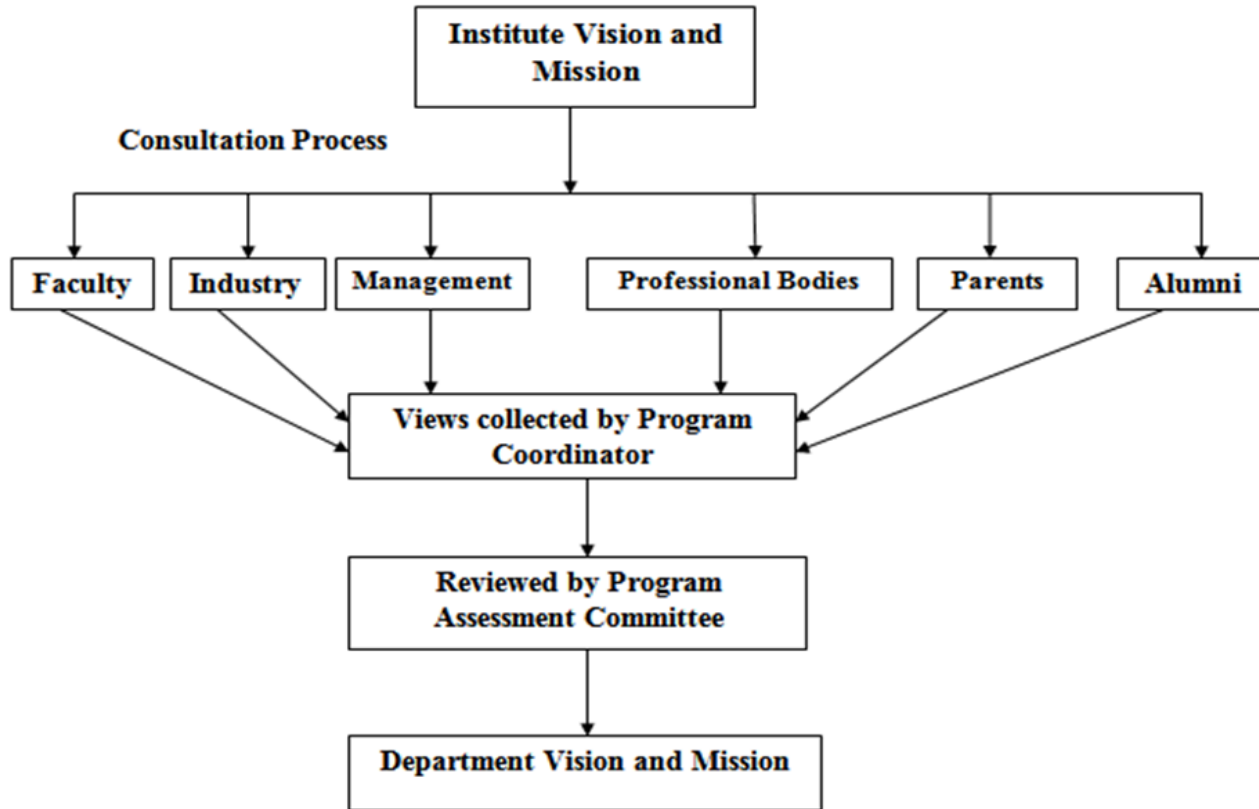


Figure 1.1: Process for defining Vision and Mission of the Department

The PEOs are established through the following process

Program Educational Objectives (PEOs) are designed keeping in mind the characteristics of a Professional Engineer. A professional engineer must have the following traits, consisting codes of ethics, attributes valued by employers, and core competencies valued by professional bodies. Synthesis of these traits produces a set of ten holistic behaviours of an engineer, which are further categorized into the following groups.

- Technical roles include the roles of analyst, problem solver, designer, and researcher.
- Interpersonal roles include communicator, collaborator, and leader.

- Professional roles include being a self-grower, achiever, and practitioner.
- Improve the quality, effectiveness, efficiency and relevance of engineering courses offered by Engineering Colleges.
- Identify changes in technical manpower, job profiles for selecting program offerings and modifying the existing programs.

The Program Educational Objectives are established through a consultation process involving the core constituents such as Professional Bodies, Alumni, Industry, Faculty, Parents and Recruiters.

The PEOs are established through the following steps

Step 1: Vision and Mission of the Department are taken as a basis.

Step 2: Program Coordinator consulted the key constituents and collected their views and submitted the same to the Program Assessment Committee.

Step 3: Program Assessment Committee analyzed and summarized the collected views and established the PEOs

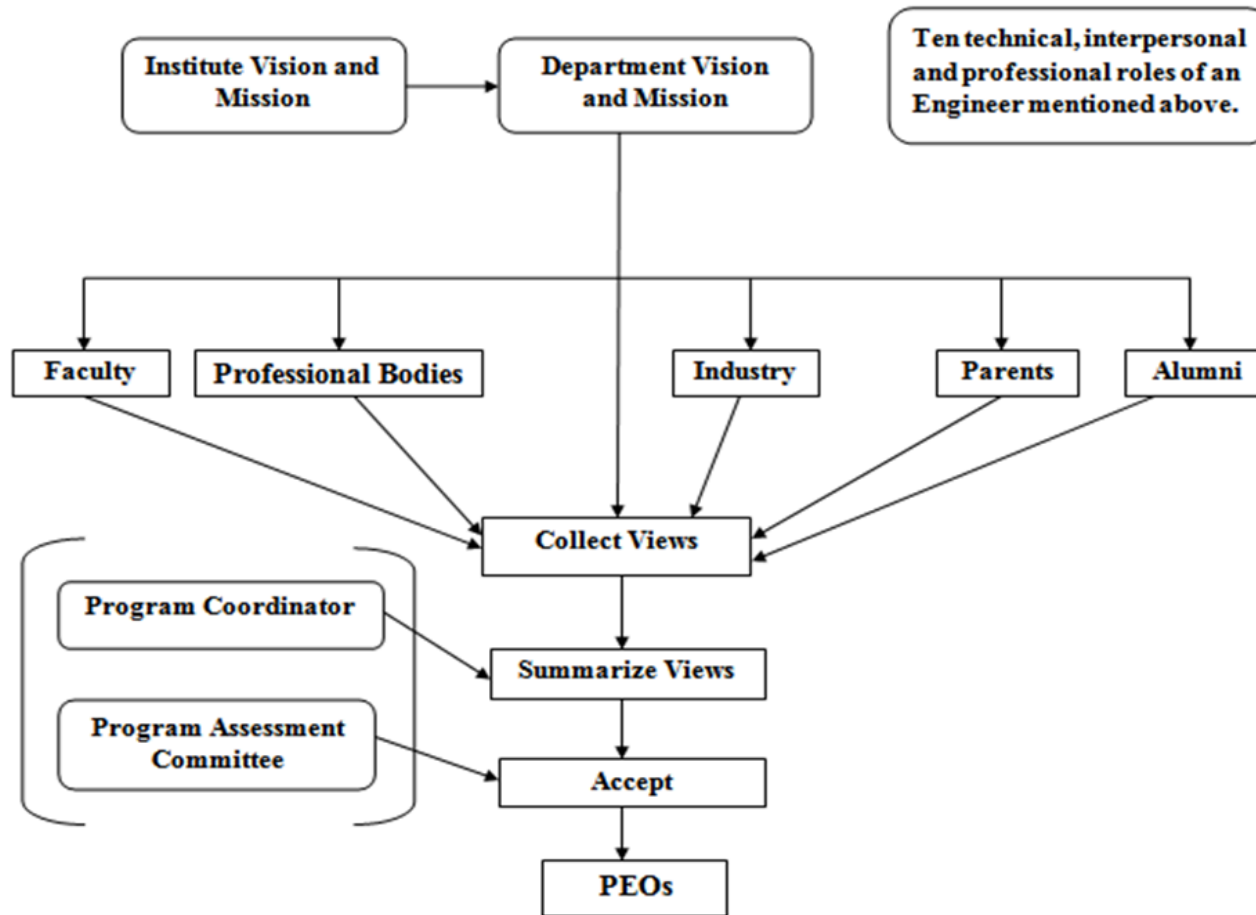


Figure 1.2: Process of defining Department PEOs

1.5 Establish consistency of PEOs with Mission of the Department (10)

Total Marks 10.00

Mission of the Department

M1	To provide high-quality educational experience for students in the field of Civil Engineering with strong emphasis on professional ethics, social and environmental responsibilities.
M2	To provide infrastructure and facilities to meet the latest technological requirements.
M3	To provide research opportunities for faculty and students.
M4	To have a continuous interaction with Industry with an emphasis on R and D.
M5	To produce engineers capable of critical thinking, devoted to lifelong learning, and highly sought after by employers.

Mission statements are the avowed and actively pursued functions of the department with the objective of attaining the stated Program Educational Objectives. The correlation levels of mission statements are given in the PEO - Mission matrix with

justification of the level of pursuit of the mission statements (numbered M1 to M5) is given against each PEO, in the following table:

PEOs	Mission	Justification
PEO1	M1	Providing high-quality educational experience for students in the field of Civil Engineering.
	M2	Providing infrastructure and facilities
	M3	Providing research opportunities for faculty and students.
	M4	Providing interaction with Industry with an emphasis on R and D.
	M5	Providing opportunities for critical thinking, devoted to lifelong learning.
PEO2	M1	Strong emphasis on professional ethics and social responsibilities
	M2	Providing infrastructure and facilities to meet the latest technological requirements.
	M3	Providing research opportunities for faculty and students.
	M4	Providing interaction with Industry with an emphasis on R and D.
	M5	Providing opportunities for critical thinking, devoted to lifelong learning.

PEO3	M1	In addition to providing high-quality educational experience for students, strong emphasis is given on professional ethics, social and environmental responsibilities.
	M2	Providing infrastructure and facilities to meet the latest technological requirements.
	M3	Providing research opportunities for faculty and students.
	M4	Providing interaction with Industry with an emphasis on R and D.
	M5	Providing opportunities for critical thinking, devoted to lifelong learning.

PEO Statements	M1	M2	M3	M4	M5
<p>Graduates will be technically adept in mathematical, scientific, and engineering fundamentals to pursue their chosen profession or pursue advanced studies with a commitment to lifelong learning for professional development.</p>	3 ▾	3 ▾	3 ▾	2 ▾	3 ▾
<p>Graduates will be able to apply problem-solving skills to various engineering problems that involve management of medium-sized projects to large-scale projects using modern equipment or systems, and work on multidisciplinary projects in multicultural environment demonstrating interpersonal skills.</p>	2 ▾	3 ▾	3 ▾	3 ▾	2 ▾

Graduates will exhibit creativity, innovation, and professional ethics with leadership qualities towards societal development.					
	3 ▾	3 ▾	3 ▾	3 ▾	2 ▾

2 PROGRAM CURRICULUM AND TEACHING - LEARNING PROCESSES (100)

Total Marks 98.00

2.1 Program Curriculum (30)

Total Marks 30.00

2.1.1 State the process for designing the program curriculum (10)

Institute Marks : 10.00

Curriculum development is a purposeful, progressive and a systematic process in order to create positive improvement in the educational system on the lines of research advancements that are taking place in the fields of science and technology and on the societal needs at large. An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for imparting quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must equip and demonstrate before advancing to the next level. Every time there are changes or developments happening around, the curriculum shall be restructured. There is a need to update the curriculum regularly in order to keep pace with the fast-growing technological advances and to address societal needs. Curriculum development has a broad perspective because it is not only about the institution, the students and the teachers but it is also about the development of a society in general.

Policy for Design of Curriculum

Our college has a well-defined policy for the design and development of curriculum for UG programs. The salient features of the policy are detailed below: Based on the Vision and Mission of the college, the department has established its vision and mission. Towards realizing the vision and mission, the department has defined its Programs Educational Objectives (PEOs), Program Specific Outcomes (PSOs). The Program Outcomes (POs) defined by NBA are also taken into consideration while defining the PEOs.

The following are the stages of Curriculum Design:

1. Write Vision and Mission of the Department offering the program
2. Identify the context of program
3. Write Program Educational Objectives (PEO) consistent with the Mission and Vision of the Department
4. Write the Program Outcomes (PO) as stated by NBA
5. Prepare PO-PEO matrix to ensure POs facilitate realization of PEOs.
6. Select the number of credits for the program and decide the distribution of Credits
7. Identify the courses to meet the stated Program Outcomes
8. Write the PO-CO matrix
9. Define the assessment process

It is our strong belief that "Engineers build systems and products for the betterment of humanity". In order to enter the contemporary profession of engineering, students must be able to perform essential functions of an engineer, which are nothing but Program Outcomes (POs). The following are some program outcomes expected of every engineer

- Graduating engineers should be able to conceive-design-implement-operate complex value-added engineering systems in a modern team-based environment.
- "Graduating engineers should appreciate the engineering process, be able to contribute to the development of engineering products, and do so while working in engineering organizations.
- Implicit is the additional expectation that, as university graduates and young adults, engineering graduates should be developing as whole, mature, and thoughtful individuals with a passion to contribute for societal development"
- Curriculum is designed by considering the PEOs, in addition to the above POs given by NBA and the defined PSOs of the department, by taking inputs from all stakeholders, namely, industry, R&D establishments, members of professional bodies, alumni, and faculty of the college, Government and community.
- Subsequently, the College has constituted the Board of Studies (BoS) for the department. BoS consists of senior and experienced faculty of the department, senior Professor nominated by the affiliating university JNTUH, external subject experts from industry, academia, R & D organizations and an alumnus. The BoS, supports the department in the preparation and revision of curriculum for UG and PG programs. While preparing curriculum and subsequent revisions, BoS considers the vision and mission of the department while framing/modifying the curriculum. Then the same is put up before the College Academic Council which consists of college senior faculty members, and external experts from industry, academia, affiliating university that monitors the academic and other aspects governing the college, legal experts and other persons of eminence from society. Their inputs are taken for further revision, if any before finalizing the curriculum.

Our curriculum development and / or its revision shall be consistent with the following principles:

- Curriculum is outcomes-based and learner-centered: content, learning resources, learning activities, assessment, and evaluation, all derived from, and aligned with program outcomes and course outcomes;
- Course outcomes represent the culminating demonstrations of learning and achievement;
- Course outcomes define the skills, knowledge, and attitudes that a student is expected to demonstrate at the completion of a course or a program of study.
- All course outcomes within the program complement and facilitate attainment of the program outcomes Curriculum is purposeful and promotes holistic development of individual;

- Curriculum is current and relevant with provincial program standards or program descriptions and as per employability needs;
- Curriculum is designed based on Blooms taxonomy;
- Curriculum provides active learning opportunities to maximize student engagement;
- Active learning is the process of learning new ideas, skills and attitudes by doing, performing, and taking action, which is either cognitive or physical and/or can include, but is not restricted to, devices such as games, simulations, introspection, and role playing.
- Curriculum recognizes diversity of students and contributes to the development of a respectful learning environment;
- Curriculum aligns content, learning resources, and authentic assessment with learning outcomes;
- Curriculum complies to relevant standards of AICTE.
- Curriculum is consistent with the mission and vision of the department and as well as the college
- Curriculum is appropriate to the level at which the qualification is offered;
- Curriculum is appropriate to the occupational requirements of the graduates of the program.

The purpose is to encourage students to think not only as an engineer but also as

- Anthropologist
- Biologist
- Chemist
- Literary critic
- Political scientist
- Sociologist
- Statistician etc.

Mechanism used in the design and development of the curriculum with emphasis on "Need Assessment, Feedback, etc."

Our philosophy of curriculum design is aimed at enhancing flexibility in providing holistic education and improving the academic standards to achieve excellence.

In the process of curriculum design and moving towards the objective of preparing students who would be able to contribute significantly for the development of our nation in particular, and the world in general, the BoS and Academic Council (AC) perused the curriculum, guidelines and academic regulations prescribed by the monitoring University, JNTUH, AICTE regulations, its proposed model curriculum and other reputed institutions including a few well known universities abroad.

The College has been organizing and participating in Curriculum Development Workshops for quite some time and reviewing the curriculum. This involves participation of experts from Industry, R&D Establishments and Academic Peers along with its own Faculty members. After a threadbare discussion a draft on the proposed curriculum is prepared by the concerned department of the college, which is subsequently presented to the various Boards of Studies of the affiliating University. Similar exercise was carried out prior to and subsequent to our autonomous status proposing the curriculum under autonomous status involving experts from industry, R&D establishments, members of professional bodies namely, IGBC, ICI, Smart Infra etc., academic peers from reputed institutes and its own senior faculty members. The proposals were subsequently presented to the Boards of Studies for approval and finally after the acceptance of the proposals by the Boards of Studies, the same were put for consideration at the College Academic Council, which again consists of experts from Industry, R&D and Academic field including three nominees of the affiliating university, JNTUH, and the same were accepted.

Curriculum is designed and proposed such that the main frame of the program structure and the syllabi are within the framework of the norms stipulated by UGC and AICTE. The defining element of the curriculum is "Choice Based Credit System (CBCS)", wherein the teaching learning process is student centric with a wide range of courses to choose from.

Involvement of all stakeholders, namely, industry, research bodies and civil society in the curriculum design and development process.

College frequently interacts with industry, R & D establishments, members of professional bodies, alumni, senior and middle level faculty of the college, occasionally with government and community as well.

Feedback on the curriculum is taken from the above bodies, namely, industry, R & D establishments; members of professional bodies, alumni and the like are incorporated in the courses if the feedback demands a small change. However, if the feedback demands a major change, the same will be discussed in respective BoS and again in the academic council, if it warrants a change, it is incorporated.

The following aspects have been ensured through curriculum design and development

Employability - The college prepares the students imbibing analytical thinking, problem solving skills, creativity, innovation, soft skills, programming skills, etc., which are essential to take up a job will be acquired by the student as part of the curriculum. The students are sufficiently trained in their ability to learn new concepts and apply them to various engineering problems. The institute aims to train students not only for their first job but also facilitates them to be a lifelong

learner. Three additional English courses are introduced to improve the communication skills both written and oral, interpersonal skills of the students facilitating them for improved employability as well as their professional/career developments. In addition, two courses on logical reasoning/critical thinking skills which would improve student's employability. Unlike the traditional surveying, the institute has introduced Total station, for improved employability. In addition, Software such as STAAD Pro and MX roads are introduced in the curriculum to improve the employability of the students.

Creativity and Innovation - College encourages hands-on learning by introducing mini projects in most of its courses and quite often students are motivated to find innovative solutions while working on these projects. It is our fond hope that some of these projects will lead to start ups in the near future. Mini project and Major project in the curriculum ensure imbibing creativity, innovation and teamwork in the students and further promote research culture.

GCET has been striving hard to bridge the gap between academia and the industry. In this direction, GCET has taken a good number of initiatives and invited a few experts towards establishment of a centre for Creativity and Innovation. We have also invited a few experts from reputed academic institutions and industry to join the college as faculty members and have been fairly successful on this front.

Factors to be considered when designing a course

1. Specific Context of the Teaching/Learning Situation

- Is the course for first year, second year, or third year or final year students?
- How many credits?
- What physical elements of the learning environment will affect the class?
- Are the students majors in your department or are they fulfilling a distribution credit?

2. General Context of the Learning Situation

- What are the learning expectations in this course in the overall context of the curriculum towards the profession / society?
- What would distinguish students who would take this course from students who do not? That is, how should taking your course transform students with respect to their abilities?
- What do you want your students to remember from your course in 5-10 years?
- What skills should students gain in this course?
- How does this course relate to other courses in the discipline? Then how would you define the course goals accordingly (e.g., for an introductory, fundamental, or advanced course in the discipline)?

3. Nature of the Course

- Is the course primarily theoretical, practical, or a combination of both?
- Is the course primarily convergent or divergent?

4. Characteristics of the Learners

- What prior knowledge, experiences, and initial feelings do students usually have about this subject? Consider previous course(s) they may or may not have taken.
- What are their learning goals, expectations, and preferred learning styles?
- What is the motivation for the student to take this course vis-à-vis the program curriculum?

5. Assessment an important aspect of student learning

- Improving the quality of learning in a course involves not just determining to what extent students have mastered the course content at the end of the course; improving the quality of learning also involves determining to what extent students are mastering content throughout the course.
- Thus in addition to providing instructors with valuable information about students learning, assessment should assist the students in diagnosing their own learning. That is, assessment should help students "become more effective, self-assessing, self-directed learners".

6. The quality of learning in a course can be measured by the quality of assessment instruments used. Metrics to measure the quality of assessment can be defined in terms of distribution, difficulty level and nature of questions among the six levels of Bloom's Taxonomy.

7. Make sure to think carefully when pairing assessments with learning objectives.

- How are you going to assess the students?
- What assessment tools would be employed to gain students learning?

Please note that assessment tasks are designed so that they support evidence of student learning and achievement of course learning outcomes.

The curriculum is designed to facilitate students obtaining liberal education, which has the potential to broaden their perspective and transform the world. The curriculum offers various designated courses namely, Basic Sciences, Engineering Sciences, Social Sciences and Humanities, Professional Electives along with Open Electives such that it ensures balance between these courses. The professional elective courses are introduced with an objective of enabling the students to go for further specialization in their chosen field of interest, if they so desire.

Mandatory non-credit courses suggested by AICTE are also part of the curriculum. The curriculum is structured with five theory and three laboratory courses from second year first semester onwards up to fourth year first semester to facilitate more practical oriented teaching and learning with an emphasis on local and global needs. The support of the college management, which has been forthcoming for the provision of all the required facilities, including establishing additional labs and infrastructure is unstinted and commendable. The introduction of Open Elective courses promotes the philosophy of liberal education. Academic flexibility is maintained through a wide range of courses offered across departments.

The process flow for Curriculum Design is as follows:

Step 1: The Department formulates PEOs, and PSOs based on Institute's/Department's Vision and Mission, the NBA and AICTE guidelines.

Step 2: Internal Board of Studies Committee, consisting of Professors and senior faculty members of the Department frames the Course Structure of the curriculum keeping in view of the PEOs, the graduating outcomes defined by NBA in the form of POs and sticking to the norms laid down by AICTE, UGC, and JNTUH- Hyderabad by having brainstorm sessions. During this process the curriculum of premier institutions like NITs, IITs, IIITs, foreign universities etc are referred. Alumni feedback is also considered during this step. During curriculum revisions, the POs' attainments and suggestions made in PAC meetings are taken into consideration.

Step 3: The course outcomes of all the courses of the curriculum are planned according to the POs and PSOs. Then, the syllabi of various courses are framed by course coordinators.

Step 4: The feedback on the proposed curriculum is obtained from various stakeholders such as academicians, industrial experts, alumni, parents, and faculty. The feedback is taken on a 5-point scale with 5 points for SA (Strongly Agree), 4 points for ALE (Agree to a Large Extent), 3 points for A (Agree), 2 points for ASE (Agree to Some Extent), and 1 point for D (Disagree). Questionnaire pertaining to AR18 & AR20 structure, the feedback obtained, analysis of the feedback carried out and the action taken is provided below:

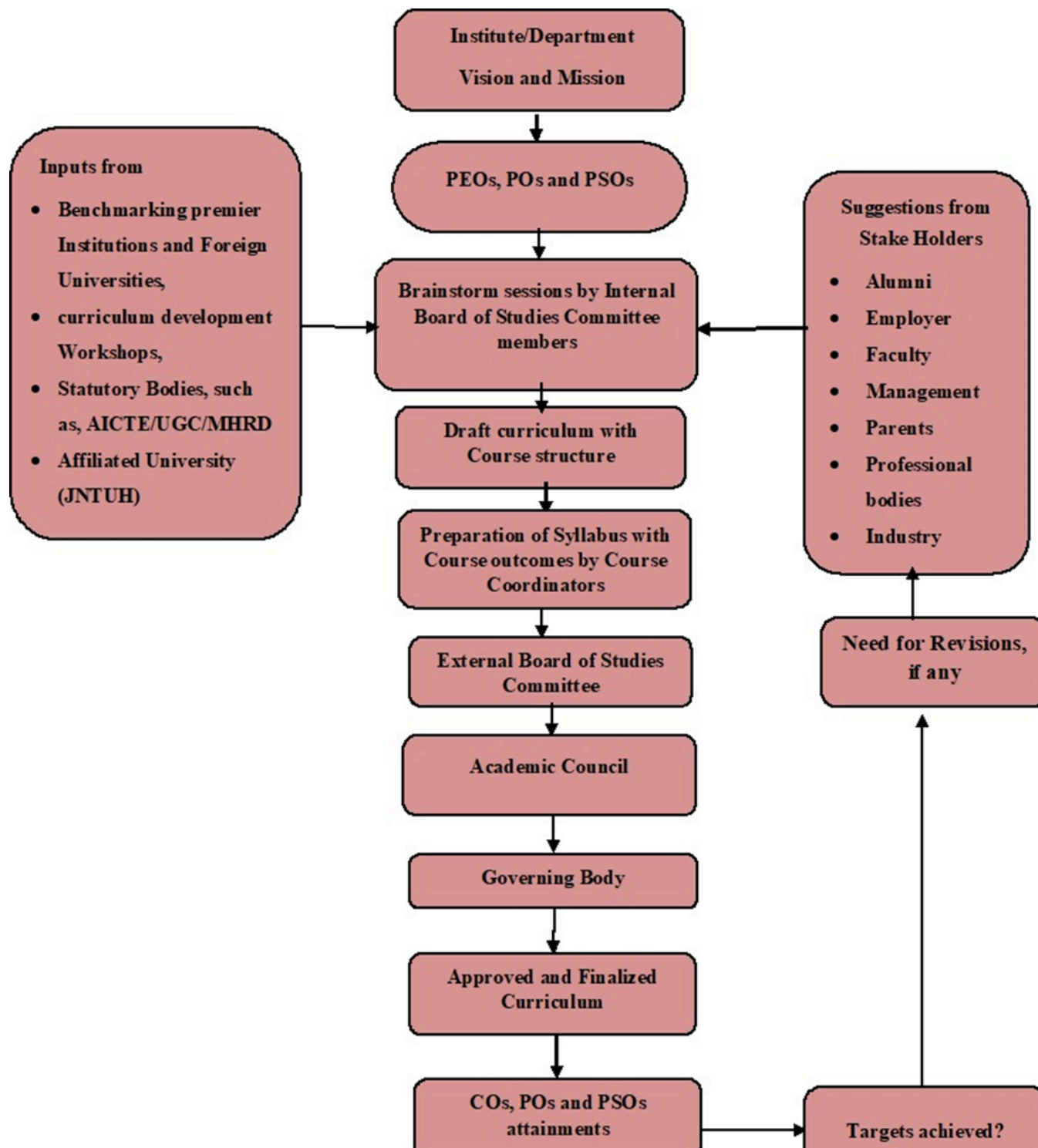
Step 5: The curriculum is then discussed in Group Heads meetings to distribute the courses, linking them in a progressive way in appropriate semesters.

Step 6: The proposed curriculum and syllabi are submitted to the Board of Studies (BOS). The recommendations and modifications suggested by BOS members are incorporated. Curriculum and syllabi are then passed for approval to the Academic Council and Governing Body

Step 7: After the approval from Academic Council (AC), the curriculum and syllabi are finalized.

Process flow of the curriculum design is represented pictorially in the diagram given below

The following flowchart depicts the Curriculum Design Model adopted by department.



Analysis of Feedback from Visiting/Internal Faculty on Curriculum Design and Development pertaining to AR18

Specific Questionnaire pertaining to AR18

S.N o.	Aspects	S A	A L E	A A	A S E	D	%
1	Do you agree for the introduction of AutoCAD in Engineering graphics course in the first year to facilitate developing computer aided drafting skills in Civil engineering Students?	10	16	0	0	0	87.69
2	Do you agree that introduction of Total Station in Surveying theory and practical in Civil engineering would create better employability opportunities for the students?	14	11	1	0	0	90.00
3	Do you agree that making internship mandatory for all students will help in developing an understanding of practical aspects of Civil Engineering?	12	12	2	0	0	87.69
4	Do you agree that introduction of computer aided drafting labs in the curriculum will enhance the employment opportunities of Civil Engineering students?	17	9	0	0	0	93.08
5	Do you agree that introduction of operations research theory and lab will help in students' career progression?	18	8	0	0	0	93.85

Questionnaire on General Aspects pertaining to AR18

S.N o.	Aspects	S A	A L E	A A	A S E	D	%
1.	Employability is given adequate weightage in curriculum design and development.	17	9	0	0	0	93.08
2.	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	14	11	1	0	0	90.00
3.	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	14	10	2	0	0	89.23
4.	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experimental teaming, designing projects and explore through problem/project based learning	12	12	2	0	0	87.69
5.	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	13	12	1	0	0	89.23

6.	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	17	9	0	0	0	93.08
7.	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	9	15	2	0	0	85.38
8.	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	10	16	0	0	0	87.69
9.	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	18	8	0	0	0	93.85
10.	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	13	12	1	0	0	89.23

Suggestions Given by the stakeholders:

1. Most of the stakeholders have suggested introducing Auto CAD in engineering graphics course.
2. Majority of the stakeholders suggested introducing total station in surveying theory and lab.
3. Most of the stake holders agreed to have a mandatory internship to all students during their summer break.

Action Taken Report on Feedback collected on curriculum Design and Development

Feedback from various stakeholders is received on curriculum design and development; suggestions given by the stakeholders are discussed in the BOS meeting and are incorporated in the curriculum as given below.

S.No.	Suggestions offered	Action taken
1	To introduce Auto CAD in Engineering graphics course.	Auto CAD introduced of Engineering graphics course in Unit V
2	To introduce the total station in surveying theory and lab.	Total station was introduced in the Surveying theory and lab course of the AR 18 curriculum.
3	To have a mandatory internship to all students during their summer break.	Internship has been made compulsory for all the students after the II year II semester break and will be evaluated during the, I semester of III Year.

Specific Questionnaire pertaining to AR20

S.No.	Aspects	S	A	A	A	D	%
		A	L	S	S		
		E	E	E			
1	Do you agree for the introduction of fundamental core courses in the first year to facilitate better understanding of basic civil engineering problems and develop an affinity towards the department?	10	12	0	0	0	89.09
2	Do you agree that introduction of courses on Surveying with more emphasis on Geomatics, Statistical applications in Civil engineering would create better employability opportunities for the students?	10	9	3	0	0	8636

3	Do you agree that the introduction of activity oriented non-laboratory courses such as English for Effective Communication, English for Career Development, Logical Reasoning English for Professional Success, would improve employability skills of the students?	1 1	8	3	0	0	87.2 7
4	Do you agree that the introduction of an activity based course, the Design thinking, would help the students in bringing out innovation and creativity in them to find engineering solutions for societal problems?	1 0	9	3	0	0	86.3 6
5	Do you agree that inclusion of professional elective courses such as smart cities planning and development, Pavement Design will help students in securing jobs in the core sector?	1 1	9	2	0	0	88.1 8
Questionnaire on General Aspects pertaining to AR20							
S.N o.	Aspects	S A	A L E	A S E	A D	%	
1.	Employability is given adequate weightage in curriculum design and development.	1 1	11	0	0	0	90.0 0
2.	Curriculum promotes thinking process in the student, facilitates faculty to inculcate/foster creativity and innovation in students	1 0	12	0	0	0	89.0 9
3.	Curriculum has reasonable number of multidisciplinary courses thereby facilitates students to obtain liberal and holistic education	1 0	9	3	0	0	86.3 6
4.	Curriculum has adequate practical component that facilitates laboratory experiences for the student to gain experiential learning, designing projects and explore through problem/project based learning	1 1	9	2	0	0	88.1 8
5.	Curriculum provides students with a broad understanding of basic concepts of various courses, as well as facilitates them to acquire contemporary skills required by industry	1 0	11	1	0	0	88.1 8
6	Program Structure is well organized with links progressing from one course to another course steadily for a good comprehension of all courses	1 1	8	3	0	0	87.2 7
7.	Foundation courses provide a basis for professional competence and the required knowledge to focus on a particular specialization upon graduation, in the work environment or in subsequent higher education	9	10	3	0	0	85.4 5
8.	Curriculum facilitates student to acquire skills to be communicator, collaborator, and leader	1 1	11	0	0	0	90.0 0
9.	The system followed by the college for the design and development of curriculum is effective and curriculum has been updated from time to time.	1 0	12	0	0	0	89.0 9
10.	Curriculum facilitates functioning of a student as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	1 0	10	2	0	0	87.2 7

Suggestions Given by the stakeholders

1. Most of the stakeholders have suggested introducing courses on Surveying with geomatics, statistical applications in civil engineering for better employability opportunities.
2. Majority of the stakeholders suggested professional elective courses in emerging areas of Civil Engineering.
3. Most of the stakeholders agreed to have more activity oriented English courses and Design thinking courses.

Action Taken Report on Feedback collected on curriculum Design Development

Feedback from various stakeholders is received on curriculum design and development; suggestions given by the stakeholders are discussed in the BOS meeting and are incorporated in the curriculum as given below.

S.No	Suggestions offered	Action taken
1.	To introduce Surveying and Geomatics. Statistical applications in Civil Engineering.	Surveying and Geomatics, Statistical applications in Civil Engineering Courses along with associated labs introduced in AR20 curriculum.
2	To offer professional elective courses in emerging areas of Civil engineering.	Introduced smart cities planning and development, Pavement Design courses as professional electives in AR 20 curriculum.
3	To offer more activity oriented English Courses and Design Thinking course.	Four activity oriented English courses and one Design Thinking course are introduced in AR20 curriculum

ID	Course Code	Course Title	Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	Theory Credits	Practical Credits	Total Credits
1	20PH11002	Engineering Physics	3	1	0	4	4	0	4
2	20MA11001	Basic Engineering Mathematics	3	1	0	4	4	0	4
3	20CS11001	Programming for Problem Solving-I	2	0	0	2	2	0	2
4	20ME11002	Engineering Graphics	2	0	2	4	3	0	3
5	20CE11001	Engineering Mechanics Statics and Dynamics	3	1	0	4	4	0	4
6	20PH11L02	Engineering Physics Lab	0	0	2	2	0	1	1
7	20CS11L01	Programming for Problem Solving - I Lab	0	0	2	2	0	1	1
8	20EN12001	English	3	0	0	3	3	0	3
9	20MA12001	Multi Variable Calculus	3	1	0	4	4	0	4
10	20CS12001	Programming for Problem Solving-II	2	0	0	2	2	0	2
11	20CH12001	Engineering Chemistry	3	0	0	3	3	0	3
12	20CE12001	Engineering Geology	2	0	0	2	2	0	2
13	20EN12L01	English Language Communication Skills Lab(ELCS)	0	0	2	2	1	0	1
14	20CS12L01	Programming for Problem Solving - II Lab	0	0	2	2	0	1	1
15	20CH12L01	Engineering Chemistry Lab	0	0	2	2	0	1	1
16	20CE12L01	Engineering Geology Lab	0	0	2	2	0	1	1
17	20ME12L01	Engineering Workshop	0	0	2	2	0	1	1
18	20CE12P01	Design Thinking	0	0	4	4	0	2	2
19	20CE21001	Surveying and Geomatics	3	0	0	3	3	0	3
20	20CE21002	Mechanics of Materials	3	0	0	3	3	0	3
21	20CE21003	Fluid Mechanics	3	0	0	3	3	0	3
22	20CE21004	Building Materials, Construction and Planning	2	0	0	2	2	0	2
23	20MB21004	Engineering Economics and Accounting	3	0	0	3	3	0	3

24	20EE21001	Basic Electrical Engineering	3	0	0	3	3	0	3
25	20CE21L01	Surveying and Geomatics Lab	0	0	2	2	0	1	1
26	20CE21L02	Mechanics of Materials Lab	0	0	2	2	0	1	1
27	20EE21L01	Basic Electrical Engineering Lab	0	0	2	2	0	1	1
28	20EN21P01	English for Effective Communication	0	0	2	2	0	1	1
29	20CH21M01	Environmental Science	3	0	0	3	0	0	0
30	20MA22001	Computational Mathematics	3	0	0	3	3	0	3
31	20CE22001	Structural Analysis	3	0	0	3	3	0	3
32	20CE22002	Hydraulics and Hydraulic Machinery	3	0	0	3	3	0	3
33	20CE22003	Concrete Technology	3	0	0	3	3	0	3
34	20XX220XX	Open Elective-I	3	0	0	3	3	0	3
35	20MA22L01	Computational Mathematics Lab	0	0	2	2	0	1	1
36	20CE22L01	Computer Aided Drafting of Buildings lab	0	0	2	2	0	1	1
37	20CE22L02	Fluid Mechanics and Hydraulic Machinery Lab	0	0	2	2	0	1	1
38	20EN22P01	English for Career Development	0	0	2	2	0	1	1
39	20MB22M04	Professional Ethics	3	0	0	3	0	0	0
40	20CE31001	Design of Reinforced Concrete Structures	3	0	0	3	3	0	3
41	20CE31002	Transportation Engineering	3	0	0	3	3	0	3
42	20CE31003	Geotechnical Engineering	3	0	0	3	3	0	3
43	20MA31002	Statistical Applications in Civil Engineering	3	0	0	3	3	0	3
44	20CE31L01	Geotechnical Engineering Lab	0	0	2	2	0	1	1
45	20CE31L02	Highway Engineering and Concrete Technology Lab	0	0	2	2	0	1	1
46	20MA31L02	Statistical Applications in Civil Engineering Lab	0	0	2	2	0	1	1
47	20MA31P01	Logical Reasoning– I	0	0	4	4	0	2	2

48	20EN31P01	English for Professional Success	0	0	2	2	0	1	1
49	20CE31004	Internship	0	0	4	4	0	2	2
50	20CS31M02	Introduction to Artificial Intelligence	3	0	0	3	0	0	0
51	20CE32001	Hydrology and Water Resources Engineering	3	0	0	3	3	0	3
52	20CE32002	Environmental Engineering	3	0	0	3	3	0	3
53	20CE32003	Design of Steel Structures	3	0	0	3	3	0	3
54	20CE32XXX	Professional Elective-I	3	0	0	3	3	0	3
55	20CE32XXX	Professional Elective-II	3	0	0	3	3	0	3
56	20EN32L01	Professional Communication Skills Lab (PCS Lab)	0	0	2	2	0	1	1
57	20CE32L01	Environmental Engineering Lab	0	0	2	2	0	1	1
58	20CE32L02	Structural Drafting Lab	0	0	2	2	0	1	1
59	20MA32P01	Logical Reasoning-II	0	0	4	4	0	2	2
60	20CS32M03	Introduction to Cyber Security	3	0	0	3	0	0	0
61	20CE41001	Estimation and Costing	3	0	0	3	3	0	3
62	20CE41002	Pavement Analysis and Design	3	0	0	3	3	0	3
63	20CE41XXX	Professional Elective-III	3	0	0	3	3	0	3
64	20CE41XXX	Professional Elective-IV	3	0	0	3	3	0	3
65	20XX41XXX	Open Elective-II	3	0	0	3	3	0	3
66	20CE41L01	STAAD Lab	0	0	2	2	0	1	1
67	20CE41L02	Pavement Analysis and Design Lab	0	0	2	2	0	1	1
68	20CE41013	Project Seminar	0	0	2	2	0	1	1
69	20CE41014	Mini-Project	0	0	4	4	0	2	2
70	20CE42001	Construction Technology and Project Management	3	0	0	3	3	0	3
71	20CE42XXX	Professional Elective-V	3	0	0	3	3	0	3

72	20XX42XXX	Open Elective-III	3	0	0	3	3	0	3
73	20CE42007	Technical Seminar	0	0	2	2	0	1	1
74	20CE42008	Project	0	0	20	20	0	10	10
Total			121	4	94	219	115	45	160

2.1.3 State the components of the curriculum (5)

Institute Marks : 5.00

Course Components	Curriculum Content (% of total number of credits of the program)	Total number of contact hours	Total number of credits
Basic Sciences	15.63	32.00	25
Engineering Sciences	15.63	32.00	25
Humanities and Social Scie	6.88	16.00	11
Program Core	35.63	67.00	57
Program Electives	9.38	15.00	15
Open Electives	5.63	9.00	9
Project(s)	8.75	28.00	14
Internships/Seminars	2.5	8.00	4
Any other (Please specify)	0	12.00	0
Total number of Credits			160

2.1.4 State the process used to identify extent of compliance of the curriculum for attaining the Program Outcomes and Program Specific Outcomes as mentioned in Annexure I (10)

Institute Marks : 10.00

Even though the college is autonomous, as the college being affiliated to JNTUH, Hyderabad, the curriculum is designed by the Department/college as per the guidelines of affiliating University, AICTE and UGC.

The curriculum is one of the main tools to prepare students in achieving the Program Outcomes (POs) and Program Specific Outcomes (PSOs). Therefore, the relevance of the courses in the program specific curriculum to POs and PSOs needs to be quantified in order to establish their relevance and level of support to the attainment of POs and PSOs.

a) Process of mapping of COs with POs and PSOs

The National Board of Accreditation (NBA) has defined Graduate Attributes (GAs) and Program Outcomes (POs) for Outcome Based Education. Our department has framed three Program Specific Outcomes (PSOs).

- The Course Outcomes for each course of the curriculum are defined.
- Correlation strengths of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) are tabulated. A strong correlation is given a value of '3' while moderate and weak correlations are given values of '2' and '1' respectively.
- The above exercise was done for all the courses of the undergraduate program a student undergoes from 1st year to 4th year in Civil Engineering discipline.

From the above process, percentage contribution of curriculum to the attainment of each Program Outcome (PO) and Program Specific Outcome (PSO) is measured and assessed by the Department Program Assessment Committee with Program Coordinator as the Chairman of the committee. If the average correlation strength to a PO/ PSO is more than 70% (High Level), it is assumed that the curriculum is contributing sufficiently to the attainment of corresponding PO/PSO. If it is more than 50% but less than 70% (Moderate Level), the curriculum is not able to contribute independently for the attainment of corresponding PO/PSO, which can be termed as "curriculum gaps". Suitable measures have to be taken by way of conducting co-curricular and extracurricular activities in the form of guest lectures, workshops and others to bridge these curriculum gaps that improve the attainments of POs and PSOs. If the average correlation strength to a PO/ PSO is less than 50% (Low Level), it is assumed that the curriculum is not able to contribute to the attainment of corresponding PO/PSO. In such cases a revision of the curriculum shall be made such that the deficiencies are mitigated by proper introduction of the courses. The Program Assessment Committee identifies the curriculum gaps and suggests suitable measures for filling those gaps

The defined POs and PSOs are listed below. The Course Outcomes (COs) of all the courses of the undergraduate program of B.Tech CE are mapped with POs and PSOs as per their correlation strengths of relevance to POs and PSOs.

b) Program Specific Outcomes:

1. Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.
2. Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.
3. Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.

c) Program Outcomes:

Engineering Graduates will be able to:

1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
2. **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.
3. **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.
4. **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.
5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
6. **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.
7. **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.

8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. **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.
11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
12. **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.

Mapping of Courses with POs and PSOs (AR18)

CO-PO & PSO matrix Table
Year of Study: 2019-23 (AR 18)

Sl.no	Course Index	Name of the Course with Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
1	C101	18PH1101-Engineering Physics	3.00	3.00	-	-	-	-	-	-	2.00	-	-	2.00	1.00	-	-
2	C102	18MA1101- Mathematics – I	3.00	2.00	2.00	-	-	2.00	-	-	-	-	-	3.00	-	2.00	-
3	C103	18CS1101- Programming for Problem Solving	3.00	2.00	-	2.00	2.00	-	-	2.00	2.00	-	-	2.00	2.00	-	-
4	C104	18ME1101-Engineering Mechanics -I	3.00	3.00	3.00	-	-	-	-	-	-	-	-	3.00	2.00	-	-
5	C105	18ME1102- Engineering Graphics	3.00	2.40	2.60	-	-	-	-	-	-	3.00	-	-	-	3.00	-
6	C106	18PH11L1- Engineering Physics Lab	3.00	3.00	-	-	-	-	-	-	2.00	-	-	2.00	1.00	-	-
7	C107	18CS11L1- Programming for Problem Solving Lab	3.00	2.00	-	2.00	2.00	-	-	2.00	2.00	-	-	2.00	2.00	-	-
8	C108	18ME11L1- Engineering Workshop	2.00	2.80	2.60	1.80	1.80	1.20	-	-	1.40	1.80	-	3.00	2.20	-	3.00
9	C109	18EN1201- English	-	-	-	-	-	-	-	-	2.33	3.00	-	3.00	-	-	-
10	C110	18MA1201- Mathematics – II	3.00	2.00	2.00	-	-	2.00	-	-	-	-	-	3.00	-	2.00	-
11	C111	18CH1201- Engineering Chemistry	3.00	2.00	2.00	-	-	2.00	2.00	-	-	-	-	2.00	-	-	-
12	C112	18CS1201- Data Structures	3.00	2.00	-	2.00	2.00	-	-	-	2.00	-	-	2.00	-	-	-
13	C113	18ME1201- Engineering Mechanics - II	3.00	3.00	3.00	-	-	-	-	-	-	-	-	3.00	3.00	-	-
14	C114	18EN12L1- English Language and Communication Skills Lab	-	-	-	-	-	-	-	-	3.00	3.00	2.00	3.00	-	-	-
15	C115	18CH12L1- Engineering Chemistry Lab	2.00	2.00	2.00	-	-	-	-	1.00	2.00	-	-	2.00	-	-	-
16	C116	18CS12L1- Data Structures Lab	3.00	2.00	-	2.00	2.00	-	-	-	2.00	-	-	2.00	-	-	-
17	C211	18CE2101- Surveying	2.80	2.20	2.70	2.50	2.00	2.20	-	2.00	-	-	-	2.50	3.00	3.00	2.50
18	C212	18CE2102- Strength of Materials -I	2.40	2.80	2.00	1.20	-	-	-	-	-	-	-	1.80	2.00	1.50	-
19	C213	18CE2103- Fluid Mechanics	2.60	2.00	-	2.20	-	-	-	-	-	-	-	2.20	2.60	1.80	-

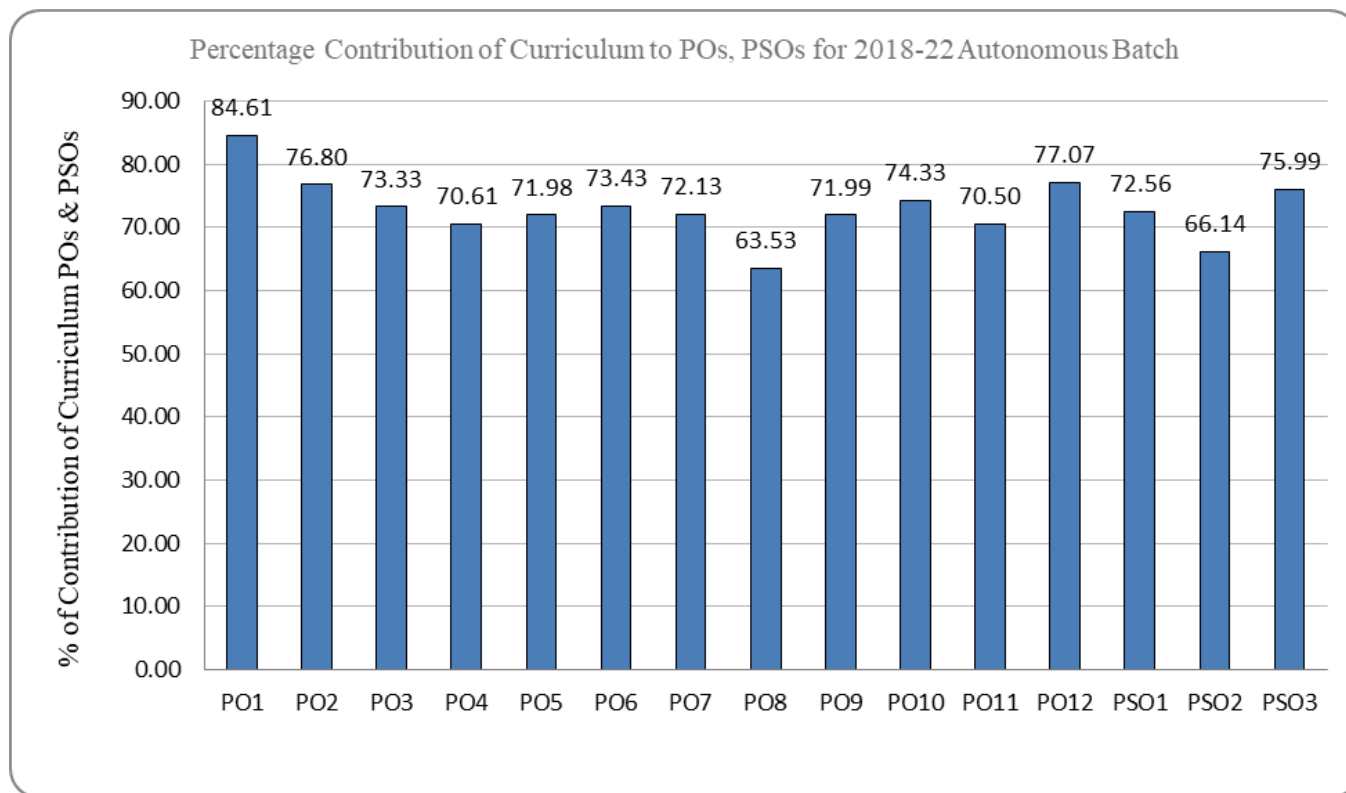
20	C214	18CE2104- Building Materials, Construction and Planning	3.00	-	2.00	-	-	2.00	2.20	1.70	-	-	-	3.00	3.00	2.20	-
21	C215	18EE2101- Basic Electrical Engineering	3.00	3.00	2.40	-	-	-	-	-	-	-	-	2.00	1.00	-	-
22	C216	18CE21L1- Surveying Lab	3.00	2.40	2.00	2.50	3.00	2.30	2.00	2.00	3.00	2.00	2.00	2.50	2.50	2.50	3.00
23	C217	18CE21L2- Strength of Materials Lab	2.40	-	2.00	1.80	2.00	-	-	1.60	1.60	1.80	-	1.60	2.00	-	-
24	C218	18EE21L1- Basic Electrical Engineering Lab	3.00	3.00	2.20	2.20	-	-	-	2.20	3.00	3.00	-	3.00	2.00	2.00	2.00
25	C221	18MA2201- Computational Mathematics	3.00	2.00	2.00	-	-	2.00	-	-	-	-	-	3.00	2.00	-	-
26	C222	18CE2201- Engineering Geology	2.80	-	-	3.00	-	2.60	2.00	-	2.40	1.40	-	2.80	1.75	1.60	1.60
27	C223	18CE2202- Strength of Materials - II	2.60	2.40	2.00	2.00	-	-	-	-	-	-	-	1.50	3.00	1.40	-
28	C224	18CE2203- Hydraulics and Hydraulic Machinery	3.00	2.20	2.40	2.00	-	-	-	1.00	-	-	-	-	2.80	2.00	-
29	C225	18MB2202- Engineering Economics and Accounting	-	-	2.60	3.00	2.60	3.00	2.40	-	2.80	-	2.60	2.80	3.00	3.00	2.80
30	C226	18MA22L1- Computational Mathematics Lab	3.00	2.00	2.00	-	-	2.00	-	-	-	-	-	3.00	-	2.00	-
31	C227	18CE22L1- Engineering Geology Lab	2.80	-	-	3.00	-	2.40	1.70	-	2.20	1.20	1.00	2.60	1.50	1.4	1.4
32	C228	18CE22L2- Hydraulics and Hydraulic Machinery Lab	2.00	-	1.20	1.80	2.00	-	-	1.00	2.00	2.20	-	2.00	3.00	1.70	-
33	C311	18CE3101- Structural Analysis	2.60	2.40	2.60	2.60	-	-	-	-	-	-	-	2.00	3.00	-	-
34	C312	18CE3102- Concrete Technology	3.00	2.50	3.00	2.00	-	2.60	2.00	2.00	-	-	-	2.40	3.00	2.60	3.00
35	C313	18CE3103- Geotechnical Engineering	3.00	3.00	2.00	-	-	2.00	2.00	1.00	-	-	-	1.40	1.80	2.20	-
36	C314	18CE3104- Engineering Hydrology	3.00	2.40	2.40	2.40	-	2.40	2.60	-	-	-	-	2.20	2.20	2.33	-
37		Open Elective I: 18MB3126-Intellectual property rights	2.40	2.60	1.80	1.40	2.20	2.00	2.00	2.00	2.20	2.40	2.40	1.80	2.00	1.40	1.80
38	C315	Open Elective I: 18EE3122- Industrial Safety and Hazards (EEE)	2.60	2.60	2.20	2.25	2.00	2.80	3.00	2.00	1.67	2.00	1.75	2.00	2.80	1.20	1.00

39	C316	18CE31L1- Computer Aided Drafting of Buildings Lab	1.00	-	1.80	-	2.00	-	-	-	2.00	-	-	3.00	2.60	3.00	3.00
40	C317	18CE31L2- Concrete Technology Lab	2.00	-	2.00	2.60	2.00	2.00	-	2.60	2.00	2.80	-	2.40	2.00	-	-
41	C318	18CE31L3- Geotechnical Engineering Lab	1.40	1.40	1.20	1.20	1.00	1.50	2.00	1.80	1.40	1.60	-	1.30	1.20	1.30	2.00
42	C319	18CE3105- Internship	2.40	2.50	3.00	2.00	2.50	2.30	2.00	2.50	2.60	3.00	2.30	3.00	2.50	2.40	2.00
43	C321	18CE3201- Design of Reinforced Concrete Structures	3.00	2.20	2.20	1.60	-	-	-	1.60	-	-	-	2.80	2.80	1.00	-
44	C322	18CE3202- Transportation Engineering	3.00	2.30	1.60	2.60	-	2.50	2.00	1.60	-	-	-	2.00	3.00	2.30	2.00
45	C323	Professional Elective – I: 18CE3204- Foundation Engineering	2.60	2.20	2.40	2.67	-	2.40	2.50	2.50	-	-	-	2.40	2.80	2.20	2.33
46		Professional Elective – I: 18CE3206- Air Pollution and Control	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
47	C324	Professional Elective – II: 18CE3209- Construction Engineering and Management	3.00	2.40	2.40	2.40	-	2.40	2.60	-	-	-	-	2.20	2.80	1.50	-
48	C325	Open Elective – II: 18ME3233- Digital Fabrication (ME)	3.00	3.00	-	-	3.00	2.00	1.00	-	-	-	-	2.00	-	-	2.00
49		Open Elective – II: 18CS3235- Knowledge Management	3.00	3.00	-	-	3.00	2.00	1.00	-	-	-	-	3.00	-	-	3.00
50	C326	18CE32L1- Structural Drafting Lab	3.00	-	3.00	-	3.00	3.00	3.00	-	2.00	2.00	2.00	3.00	2.00	3.00	3.00
51	C327	18CE32L2- Transportation Engineering Lab	2.00	-	-	2.00	-	2.00	-	1.60	2.60	2.20	-	2.00	2.00	-	-
52	C328	18EN32L1- Advanced English Communication Skills Lab	-	-	-	-	-	2.00	-	-	3.00	3.00	-	3.00	-	-	-
53	C411	18CE4101- Design of Steel Structures	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
54	C412	18CE4102- Environmental Engineering	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
55	C413	18MB4101- Operations Research	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
56	C414	Professional Elective – III: 18CE4107-Climate Change and Adaptations	1.00	1.00	1.00	1.00	-	2.60	2.60	-	-	1.00	-	2.00	1.00	-	-
57	C415	Professional Elective – IV: 18CE4112- Solid Waste Management	2.40	2.80	2.00	1.25	1.60	-	-	-	-	-	-	1.80	2.00	1.50	-
58	C416	18CE41L1- Structural Analysis and Design Lab	2.00	-	2.00	2.60	2.00	2.00	-	2.60	2.00	2.80	-	2.40	2.00	-	-
59	C417	18CE41L2- Environmental Engineering Lab	2.00	-	-	2.75	1.60	2.25	1.75	2.60	2.50	2.00	-	1.40	1.00	-	-
60	C418	18MB41L1- Operations Research Lab	1.40	1.30	2.00	1.20	1.00	1.50	2.00	1.80	1.40	1.60	-	-	1.20	-	-
61	C419	18CE4113- Mini-Project	2.40	2.50	3.00	2.00	2.50	2.33	2.00	2.50	2.60	3.00	2.33	3.00	2.50	2.40	2.00
62	C421	18CE4201- Estimation and Costing	2.80	1.25	-	1.75	-	2.50	-	2.50	-	-	2.50	2.00	2.80	2.80	-
63	C422	Professional Elective – V: 18CE4202- Railways and Airport Engineering	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
64	C423	Professional Elective – V: 18CE4203-Industrial Waste Water Management	1.00	1.00	1.00	1.00	-	2.60	2.60	-	-	1.00	-	2.00	1.00	-	-
65		Open Elective – III: 18MB4246- Entrepreneurship (MBA)	2.20	2.40	2.40	2.40	2.40	2.20	2.40	-	-	-	-	1.80	2.00	1.50	-
66	C424	18CE4207- Technical Seminar	2.20	2.33	-	-	-	-	-	-	2.20	2.60	2.00	3.00	1.80	-	-
67	C425	18CE4208- Major Project	1.92	1.53	1.49	1.86	1.55	1.54	1.33	1.36	1.81	1.58	1.50	1.78	2.00	1.56	1.68

Average correlation strength (out of 3) – PO and PSO wise)	2.54	2.30	2.20	2.12	2.16	2.20	2.16	1.91	2.16	2.23	2.11	2.31	2.18	1.98	2.28
Average correlation strength (in terms of percentage) – PO and PSO wise)	84.61	76.80	73.33	70.61	71.98	73.43	72.13	63.53	71.99	74.33	70.50	77.07	72.56	66.14	75.99
Level of contribution of the curriculum – PO and PSO wise	H	H	H	H	H	H	H	M	H	H	H	H	H	M	H

Note: Contribution of Course component of 70% or more is taken as **HIGH LEVEL** and 50% to 69% contribution is taken as **MODERATE LEVEL** while less than 50% of contribution is construed as **LOW LEVEL**

S.No.	Curriculum Component Level	POs	PSOs	Remarks
1	HIGH LEVEL	1,3	1	No specific action is required
2	MODERATE LEVEL	2, 4,5,7,8,9,10,11	2	Suitable measures have to be taken by way of conducting guest lectures, workshops, training sessions, value added courses/events and others to fill the curricular gaps.
3	LOW LEVEL	6, 12	-	



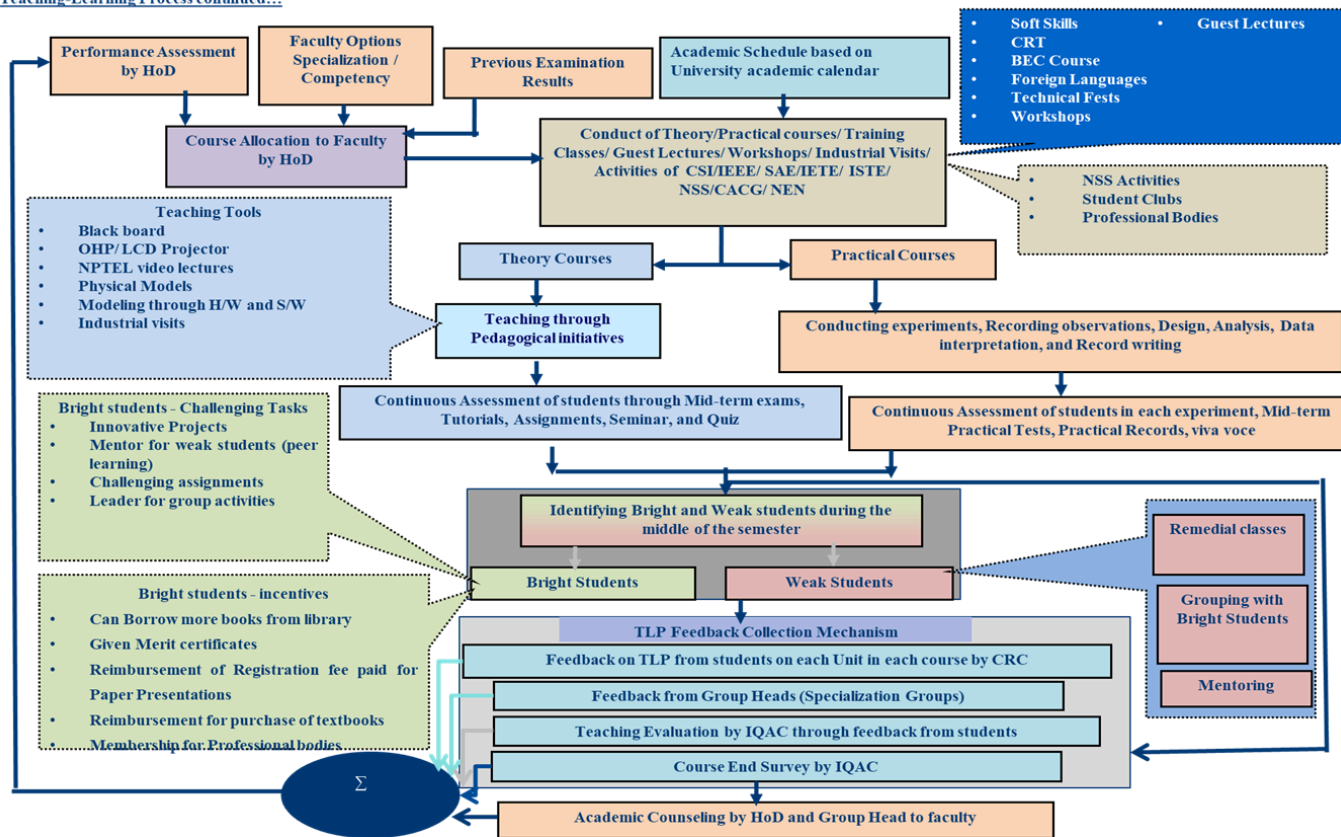
2.2.1 Describe Processes followed to improve quality of Teaching & Learning (15)

Institute Marks : 15.00

Teaching involves planning and implementation of instructional activities and experiences to meet intended learning outcomes in accordance to a specific teaching plan. It is believed that the Teaching-Learning-Process is the most powerful instrument of education to bring about the desired changes in students. The program curriculum which is designed by institution /department is an outcome-based education that facilitates the students to acquire or possess a pre-defined set of graduating attributes described in the form of POs and PSOs. The Teaching-Learning-Process plays a pivotal role in allowing the students to attain these graduate attributes. The autonomous status of the institution is providing the flexibility of increasing the laboratory component of the curriculum that provides better understanding and assimilation of the engineering concepts. The Outcome Based Education (OBE) is providing an opportunity to take pedagogical initiatives that allow us to stay away from Rote Learning mechanism to practicing student-centric learning in which the student learning outcomes have become more significant. Teachers are encouraged to widen their sphere of knowledge in core as well as in multi-disciplinary areas by way of involving in research projects, attending FDPs and Conferences. Students are encouraged to participate in various Hackathons and Ideathons that provide opportunities for them to come up with innovative ideas in providing engineering solutions for the societal problems being faced. The pedagogical initiatives taken up by the department always aim at imparting quality technical education in the field of Civil Engineering, emphasizing analysis, design/synthesis with emphasis on creativity, innovation and research thereby producing competent engineers who can meet global challenges with societal commitment.

The Teaching-Learning-Process being practiced in the department is depicted in the form of figure shown below:

Teaching-Learning Process continued...



a)Adherence to Academic Calendar

Much before the commencement of a semester, a detailed academic schedule is prepared, listing out all the important academic activities that are to be carried out during the semester. The academic schedule includes

- Dates of mid-term and end semester theory examinations
- Dates of mid-term and end semester laboratory examinations

- Schedule of CRC (Class Review Committee) meetings
- Schedule of Department faculty meetings
- Group head meetings
- Dates of Parent-Teacher Meetings
- Display of mid-term marks
- Mentoring schedules
- Checking of student attendance registers by IQAC (Internal Quality Audit Cell)
- Alumni Meetings
- Industrial Visits

The detailed academic schedule is prepared by the college and duly approved by the Academic Committee of the College. After the allocation of courses, the course instructors will prepare the course files, laboratory workbooks which will be verified by group heads and the Head of department. The course file contains detailed syllabus, course outcomes, lecture schedule, assignments, tutorial problems etc.

(b) Allocation of Courses

Based on the experience, specialization and course options given by the faculty members, course allotment is done well in advance before the commencement of the semester to provide sufficient time for the faculty members to prepare course files. In general the foundation courses are taught by senior teachers while junior teachers are allotted for the final year classes.

(c) Pedagogical initiatives

In order to make the teaching learning process more effective, the faculty members of the department, apart from following the conventional black board teaching, adopt different teaching methodologies such as Power point presentations, Demonstration using working models, Industry exposure through internships and mini projects, Collaborative learning techniques, Conduct of technical Quizzes/tutorials, Seminars by students, Project Based Learning, Peer Learning, Video lectures such as NPTEL, Self-learning through College Digital Library, Industrial visits and expert lectures by eminent people from reputed institutions and organizations. Teaching is done more on the lines of student-centric rather than Teacher-centric.

(d) Self Learning through Digital Library

Student Learning Resources are made available in the Digital Library maintained by the Central library of the institution. Students can access the Digital library through an intranet provided in the campus. During the library period or leisure hours students access the Digital library. Link for accessing Digital library: 192.168.0.10

Digital Library: The following material can be accessed through digital library.

1. Course Files
2. Laboratory Workbooks
3. E- Books
4. Journals
5. Previous Question Papers
6. NPTEL Video Lectures
7. Previous GATE Papers

(e) Learning through Workshops/ Guest Lectures/Industrial Visits/ Internships

Workshops are conducted either in emerging areas or keeping in view of the industry requirements for improving the employability of the students. Students participate in workshops that provide experiential learning. Guest lectures by experienced teachers on various advanced topics or by industry people on the technological developments that are taking place in industries are promoted to broaden the horizons of students. Through Industrial visits or internships students get an opportunity to work on live projects, make use of sophisticated equipment's, use of modern software tools and get exposed to industrial culture.

(f) Project Based Learning

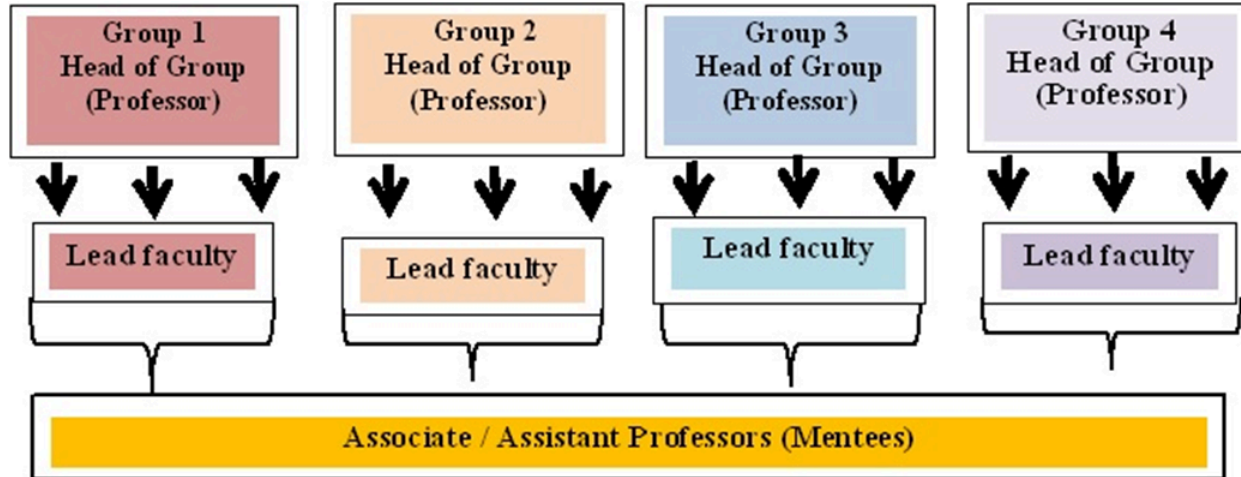
One of the recent pedagogical initiatives taken by the department is the introduction of Project Based Learning. Project-based learning involves a dynamic classroom approach in which students acquire a deeper knowledge of the concepts and equip with better practical skills through expanding their engineering concepts in providing solutions to real-world challenges and problems.

(g) Specialized Groups

In an effort to pass on the expertise and experience of senior faculty members to junior teachers, a novel concept of Group Heads has been introduced to make the Teaching-Learning- Process more effective. All the theory and laboratory courses of the curriculum related to CE Engineering branch are broadly categorized into THREE groups namely, "Structures" (Group I), "Transportation" (Group II) "Geotechnical & Water Resource"(Group III). A senior Professor is nominated as a Group Head for each of the identified groups. All the department faculty members depending upon their specialization and the courses they handle are mentored by their respective group heads in terms of

- Delivery of the content in classrooms,
- Finding the curriculum gaps in a course and arranging guest lecturers for filling the gaps,
- Preparation of assignments and tutorial problems,
- Preparation of laboratory manuals,
- Preparation of mid-term question papers as per the required cognitive levels of Bloom's taxonomy,
- Providing guidance in research areas.

The division of group heads and the mentee faculty members under each group allotted for the current academic year 2023-24 is indicated in the form of a diagram below. The group head as a mentor and the associated faculty members of that group as mentees are required to submit mentor-mentee reports at the end of every semester to HoD/Principal to assess the impact of mentoring being done. The group heads apart from assisting the mentee faculty members in academic activities, also monitor the student registers and mentor books maintained by the faculty members of the group on a regular basis and conduct Class Review Committee (CRC) meetings with the Class Teacher to monitor and review the progress of the courses in terms of coverage of syllabus, quality of teaching being imparted and extent of attainment of COs by taking feedback from the students.



Faculty Group Heads

S.No.	Name of the Group Head	Name of the Faculty	Specialization
1	Dr. V. V. Praveen Kumar	P. Supriya	Structural Engineering
2		G. Sampath Kumar	Structural Engineering
3		D. Varun Kumar	Structural Engineering
4		V. Navaneetha	Structural Engineering
5	Dr. R. Prasanna Kumar	G. Raju	Transportation Engineering
6		M. Srujan Kumar	Transportation Engineering
7		G. Vimala	Structural Engineering
8	V. Abdul Raffi	Dr. N. Mahendra	Engineering Geology
9		V. Goutham	Geomatics
10		Dr. K. Sri Lakshmi	Environmental Science and Technology
11		Ms. Reena Rana	Irrigation Water Management

(h) Students Feedback

In order to ensure quality in the Teaching-Learning-Process on the expected lines, four forms of feedbacks are collected from the students during the course of semester/year as mentioned below:

1. Online TLP feedback: This provides feedback on the pedagogical practices adopted by the teacher and reflects more on the capabilities of a teacher in making the students understand the course.
2. Class Review Committee Feedback: This provides feedback about the assignments, tutorials and on the expected attainments of the specified course outcomes as stipulated in the curriculum.
3. Course end survey: This survey is conducted to determine the quality of the course by various outcomes that the course tries to satisfy and the level of achievement of the outcomes.
4. Graduate Exit Survey: This feedback is taken from the students just before they get graduated. This is to evaluate the success of the program in providing graduating attributes defined in the form of POs and PSOs.

Corrective actions taken by the Head of the Department responding to the feedbacks given by the students ensure attainment of learning outcomes by the students as per the expectations. Impact of the corrective measures taken by the HoD is analysed by comparing the feedbacks taken from the students during the course of a semester.

Effect of Counselling of faculty members based on TLP Feedback

Academic Year: 2023-24- I semester

Feedback Process on TLP:

Each faculty member is evaluated (on all the courses the faculty member is taking in the semester) by the students on the teaching-learning aspects listed under Appendix – A. Feedback is taken two times during the semester, namely Term – 1 and Term – 2.

Faculty members who get less than 70% of feedback in Term-1 are counselled by the Head of the department to enable them to improve/modify their teaching methodologies for better understanding of the course by the students which facilitates improving the feedback on them in Term-2.

(i) Student Mentoring

Mentoring of the students is one activity which is carried out in a scrupulous manner on a regular basis. Around 18 to 20 students are attached to 20 students are attached to a faculty mentor who monitors the attendance and academic performance of the allotted students. Provision is made in the class time-table to the extent of one period per week for mentoring. The primary functions of a mentor are listed below.

- Provides requisite guidance to the students in realizing their academic performance and career goals.
- Keeps in touch with the parents of the students and interacts with them from time to time in case their wards are irregular to the classes or their academic performance is not on the expected lines.
- Encourages students to participate in various co-curricular and extracurricular activities.
- The mentor is required to identify the strengths and weaknesses of the students, and their stated goals, in the course of interaction with the students. Where there is incongruence between the students' academic progress and the stated goals; the mentor counsels the students appropriately to bring about positive changes in the students to put them back on the right track. Impact of mentoring is carried out by comparing the attendance in Slot 3 and Slot 7

Methodology

Each faculty member shall be allotted 18 to 20 students. A separate period is allocated in the weekly time-table for mentoring of the students by the faculty. The faculty mentor closely monitors the attendance and other academic aspects of the student mentees and counsels the students accordingly to improve their academic performance. To analyze the impact of mentoring, the Slot attendance (slot 3 and slot 7) and the mid-term examination marks (mid 1 and mid 2) are compared as given below.

Name of Faculty Member: Ms.Reena Rana AY: 2023-2024 III-B.Tech - I SEM

S.No	Roll No	Name of the Student	Cumulative Attendance Upto Slot 3	Cumulative Attendance Upto Slot 7
1	21R11A0101	Alluri Uttej Vadan	84.87	89.56
2	21R11A0102	Angadi Praveen	64.47	73.6
3	21R11A0103	B N SaiSantosh	51.97	73.30
4	21R11A0104	Babburri Pranay	66.45	70.87
5	21R11A0105	Bhukya Bhanu Prakash	56.58	74.27
6	21R11A0106	Bhukya Rajashekar	59.87	71.84
7	21R11A0107	Boda Rajesh Nayak	55.26	75.49
10	21R11A0110	Dharavath Shiva	54.61	72.90
11	21R11A0111	Dharavath Venkat	40.13	71.60
12	21R11A0112	Gogi Pavan Kumar	46.05	68.20

14	21R11A01 14	Jarapla Sindhuja Pawar	80.26	82.28
15	21R11A01 15	JogaVenu	69.08	75.73
16	21R11A01 16	Madde Chandra Shekar	65.13	79.85
17	21R11A01 17	Mylapalli Santhosh	35.53	71.12
18	21R11A01 18	N Komal Nageshwar rao	58.55	77.91
19	21R11A01 19	Rayaprolu Anudeep	71.71	72.57
20	21R11A01 20	Safder Mujahid	45.39	68.45

(l) Course Coordinator

For each course, a Course Coordinator is nominated among the teachers taking that course for various sections. The course coordinator who is the senior most of all the faculty members teaching that course and who had a better exposure to that course in terms of his/her related specialization at postgraduate level or taught the course more number of times, will be assisting the junior faculty members in providing requisite guidance in all matters related to that course, in coordination with the corresponding group head. The course coordinator is responsible for preparing the mid-term examination papers, setting targets for the course outcomes, analyzing the attainment of COs of the course, preparation of course file, laboratory manual, assignments and tutorial problems related to that course and facilitate the students in the attainment of the expected course outcomes (COs).

(m) Class Teacher

- The Class Teacher/Coordinator monitors the attendance of students on a regular basis. If a student is irregular to the classes, the same will be informed to the parents and counsels the student to keep him/her back on the right track.
- Facilitates conducting Class Review Committee (CRC) meetings as per the schedules given in the detailed academic calendar.
- Class teacher helps by taking feedback on the teaching learning process from the students.

(n) Program Coordinator

The Program Coordinator, who usually is the Head of the Department, has a good understanding about the goals and objectives of the program and makes use of the available resources in an efficient way to enhance the quality of the program.

- The Program Coordinator encourages promotion of appropriate approaches towards innovation teaching-learning and methods of assessment within the program.
- The Program co-coordinator along with Group Heads and other senior faculty members analyses the attainment of COs, POs and PSOs and suggests remedial measures to be taken in terms of additional activities to be carried out, namely the Guest lectures and Workshops and other necessary academic activities to fill the identified curriculum gaps.
- The program coordinator holds meetings with the course coordinators, monitors the progress of each course and ensures functioning of the program as per the objectives of the program.
- The program coordinator takes feedback from the stakeholders of the program, namely, faculty members, students, alumni, parents, employers and industries to ensure Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Objectives (PSOs) are met.

(o) Program Assessment Committee

Program Assessment Committee (PAC) consists of Program Coordinator chairing the committee, group heads and other senior faculty members of the department.

- The Program Assessment Committee of the department analyses and approves the Course Outcomes recommended by course coordinators for their respective courses.

- The Program Assessment Committee of the department verifies the attainment of COs, POs and PSOs with the stated targets. Provides suggestions for the improvement in the attainments.
- Evaluates program effectiveness and proposes necessary changes for making the program more effective for the attainment of stated POs, PSOs and PEOs.

(p) Laboratory Courses

The laboratory sessions are conducted as per the schedules with two faculty members and one lab assistant to help the students in carrying out their experiments.

- For each of the laboratories scheduled in a semester, students are supplied with the laboratory workbook that contains the course outcomes, Procedure for conducting the experiment, relevant theory, tabular columns for noting down the observations, expected graphs, results and viva-voce questions related to each experiment.
- Students are required to submit the workbooks every week for the experiments they have done during the preceding week.
- A class of 60 students is divided into two batches, namely Batch 1 and Batch 2 with 30 students per batch. When students of Batch 1 do the experiments pertaining to laboratory course 1 during a slot (3 periods) in a week, Batch 2 students attend the laboratory course 2 during the same slot. In the other slot of 3 periods scheduled for laboratory courses in that week as per the time-table, the batches exchange the laboratory courses.
- Students of each batch attending a laboratory course are divided into two/three students per group to perform the experiments at each workbench.
- In case of software based laboratories each student works on a separate computer system for executing the programs related to experiment.
- It is ensured that one experiment is done every week in the laboratory courses of the semester.
- During the first laboratory slot, students are intimated about the course outcomes and significance of the experiments of the laboratory by explaining the theoretical and design aspects of the experiments.
- The experiments to be carried out are divided into two cycles comprising 5 to 6 experiments in each cycle.
- The first cycle of experiments are performed before the first mid-term examinations while the experiments pertaining to the second cycle are performed during the interval between the first and second mid-term examinations.
- Facilities are created in each laboratory in such a way that the scheduled experiments can be conducted without any hitch by purchase of necessary equipment and instruments.
- Faculty members taking the laboratory course correct the laboratory records and maintain day-to-day evaluation sheets.

(n) Bright and Weak Students

Students are largely identified into two groups namely, Bright students (fast learners) and Weak students (slow learners).

The following factors are considered while classifying the students into these two groups;

- Marks obtained in the first mid-term examinations
- Performance in the Semester End Examinations
- Regularity in attending the classes
- Performance in tutorial classes
- Learning abilities exhibited in the classroom.
- Questioning ability in and outside the classroom.
- Day-to-day performance in the laboratory sessions and performance in the lab mid-term examinations.

Bright students are encouraged in all possible ways with special incentives and provisions. These students will be encouraged to participate in Hackathons, ideathons, JHUB activities that bring out the innovation and creativity of the students. Weak students are provided with the required guidance and help by conducting remedial classes to enable them to catch up with the bright students. Bright students are encouraged by providing them with the following special incentives;

- They can borrow two extra books from the library.
- They are given Merit Certificates
- Reimbursement for the purchase of textbooks up to a maximum of Rs. 1,000/- for the first ranker and Rs. 500/- for the second ranker.
- Reimbursement of registration fee made for paper presentations and project presentations in other institutions for the top rankers.

Weak Students are provided with the required academic support by conducting remedial and special classes that would facilitate improving their academic performance. Peer learning concept being in practice in the department by forming batches of bright and weak students during tutorial sessions to improve the academic performance of the weak students.

Circular from office of the Principal with regard to the above incentives for the Bright students is shown below:

OFFICE OF THE PRINCIPAL

CIRCULAR

Sub: Incentives to the top rankers for the Academic year 2014-15

The following are the special incentives given to the top rankers of all the departments for the Academic year 2014-15.

1. Merit Certificates will be given to all the Top rankers by the Institute.
2. Two additional text books can be drawn by all these top rankers from our college Library (Total six text books can be drawn) in the Academic year 2014-15
3. In addition to the above, Reimbursement for the purchase of books will be done for the ranker 1 and Ranker 2. Up to Rs. 1,000/- will be reimbursed for the Ranker 1 and up to Rs. 500/- will be reimbursed for the Ranker 2, on submission of the bills for the purchase of the text books from any bookshop. Last Date for this reimbursement is 15.11.2014.
4. If the top rankers incur any expenditure as Registration fees for paper presentations, project presentations, etc. in any other colleges, the same will be reimbursed by the college for the Academic year 2014-15.

The above incentives are being given to the rankers so that they can further improve their technical skills and excel in their ~~career~~ *career*.


PRINCIPAL

To: Deans / HODs / I/Cs
AO/Accounts/Library
P&S

For the students who got less than 50% marks in mid-term examination -1, remedial classes were conducted in 2 courses namely, Mechanics of Materials (MoM) & Fluid Mechanics (FM) Some students attended these classes voluntarily despite scoring more than 50% marks in mid-1 exam. The impact of remedial classes was analyzed by comparing their marks in mid-1 and mid-2. Details of analysis are provided below:

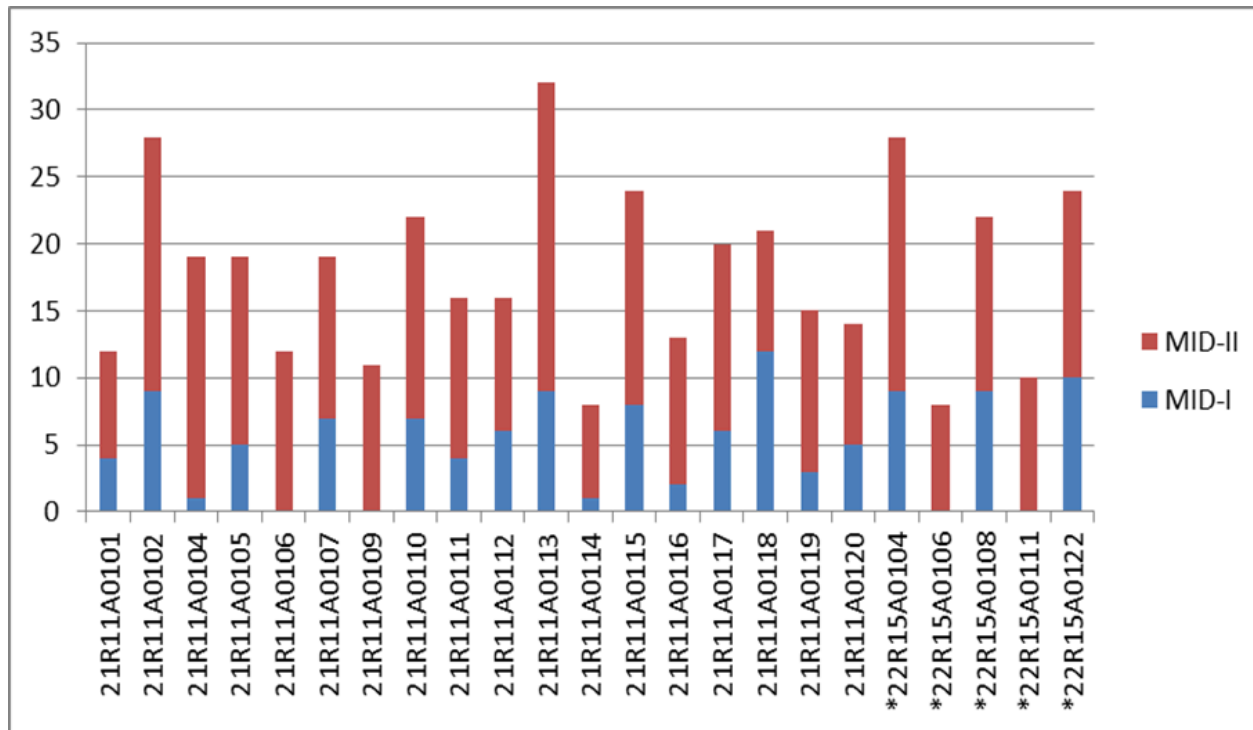
Remedial Classes conducted for the MOM course to 2nd year students on 24th December & 31st December -2022

Mid-Term 1 examination was conducted from 12th to 14th December 2022 for 2nd year students. As it was discussed in the course coordinator's meeting, remedial classes for the Mechanics of Materials (MOM) were planned for the academically weak students based on the Mid-Term 1 marks. The list was finalized based on the marks in the subject less than 12. The approval was taken from HoD for conducting these classes and accordingly, the classes were conducted after informing all these students to attend these classes with our failure. Students who got less than twelve marks attended the classes.

Effect of Remedial Classes

Course: Mechanics of Materials (MOM)

S. No	Roll No	Name of Student	MID-I	MID-II
1	21R11A0101	ALLURI UTTEJ VADAN	4	8
2	21R11A0102	ANGADI PRAVEEN	9	19
3	21R11A0104	BABBURI PRANAY	1	18
4	21R11A0105	BHUKYA BHANU PRAKASH	5	14
5	21R11A0106	BHUKYA RAJASHEKAR	A	12
6	21R11A0107	BODA RAJESH NAYAK	7	12
7	21R11A0109	DESHAM ANIL GOUD	0	11
8	21R11A0110	DHARAVATH SHIVA	7	15
9	21R11A0111	DHARAVATH VENKAT	4	12
10	21R11A0112	GOGI PAVAN KUMAR	6	10
11	21R11A0113	GUGULOTH SRIRAM	9	23
12	21R11A0114	JARAPLA SINDHUJA PAWAR	1	7
13	21R11A0115	JOGA VENU	8	16
14	21R11A0116	MADDE CHANDRA SHEKAR	2	11
15	21R11A0117	MYLAPALLI SANTHOSH	6	14
16	21R11A0118	NEELA KOMAL NAGESHWARRAO	12	9
17	21R11A0119	RAYAPROLU ANUDEEP	3	12
18	21R11A0120	SAFDER MUJAHID	5	9
19	22R15A0104	BANDARI PRASHANTH	9	19
20	22R15A0106	DAPPU MURALIDHARAN	A	8
21	22R15A0108	KAMMAMPALLI SHIVA KUMAR	9	13
22	22R15A0111	KOPPULA PAVAN KUMAR	A	10
23	22R15A0122	INAMPUDI NAGABABU	10	14



Mechanics of Materials (MOM)

(o) Placement and Training

Placement Training is provided to all the students right from the second year to fourth year to enhance their employability skills on the following aspects:

- Verbal Ability
- English Proficiency
- Logical Reasoning & Aptitude
- Communication skills
- Programming skills.

Training carried out during the last three academic years is summarized below:

Batch	Academic Year and Semester	Classes	Type of Training	Training Facilitator	Schedule/ Number of Days	No. of CE Students Participated
2020-2024	2022-2023	III CE	Training on Coding & Aptitude	Cantilever Labs	19 th Oct. 2022 to 15 th , July 2023	40
2019-23	2021-2022	III CE	Training on Coding & Aptitude	Cantilever Labs	17 th Jan. to 29 th June, 2022	69

Impact of these training is visible through more students getting placed and going for education.

Batch	No. of students Placed	No. of Student went for Higher Education
2019-23	68	4
2018-22	80	14
2017-21	44	12

(p) Professional Bodies

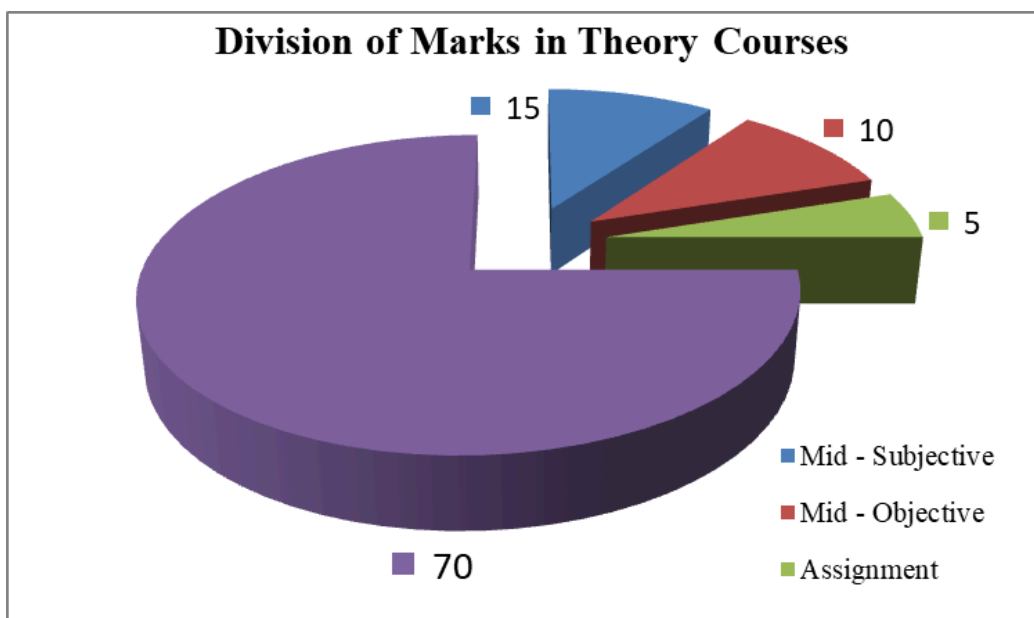
- **Indian Green Building Council (IGBC)** student chapter was started in the campus on 24.01.2019. The main objective of this chapter is to inspire, instill and imbibe 'green approach' for sustainable tomorrow. As part of the chapter, IGBC authorities have provided state of art literature on various areas pertaining to green technologies. Presently an open elective course on green building is offered to the B.Tech students of various branches. This course is offered by civil engineering department. A few projects were also carried by students of B.Tech civil engineering such as "Auditing of buildings for green rating". An Expert lecture on "Bridging the gap between Academia and Industry through **Green Innovations**" was delivered by Ms. Priyadarshini from CII-IGBC, Hyderabad chapter. About 50 students of B. Tech civil engineering participated in the event.

A field trip to IGBC Hyderabad Campus was arranged by the department in which external and internal participants who attended the Faculty Development Program on "**Green Solutions for Smart Infrastructure Development**".

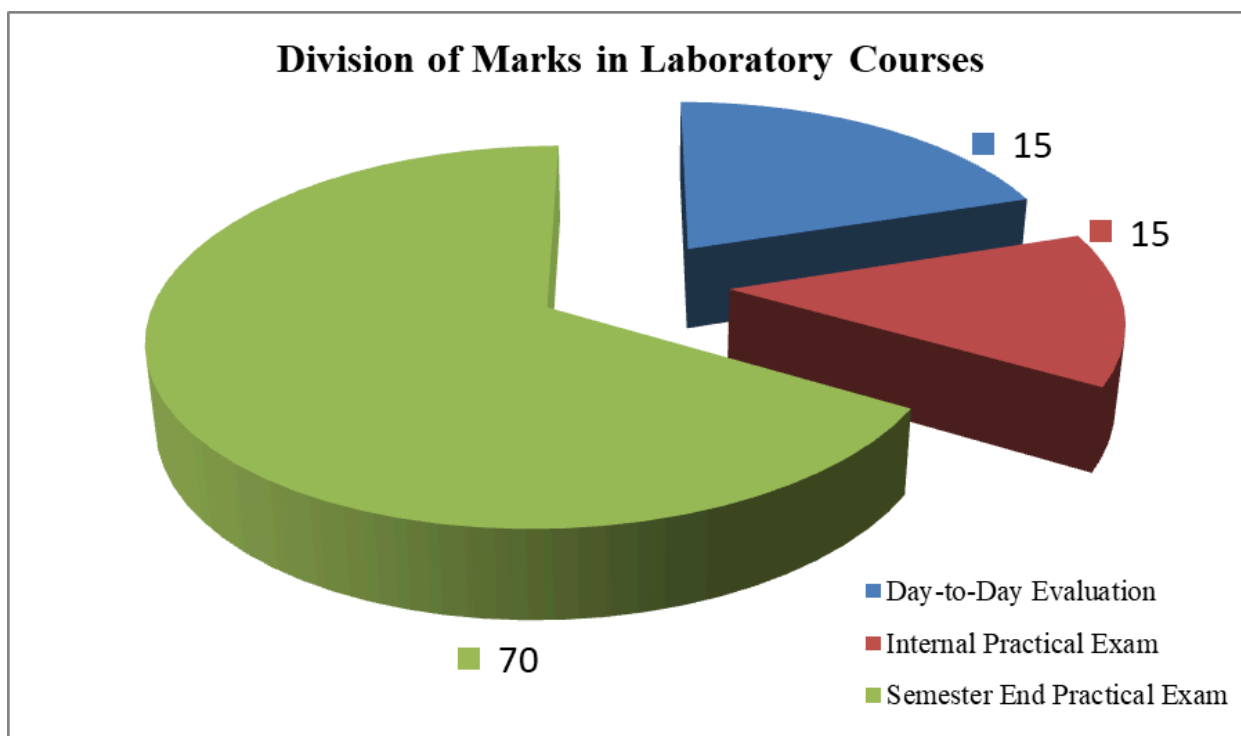
- Indian Geo-technical Society (IGS) student chapter initiatives were taken and organized a few activities under IGS for the students of Civil Engineering .Prof. M. R. Madhav visiting professor of IIT Hyderabad inaugurated the student chapter in the department. Further eminent professors from reputed organizations delivered expert lectures on emerging areas of Geotechnical engineering efforts are on to make the student chapter as National level IGS chapter.
- Department has signed MoU with the Smart Infrastructural Engineering Services Trust (SIEST), Hyderabad. As part of MoU, the department has become an Institutional member of SIEST.SIEST facilitates students towards Internship, Guest lectures, Mini and Major Projects. Also facilitates placement opportunities through its subsidiary, SHARP. In addition to the above, provides Career counselling through SIMULATION.

- The distribution of marks for each theory course evaluated for 100 marks is as follows: 30 marks are assigned for Continuous Internal Evaluation (CIE) and 70 marks for the Semester End Examination (SEE). For the internal evaluation, there shall be 2 mid-term examinations. In each mid-term examination there shall be one objective paper for 10 marks, one Subjective (descriptive) paper for 15 marks and one Assignment for 5 marks, all prepared internally by the concerned course coordinator in consultation with other teachers taking the same course. In the case of subjective question papers, each question is provided with the corresponding CO (course outcome) to which it is mapped along with the Blooms Taxonomy Level depending on the nature and complexity of the question.
- For practical courses there shall be a Continuous Internal Evaluation (CIE) during a semester for 30 marks while 70 marks are allotted for the Semester End Examination (SEE). Out of the 30 marks for the internal evaluation, day-to-day work in the laboratory shall be evaluated for 15 marks and internal practical examination conducted during a semester by the concerned teacher shall be evaluated for 15 marks. The Semester End Examination (SEE) shall be conducted with an external examiner along with the concerned laboratory teacher.

Evaluation Parameters for Theory Courses			
Mid-term/ SEE	Marks	Type of Exam	Prepared by
Mid-term Examination – Coercive	15	Internal	Course coordinator
Mid-term Examination – Objective	10	Internal	Course coordinator
Assignment	5	Internal	Course coordinator
Semester End Examination	70	External	External



Evaluation Parameters for Laboratory Courses			
Internal/SEE	Type of Exam	Evaluator(s)	Marks
Day-to-day work in the lab	Internal	Teacher who conducts the lab	15
Internal Practical Examination	Internal	Teacher who conducts the lab and an Internal examiner	15
Semester End Examination	External	Teacher who conducts the lab and an External Examiner	70



Semester End Examination Paper setting and Evaluation Procedures:

Paper setting and Valuation:

Paper setting and valuation of answer scripts pertaining to Semester End Examinations (SEE) is carried out by EXTERNAL faculty members only. For setting question papers in a theory course, faculty members from a reputed institution with a doctorate degree and working as a Professor or working as an Associate Professor having taught the course for a minimum number of FIVE times shall be considered. For paper valuation, faculty members who have taught the

course for a minimum number of FIVE times shall be considered. Panel of examiners and evaluators shall be approved by the BoS at the beginning of the academic year.

Paper setting:

- For each theory course, a panel consisting of not less than five subject experts, having expertise and experience in the said course and belonging to different universities/reputed institutions shall be sent to the Controller of Examinations (CoE) by Chairman, BOS after taking approval from Principal/Chief superintendent at the beginning of the semester.
- On receipt of the approved copy of the paper setters, the CoE contacts the paper setters as per the order of preference indicated by the Principal and arranges for setting of the question papers in a most confidential manner. Two sets of papers shall be obtained from each of the paper setters. On the day of examination, the question paper shall be scrutinized by the Head of the department (BoS Chairman) and a senior faculty member (subject expert/course coordinator) in terms of its adherence to the specified structure and guidelines. In case of any deviations in the question paper from expected structure, moderation of the paper shall be carried out to make it in line with the stipulated guidelines. BoS Chairman and the course coordinator shall submit a moderation report to CoE.

Valuation:

- The institute adopts the system of Central evaluation of the answer scripts by appointing the external examiners/valuators from reputed institutions.
- Computerization of the complete exam results processing system is followed.
- Digital valuation system is employed. All the student exam answer booklets are stored in digital form. This ensures storage for longer durations.

Preparation of Internal Papers:

- Internal question paper (mid-examination paper) is prepared with a perspective of attaining the expected course outcomes and learning levels. While setting the internal mid examination paper every care is taken to ensure that all the topics enunciated for the exam are given equal weightage covering the expected COs thus serving as a tool for the students in the attainment of the expected COs.
- The course coordinator along with other faculty members teaching the course for other sections prepares TWO sets of question papers to cover the expected course outcomes in each paper. It is a practice being followed that questions pertaining to higher cognitive levels of Bloom's taxonomy are given to third and fourth year students while questions pertaining to lower cognitive levels are given to first and second year students while setting the mid examination papers. Proper care is taken to ensure that all the topics along with the expected outcomes are covered uniformly while framing the internal papers. Screening of the question paper at various stages ensures that the question paper maintains the required standards and contains discriminating power (Distinguishing the bright and the average student).

1. The learning outcomes to be tested shall include Blooms Taxonomy Levels (BTL) 1-6 as follows:

I year B. Tech TLP

- Lower Order Thinking Skills (BTL 1-2) 30%
- Intermediate Order Thinking Skills (BTL 3-4) 40 – 45%
- Higher Order Thinking Skills (BTL 5-6) 25 – 30%

II B. Tech TLP

- Lower Order Thinking Skills (BTL 1-2) 25%
- Intermediate Order Thinking Skills (BTL 3-4) 50%
- Higher Order Thinking Skills (BTL 5-6) 25-30%

III B. Tech TLP

- Lower Order Thinking Skills (BTL 1-2) 15%
- Intermediate Order Thinking Skills (BTL 3-4) 40%
- Higher Order Thinking Skills (BTL 5-6) 45%

IV B. Tech TLP

- Lower Order Thinking Skills (BTL 1-2) 10%
- Intermediate Order Thinking Skills (BTL 3-4) 25%
- Higher Order Thinking Skills (BTL 5-6) 65%

- After preparing TWO sets of question papers as per the procedure described above, the papers will be examined and assessed by the Question Paper Assessment Committee (QPAC) as per the guidelines provided in Annexure. The committee comprises of the HOD, Course experts, and a Professor from other department scrutinizes each question paper on the following factors
- Is it aligned with the expected attainment of COs and POs?
- Is it aligned with the expected knowledge levels of Blooms Taxonomy?
- Is the language Simple, Clear and Unambiguous
- Whether uniform weightage is given to all the units/ topics?
- Does the question paper contain discriminating power
- The respective course coordinator is informed in case of any deviation of the paper from the above factors, and is advised to prepare another set of papers which is again reviewed until it complies fully with the above mentioned factors.
- With regard to the Objective question paper, TWENTY questions in the form of multiple choice/ fill in the blank are provided by the course coordinator after getting it approved by the Question Paper Assessment Committee (QPAC). Each objective question paper is made into FOUR sets by jumbling the questions in a random manner so that the order of questions differs from one set to another set, though the overall questions remain same for all the sets.
- The final assessed copy of the question papers are sent to the examination section.
- On the day of examination one subjective paper will be selected at random, out of the TWO sets of question papers prepared.

Evaluation of internal papers:

- The course coordinator, in consultation with other teachers teaching the same course, prepares a scheme of evaluation by assigning marks for each sub-section of the question. The papers will be evaluated by the respective teachers adhering to the scheme of evaluation in order to have uniformity in the evaluation process across all students of various sections.
- The papers evaluated by teachers will be scrutinized at random by the concerned group head. After getting a satisfactory report from the group head, the papers will be issued to the students by the concerned teachers. All the questions given in the internal paper will be thoroughly discussed in the class and the students will be informed about the scheme of valuation being adopted in correcting the papers. A copy of the marks is also displayed in the notice board. If any student is absent from the college on the day of distribution of the papers, the student will be allowed to verify the marks and can contact the concerned teacher in case of any discrepancy in the marks, within two days after the distribution of the internal papers.
- After finalization of the mid marks, the teachers make a report containing information regarding maximum, minimum and average marks obtained in the internal examination. The attainment of COs is estimated for the class which serves as a feedback to the teacher to decide whether to continue with the same methodology of teaching or adopt a different strategy for bringing an improvement in the attainment levels if the obtained levels are not on the expected lines.
- To analyze the distribution of marks across all the students of a class, the teacher prepares a bar graph indicating the number of students securing the same marks spreading through minimum to maximum marks. The graph is expected to follow Gaussian distribution.

Assignment Questions and their Evaluation Parameters

- As per the AR20/22 curriculum, one assignment shall be given for each mid-term examination for 5 marks. The course coordinator in consultation with other teachers teaching the same course prepares questions for the assignment.
- Assignment questions/topics are prepared based on the expected attainment of course outcomes and cognitive levels learning. In general higher cognitive levels are tested through assignment questions.
- Assignment topics are selected in such a way that students should be able to conduct surveys or rigorous search from multiple sources for getting the required information thus serving as a platform for promoting self-learning.
- Questions given in the assignments are more exploring in nature, meeting the higher cognitive levels of Bloom's taxonomy that expand the learning capabilities of students.
- Students are given assignments in the form of theoretical questions that require a rigorous search from multiple resources for answering or design problems that invoke analytical and logical thinking of students as specified in the Annexure-I. Assignments are given as per the schedule notified in the detailed academic schedule. During the span of a semester a minimum of TWO assignments shall be given to the students and the students are required to submit the solutions on or before a specified due date.
- The slow learners will be asked to submit answers for the theoretical questions that are figured in the end examinations of previous years while the fast learners are given much complicated design problems that enhance their learning capabilities.

- In mathematical oriented Courses students are given separate problems as assignments for promoting self-learning.
- The course coordinator in consultation with other teachers teaching the course prepares assignment questions and the Group head will assess the quality of questions. Contribution of assignments in the attainment of COs and POs is mapped.
- Assignments submitted by the students shall be evaluated by the concerned teacher and the students will be given required feedback.

Guidelines for Examiners towards Preparation of Question Paper

A. General Guidelines to the Paper Setter(s)

1. Please make sure you have the latest version of the syllabus sent to you (can also check from the website of the college) and you are familiar with the assessment criteria.
2. Work on a Specification Grid (see section-D). Before and after preparing the question paper, please check and ensure that all the test items are based on the respective syllabus and the items are graded in some order of difficulty.
3. Develop a Marking Scheme alongside the Specification Grid.
4. Check that the duration of the examination is entered correctly on the paper and ensure that the time allotted is sufficient to enable the students to complete the paper and revise their work.
5. Proofread the text.
6. Pass on the finalized draft of the paper to an external reviser who has to proofread the text again, ensure that no test item is out of syllabus, check that all set tasks are workable (particularly in mathematics, science and engineering subjects) and that the paper can be completed in the set time.
7. Make the necessary changes in the examination paper and the marking scheme as advised by the reviser. Proofread the text once again and pass on the paper to the Reviser for the final proofreading.
8. Hand in the Marking Scheme together with the Examination Paper for printing.
9. Examine print view of papers for possible printing defects (e.g. unclear diagrams or pictures) and immediately correct such errors/defects.

B. Layout

1. The layout of the paper should be as clear as possible to make it as student friendly as possible.
2. Instructions to candidates should be clear and unambiguous. They should be presented in bold type.
3. Wherever possible, use a straightforward and consistent format with regular line lengths.
4. Use typesetting features such as bold, italics, indentation or boxes effectively to help candidates focus their attention on the task.
5. Long complex questions are best split up by the use of subsidiary numbering systems.
6. Structured questions should follow a graded and logical sequence.
7. The information contained on a page should be well structured through the appropriate use of headings and subheadings. This would help candidates organize text in advance of reading.
8. Check that the diagrams, and figures/pictures used are necessary, helpful and are of high quality.
9. Place the text close to the relevant diagrams or pictures to enable the candidates to relate the two effectively. Questions with figures/pictures/tables should be set on the same page or on adjacent pages.
10. Ensure that marks assigned for each item / exercise / section are clearly indicated on the question paper.

C. Sentence Construction

1. Use the simplest language and structure possible to convey clearly and unambiguously the meaning of the question.
2. Split down even relatively short sentences if they contain a lot of condensed information.
3. Try not to use passive sentences because it can make a sentence impersonal and complex.
4. Also avoid using the conditional form (sentences starting with "if") and the double negative.
5. Eliminate superfluous words and any abstract and metaphorical language which is not necessary.
6. Make sure that introductory statements in questions contain only the information which is required for answering those questions relevantly.

D. Specification Grids

1. The writing of test items should be guided by a carefully prepared set of test specifications.
2. The specifications describe the achievement domain being measured and provide guidelines for obtaining a representative sample of test tasks.
3. The specification grid (a two-way table) provides assurance that the test will measure a representative sample of the learning outcomes and the subject matter topics to be measured.
4. The specification grid relates outcomes to content and indicates the relative weight to be given to each of the various areas.
5. A specification grid indicates:
 1. learning outcomes to be tested
 2. subject/course matter or content area

3. assigned weighting to the learning outcomes and content areas in terms of their relative importance
6. The learning outcomes to be tested include
 - a. recall of knowledge,
 - b. intellectual abilities or skills (understanding, application, etc)
 - c. general skills (e.g. practical, performance, communication),
 - d. attitudes, interests, appreciations.
7. The following factors are to be considered when assigning relative weights to each learning outcome and each content area.
 1. importance of each area in the total learning experience
 2. time devoted to each area during the learning experience
 3. which outcomes have the greater retention and transfer value

E. Constructing Relevant Test Items

The items used should be **supply-type** items only. The selection-type items present the students with a set of possible responses from which they are to select the most appropriate answer. The supply-type item requires students to create and supply their own answers.

Supply-type items include:

1. Supply-type items are easier to construct but more difficult to score.
2. Use the item types that provide the most direct measures of student performance specified by the learning outcome.
3. Avoid verbal associations that give away the answer.
4. Avoid grammatical inconsistencies that eliminate wrong answers.
5. Avoid material in an item that aids in answering another item.
6. Ensure that the difficulty level matches the intent of the learning outcome.
7. Ensure that there is no disagreement concerning the answer. Typically the answer should be one that experts would agree on as the correct or best answer.
8. Write the test items far enough in advance that they can be later reviewed and modified as needed.
9. Write more test items than called for by the test plan. This will enable you to discard weak or inappropriate items during the item review and make it easier to match the final set of items to the test specifications.

F. For **Short-Answer** items ensure that:

1. the item calls for a single, brief answer
2. the item has been written as a direct question or a well-stated incomplete sentence
3. the desired response is related to the main point of the item
4. the units and degree of precision is indicated for numerical answers, if any

G. For **Essay** questions make sure that:

Questions starting questions with "who", "what", "when", "where", "name", "list" **are avoided as these terms limit the response questions demanding higher order skills**, such as those indicated in the following are used

Outcome	Sample Terms
Comparing	Compare, classify, describe, distinguish between, explain, outline, summarize
Interpreting	Convert, draw, estimate, illustrate, interpret, restate, summarize, translate
Inferring	Derive, draw, estimate, extend, extrapolate, predict, propose, relate
Applying	Arrange, compute, describe, demonstrate, illustrate, rearrange, relate, summarize
Analyzing	Break down, describe, diagram, differentiate, divide, list, outline separate
Creating	Compose, design, devise, draw, formulate, make up, present, propose
Synthesizing	Arrange, combine, construct, design, rearrange, regroup, relate, write
Generalizing	Construct, develop, explain, formulate, generate, make, propose, state
Evaluating	Appraise, criticize, defend, describe, evaluate, explain, judge, write

Annexure-II

Checklist for Evaluation of Question Paper by Department Committee

Course Code: _____

Course Title: _____

Name of the Course Instructor: _____

S. No.	Parameter/Attribute	Evaluation	Remarks, if any
1	Was weightage given uniformly to the content? (Yes/No)		
2	Are there any Analytical questions? (Yes/No). If yes, % of marks for these questions		
3	Are there any questions involving design aspects? (Yes / No). If yes, % of marks for these questions		
4	Please list Course outcomes covered		
5	Please list Program outcomes covered		
6	Please indicate complexity of the questions on a scale of 1 - 5 (5 Highest)		
7	Please indicate estimate of approximate time required for answering all questions		
8	Please mention number of levels of Blooms taxonomy the question paper covers? List the levels covered.		
9	Does the question paper contain discriminating power (Distinguishing the bright and the average student) Yes / No		
10	Are the questions specific and precise thereby limiting the scope of the answer to a large extent? (Yes / No)		

Name and signature of Evaluator 1:

Name and signature of Evaluator 2:

Name and signature of Course Coordinator:

Name and signature of Program Coordinator:

Name and signature of IQAC Coordinator:

Name and signature of Head of the department:

2.2.3 Quality of student projects (20)

Institute Marks : 20.00

Student Projects – Allocation, Reviews and Evaluation

Major Project Seminar and Major Project:

Project work challenges students to think beyond the boundaries of the classroom, and help them in developing their analytical, designing and critical-thinking skills; improving their inter-personal skills and enhancing their confidence levels.

Projects may be broadly categorized in the following ways:

- a) Industry Sponsored Projects
- b) Institute Sponsored Projects
- c) Application Oriented
- d) Design Oriented
- e) Research Oriented

Factors such as Environment, Safety, Legal and ethical principles are to be considered while selecting a project. Project should help the students in attaining the expected POs and PSOs and the outcome of the project ultimately should be beneficial for the development of the society at large.

Student Projects have to be identified in such a way that they have a strong correlation and relevance to Program Outcomes (POs) and / or Program Specific Outcomes (PSOs). Identifying the research problem along with the objectives of the project is one of the key factors that facilitate attaining the expected deliverables of the project. The whole process involved right from the identification of the problem for the Project work to finding its solution and presenting it in the form of a report, is divided into various modules/stages as represented schematically below and explained in detail subsequently. Under autonomous status of the institution Major Project is divided into two parts; Major Project Seminar, which each batch of students shall carry out during the first semester of the fourth year while the actual execution of the project will be carried out during the second semester of fourth year.

In general a Project work is expected to provide the following course outcomes. The Course Outcomes (COs) with Mapping to Program Outcomes (POs) are provided below:

1. Defining the Research Problem:

Head of the department shall issue a circular to all faculty members requesting them to identify projects / research problems, keeping in view of the societal problems that have direct strong correlation and relevance to Program Outcomes (POs) and / or Program Specific Outcomes (PSOs). In response to this, faculty members of the department after rigorously going through various research problems from all possible resources, specify the identified problems and submit the following to the department:

1. Title of the project/research problem/ research area
2. Methodology to be adopted for the execution of the project/research problem
3. Relevant theoretical background with suggested references
4. Specifications of the hardware/software/equipment requirements
5. A monthly timeline for the completion various modules of the project with expected deliverables.

This information is made available to the students through proper announcements. In some cases, students who would be willing to carry out their project in any public sector unit or industry or any research organization, would be permitted to carry out their project and in such cases one internal guide who has expertise in that area will be allotted from the department to monitor the progress of the project at various levels of its execution.

2. Procedure adopted in the formation of Project Batches:

Procedure for Grouping of students:

The following procedure is followed in forming student groups:

1. The result of the preceding semester is considered for forming the groups.

2. The obtained credits of each student are divided with the maximum number of credits in that semester. This is considered as normalized credits obtained.
3. The Obtained SGPA is then multiplied with the normalized credits in that semester. This is considered as normalized SGPA of the student.
4. The normalized percentage of all the students is arranged in a descending order.
5. The position of a student obtained after arranging in descending order is considered as the Rank.
6. The total strength is divided with Number of persons 'N' in the group (N=3 is considered here) to obtain number of groups 'M'.
7. A table is formed with N columns and M rows. Each cell is filled in the order of row-wise and then column-wise.
8. The set of 'M' students is placed in three columns such that the first column indicates strong students; second column indicates middle level students and the last column is filled with weak students.
9. Each row is considered as a group where the students are specified from strong to weak from left to right column.
10. Using the above procedure all the students are given rankings (Ranker 1 to Ranker 60).

While forming batches for carrying out the final year projects, every effort is taken to ensure that meritorious students are distributed uniformly across all the batches by following a specific pattern in the formation of the project batches. A maximum of 3 students are allowed per batch. For a typical class having student strength of 60, the distribution of students is done as shown in below table.

Formation of Project Batches			
Batch 1	Ranker 1	Ranker 21	Ranker 41
Batch 2	Ranker 2	Ranker 22	Ranker 42
Batch 3	Ranker 3	Ranker 23	Ranker 43
Batch 4	Ranker 4	Ranker 24	Ranker 44
Batch 5	Ranker 5	Ranker 25	Ranker 45
Batch 6	Ranker 6	Ranker 26	Ranker 46
Batch 7	Ranker 7	Ranker 27	Ranker 47
Batch 8	Ranker 8	Ranker 28	Ranker 48
Batch 9	Ranker 9	Ranker 29	Ranker 49
Batch 10	Ranker 10	Ranker 30	Ranker 50
Batch 11	Ranker 11	Ranker 31	Ranker 51
Batch 12	Ranker 12	Ranker 32	Ranker 52
Batch 13	Ranker 13	Ranker 33	Ranker 53
Batch 14	Ranker 14	Ranker 34	Ranker 54
Batch 15	Ranker 15	Ranker 35	Ranker 55
Batch 16	Ranker 16	Ranker 36	Ranker 56
Batch 17	Ranker 17	Ranker 37	Ranker 57
Batch 18	Ranker 18	Ranker 38	Ranker 58
Batch 19	Ranker 19	Ranker 39	Ranker 59
Batch 20	Ranker 20	Ranker 40	Ranker 60

3. Choosing the domain/ area of project and allotment of guide:

- Faculty members of the department specify their specialization/ expertise domain or areas of interest in which they can provide guidance to the students along with the research problems identified. This information is made known to the students through proper announcement.
- After making consultations with faculty members, each batch of students has to give its options; mentioning the area in which they want to carry out the project work. For the students who would be willing to do their project in any public sector unit or industry or any research organization, the problem will be identified by the concerned organization. One internal guide will be allotted from the department to monitor the progress of the project.
- The Head of the Department in consultation with other senior faculty members of the department finalizes the allotment of guides to the respective student batches; depending upon the area in which they want to carry out their project.
- For in-house projects there shall be only one guide and the faculty member guiding the project will be acting as the guide. For the projects carried out in industries/ PSUs/companies, there shall be two guides; an external guide from the industry/PSU/ company in which the project is carried out and an internal guide from the department who will be monitoring the progress of the project periodically and providing the requisite guidance.

4. Project identification and classification

Students of each project batch would be asked to carry out the literature survey before finalizing the project. The feasibility of executing the project along with the timeline of activities to be carried out and factors such as Environment, Safety, Ethics, and Costs are considered before finalizing the topic of the project. The projects are classified into the following categories:

1. Real time problems from industries which may include developing a new set up or enhancing the existing setup.
2. Society needed projects either design or fabrication.
3. Design / Analysis Projects.
4. Research Projects
5. Application based Projects
6. Product based Projects
7. Review Projects

5. Mapping of Project deliveries with POs and PSOs

After finalization of the research problem along with the requirements of necessary hardware/ software, the expected deliverables of the project are mapped with POs and PSOs of relevance.

6. Project Registration and Reviews

- Students of each batch shall submit a registration form to the department; mentioning the details of the project such as 'Title of the Project', 'Particulars of Guide(s)', 'Place where the project will be carried out', 'Expected deliverables of the project with their mapping to POs and PSOs', 'Facilities required for carrying out the project including the requirements of hardware and software', 'Timeline of activities, indicating the various modules/phases of the project to be completed in a time frame'. In case students of any batch prefers to carry out their project outside the campus such as in industries or PSUs etc., they should get 'No Objection Certificate' from that company and provide details of the person who will be acting as external guide. This entire process has to be completed in the semester preceding to the semester in which the students are required to carry out their project work.
- After the allotment guides to the student batches, the students have to be in touch with the respective guides on a regular basis appraising the guide about the progress of the project every week. For the projects carried out in industries the internal guide will be in contact with the external guide and monitors the progress of the project and makes visits to the industry if necessary.
- A project coordinator is appointed by the Head of the department who is responsible for planning, scheduling and execution of all the activities related to the student project work.
- During the first semester of the fourth year, each batch of students shall give a presentation (Major Project Seminar Presentation) covering various aspects about the execution of the project, which shall be evaluated internally for 100 marks, while the actual project work shall be carried out during the second semester of fourth year.

- Students of a project batch shall attend reviews regularly and give presentations with regard to the extent of work that is carried out, specifying the results obtained pertaining to the project.
- A Project Review Committee (PRC) composed of HoD, Project Coordinator, Senior faculty members and the respective Guide is formed to monitor the progress of the project work and to assess and evaluate the quality of the work during periodical reviews. The PRC also provides suggestions to the batches if necessary and assists them in the attainment of the expected project deliverables.
- During the first semester of fourth year, each batch of students shall give a presentation in the form of Major Project Seminar along with a report indicating the clear title of the proposed project, timeline of activities to be carried out, budget analysis, deliverables and other details of the project and present before a committee which shall be evaluated for 100 marks.
- Individual and team performances are evaluated by the project guide and Project Review Committee (PRC) during reviews.
- Upon completion of the project work after successful demonstration of the project; making successful reviews and getting approval from PRC; the project report shall be submitted to the department in line with the format and specifications stipulated by the department.
 - A project viva-voce will be conducted in the Semester End Examination (SEE) for 100 marks in the presence of an external examiner appointed by Chairperson, BoS, for the evaluation of the project.
 - Students are encouraged to participate in project competitions held inside and outside the college and are further encouraged publishing research papers in Journals / Conferences. The project supervisor and the corresponding group head shall facilitate the students writing a paper to a journal or a conference.

7. Timeline of activities

Time frame given for the completion of various modules of the major project seminar and major project are indicated below and the same is intimated to the students.

Timeline	Module	Particulars of Task
<p>Preceding Semester</p> <p>IV Year– I semester</p> <p>(within first 3 weeks)</p>	<p>Formation of Project Batches and</p> <p>Allotment of Guide</p>	<ul style="list-style-type: none"> • Announcement of Research areas of interest/ Definition of Research problems by faculty members • Formation of Student Project Batches • Allotment of Guide • Registration of the Project • Title of the Project along with other details such as Place of work, Requirements of Software/ Hardware along with expected project deliverables
6 th Week of the semester	First Review	<ul style="list-style-type: none"> • Literature Survey – Identifying the problem
10 th Week of the semester		<ul style="list-style-type: none"> • Submission of Abstract of the Project with expected deliverables
12 th Week of the semester	Major Project Presentation	<ul style="list-style-type: none"> • Major Project Presentation – Complete details about the execution of the Project – Timeline of activities to be carried out – Deliverables of the Project
14 th Week of the semester	Major Project Report	<ul style="list-style-type: none"> • Submission of Major Project Report after taking the suggestions from PRC and Guide
<p>IV Year – II Semester</p> <p>2nd Week of the semester</p>	First Review	<ul style="list-style-type: none"> • About 25% of the work should be completed at the time of First Review. • Presentation should be done before PRC with respect to progress of the project • Work carried out will be assessed and evaluated; batch wise and also student wise • Suggestions from PRC
4 th Week of the semester	Second Review	<ul style="list-style-type: none"> • About 50% of the work should be completed at the time of Second Review. • Presentation should be done before PRC with respect to progress of the project • PRC monitors whether suggestions provided by PRC during earlier reviews have been considered or not • Assessment and Evaluation by PRC • Suggestions from PRC

6 th Week of the semester	Third Review	<ul style="list-style-type: none"> • About 75% of the work should be completed at the time of Third Review. • Chapters' names of the Project Report should be identified by this time • Presentation should be done before PRC with respect to progress made
8 th Week of the semester	Fourth Review	<ul style="list-style-type: none"> • The work should be completed at the time of Fourth Review. • The hardware projects should be shown in working condition and software based projects should be executed successfully • Presentation should be done regarding the results obtained with necessary Tables and Graphs before PRC • After obtaining satisfactory results the batch is permitted to make Project Report
10 th Week of the semester	Final Review	<ul style="list-style-type: none"> • A draft Project Report should be submitted at the time of Final Review. • PRC goes through the chapters of the report and also checks whether the format of the report made is in accordance with the specified format or not • PRC makes recommendations for any modifications of the report if necessary before giving a final clearance
12 th Week of the semester	Submission of Project Report	<ul style="list-style-type: none"> • Project Reports should be submitted in the department
14 th Week of the semester	Preparation of Journal Paper/ Conference Paper	<ul style="list-style-type: none"> • Taking advice/ help from the guide and group head in the preparation of Conference Paper or Journal Paper

8. Evaluation of Project Work

- There shall be a project seminar presentation in IV Year I semester. For the project Seminar, each batch of students shall collect the information/ literature on the project, identify the problem in consultation with the guide, and present a seminar, and prepare a report, which will be evaluated as CIE for 100 marks by the project seminar review committee. The committee shall consist of Head of the Department, the supervisor of project and two Professors/Associate professors of the department.

- Out of a total 100 marks allotted for the major project work, which shall be evaluated in IV-year II semester, 30 marks shall be for CIE (Continuous Internal Evaluation) and 70 marks for the SEE (End Semester Viva-voce Examination). The project viva-voce shall be conducted by a committee comprising an external examiner, Head of the Department and project supervisor. Out of 30 marks allocated for CIE, 15 marks shall be awarded by the project supervisor (based on the continuous evaluation of student's performance throughout the Project Work period), and the other 15 marks shall be awarded by a Departmental Committee consisting of Head of the Department and Project Supervisor, and two Professors/Assoc-Professors, based on the work carried out and the presentation made by the student during internal reviews (at least two internal reviews shall be conducted).

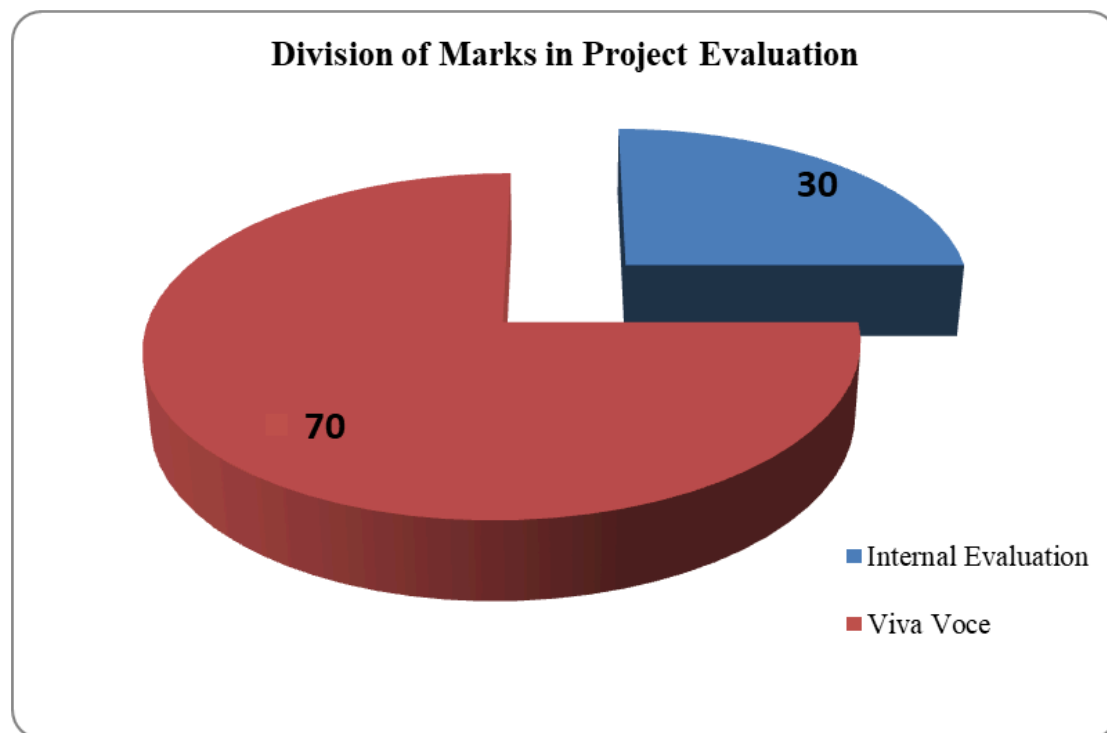


Fig. Division of Marks in Project Evaluation

9. Evaluation Parameters for assessment of Project Work:

The following parameters are considered for assessment of the project work

- Clarity in stating the objectives and purpose of the project work
- Clarity in defining the identified problem of the project work
- Justification of project with supporting design, analysis and modeling
 - Whether the results are technically and economically feasible with effective conclusions / recommendations?
- Use of appropriate language/word choice, formatting, and writing conventions in the written project
- Adherence of the project report with the stipulated format and guidelines
- Whether factors such as environment, safety, ethics and cost have been considered in the selection of the project.
- Presentation skills exhibited during the reviews of project
- Individual and team performances in completion of the project work.
- Proper demonstration of the working model of the project

10. Best Projects:

- The department has taken initiative steps in identifying and rewarding the best major projects carried out during the final semester of B.Tech program.
- The major projects of the students are evaluated based on recent advancements in various domains of civil engineering. The best two projects are rewarded with cash prizes of Rs. 2,500 and Rs.1,500 respectively.
- Identification of best projects is done by an internal evaluation committee composed of HOD, senior faculty and Project coordinator.

Rubrics for Evaluation of Major Project Seminar and Major Project Work

Rubrics for Evaluation of Project Work							
S. No	Parameter	Excellent (5)	Good (4)	Average (3)	Acceptable (2)	Unacceptable (1)	Score
1	Objectives and Purpose of the Project Identification and definition of Problem	Detailed and extensive explanation of the purpose and need of the project. Problem is accurately defined with supporting analysis.	Good explanation of the purpose and need of the project. Problem is well defined with good analysis	Moderate explanation of the purpose and need of the project. Problem is defined with sufficient analysis	Outline explanation of the purpose and need of the project. Problem is defined but not with supporting analysis	Minimal explanation of the purpose and need of the project. Problem is not defined accurately	
2	Literature Survey Study of the Existing Systems and their limitations	Detailed and extensive study and explanation of the limitations of the existing systems.	Great deal of information is collected and good study of the existing systems.	Moderate study of the existing systems; collects some basic information	Peripheral study on limitations of the existing systems Limited information	Minimal study on the limitations of the existing systems; incomplete information	
3	Deliverables of the Project Methodology of the Proposed Work	Deliverables of the Project are defined very accurately. Methodology to be followed is defined very clearly	Deliverables of the Project are defined to great extent. Methodology to be followed is specified but detailing is not done	Deliverables of the Project are defined in a reasonable manner Steps are mentioned but unclear; without justification to objectives	Project deliverables are not defined accurately. Steps to be followed to solve the defined problem are not specified properly	Not able to figure out the Project outcomes. Methodology of the proposed work is incomplete and improperly Specified.	
4	Division of Modules Design/ Analysis and Modelling of the Project	Division of modules is done appropriately. Appropriate design methodology and properly justified	Division of modules is done appropriately Design methodology not properly justified	Division of problem into modules is done. Design methodology not defined properly.	Partial division of Problem into Modules. Methodology not defined properly	Division of Problem into Modules has not been done. Design methodology not specified	

5	Planning of Project Work - Timeline Activities	Time frame properly specified and followed Appropriate distribution of project work	Time frame properly specified and Distribution of project work inappropriate	Time frame properly specified, but not followed Distribution of project work uneven	Time frame properly specified, but not followed Un-even distribution of project work and no synchronization	Time frame not properly specified. In- appropriate distribution of project work	
6	Project Demonstration: Achievement of the Objectives and Functioning/ Working of the Project	All defined objectives are achieved. Each module is working well and properly demonstrated. All modules of project are well integrated and system working is accurate	All defined objectives are achieved. Each module is working well and properly demonstrated Integration of all modules not done and system working is not very satisfactory	All defined objectives are achieved Modules are working well in isolation and properly demonstrated Modules of project are not properly integrated	Some of the defined objectives are achieved Modules are working well in isolation and properly demonstrated Modules of project are not properly integrated	Defined objectives are not achieved. Modules are not in proper working form	
7	Presentation	Contents of presentation are appropriate and well delivered with clarity. Proper eye contact with audience and clear voice with good spoken language	Contents of presentation are good and well delivered Clear voice with good spoken language but less eye contact with audience	Contents of presentations are good but not delivered convincingly Eye contact with few people and unclear voice	Contents of presentations are not appropriate. Delivered with less confidence. Eye contact with few people and unclear voice	Contents of presentations are not appropriate and not delivered in acceptable manner. Eye contact with few people and voice is not audible.	
8	Project Report	Project report is very well organized with appropriate graphs and charts. Use of appropriate language/word choice, formatting, and writing conventions. Report is according to the specified format References and citations are appropriate and well mentioned	Project report is well organized with graphs and charts. Use of decent language/word choice and writing conventions. Report is according to the specified format References and citations are well mentioned	Project report is according to the specified format but the language used needs improvement. In- sufficient references and citations	Project report is not fully according to the specified format and not organized in the expected manner In-sufficient references and citations.	Project report not prepared according to the specified format. Language used is in correct. References and citations are not appropriate	
9	Results and Discussion	Results are presented and justified in a very appropriate manner	Results are presented and justified in good manner	Results presented but not justified in a satisfactory manner	Results are not accurate and justification is not appropriate	Results are not presented properly	

10	Conclusion	Project work is aptly summarized and concluded. Future extensions in the project are well specified	Project work is well summarized and concluded. Future extensions in the project are specified	Project work summary and conclusions are not completely appropriate. Future extensions in the project are specified	Project work summary and conclusion are not very appropriate Future extensions in the project are not specified	Project work is not summarized and concluded Future extensions in the project are not Specified
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2.2.4 Initiatives related to industry interaction (10)

Institute Marks : 10.00

Industry Institute Interaction Committee, composed of the following members, was set up for the Department of CE, GCET with the objectives and outcomes as envisaged below.

Objectives: To facilitate faculty and students to gain practical exposure to the industrial environment. The interaction will enable working on research topics which are of relevance to the industry, thereby providing a strong linkage, resulting in good employment opportunities to the students and taking up consultancy. This interaction will help in tailoring the curriculum as per needs of the industry.

Outcomes: Faculty and students gain broader exposure to the industrial environment so that they can understand the different types of problems being worked upon by the industry. This will enable the students to get absorbed in the industry smoothly and be productive from the very beginning. The technical lectures by the experts from the industry will strengthen the practical knowledge of the faculty members and students. The experts can also suggest research topics to the faculty leading to papers / publications / Ph.D which will potentially result in overall value addition to the Teaching Learning Process.

The process of Industry Institute Interaction is accomplished through following mechanisms:

- Conduct industrial visits to faculty and students
- Execute MoUs and encourage the students to work on Industry Oriented Mini Projects and Major projects
- Invite industry experts as resource persons to deliver guest lecturers in the college
- Encourage students to take up Internships in industry.
- Understand the industrial problems of relevance and encourage faculty and students to get associated with a collaborative consultancy / research effort.

Interaction with Industries

1. **Industry Expert as BoS Member:** A senior technical expert Er. P. Surya Prakash Managing Director (SATYA VANI PROJECTS AND CONSULTANTS PVT.LTD.) with rich experience in industry has been nominated as one of the members in our Department BoS. The objective is to understand industrial requirements and the latest trends from the technological / practical perspective and incorporate the right kind of courses in our curriculum to improve job opportunities to our students.

2. **Faculty members possessing industrial experience inducted into the department:** Few faculty members possessing substantial industrial / research experience are recruited as faculty members to impart practical knowledge to the students which will help the students understand the concepts in a better way.

Profile of the faculty member with significant industry experience is given below:

Mr. V. Goutham, Senior Assistant Professor, worked for 3 years in Indu Aranya limited, Construction of Duplex villas and Laying of 220 K.V. underground Cable Project as Engineer (Civil). The activities included Checking Structural reinforcement, Concrete works and executing as per the specifications for villas, pump house, S.T.P (shell & core) works progress & quality control. Preparation of D.P.R & planning of works, Certification of the pour cards/checklists for concrete, shell and core works. Take site measurements, Certify R.A (running account) bills for all the internal and external works. Studying & executing the works as per the approved G.F.C. drawing from the design consultant.

3. **Industrial visits of our students:**

Summary of Industrial Visits of Students for AY 2023-24					
S.No	Year/Sem	Date of visit	Name of Industry visited	No. of Students	Faculty members accompanied
1	Faculty & student Visit	18/08/2023	Indian Green Building council, Hyderabad	50	02
2	B.Tech-II-CE	15/07/2023	Brick work of a residential building at Karmanghat, Hyderabad	20	02
3	B.Tech-II-CE	17/11/2023	Survey of India	18	02

Summary of Industrial Visits of Students for AY 2022-23					
S.No	Year/Sem	Date of visit	Name of Industry visited	No. of Students	Faculty members accompanied
1	B.Tech III year	3/2/2023	Sri Sai Metal industry (aggregate production plant), Ghatkesar, Hyderabad	61	4
2	B.Tech II year	24/12/2022	NAC (National Academy of Construction), Hyderabad	42	4

Summary of Industrial Visits of Students for AY 2021-22					
S.No	Year/Sem	Date of visit	Name of Industry visited	No. of Students	Faculty members accompanied
1	B.Tech III year	31/3/2022	Nilaya Architects Structural consultants & Construction, L.B.Nagar, Hyderabad	75	4
2	B.Tech II year	18/6/2022	Hella Infra Market Pvt.ltd. Peerzadiguda, Uppal circle	25	5

4. Guest Lectures Conducted

A.Y: 2023-2024						
S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance	Activity
1	Shri. ANSP ShastryGaru	Retd. Scientist, Bureau of Indian Standards	6.10.2023 (9.00AM to 2.30PM)	Expert lecture on " Indian standards" (World standards Day Celebrations)-2023	I, II, III Year	Expert lecture and Events (Essay writing, standard competition)
	Smt. ChVidisha Reddy,	Scientist-B, Asst Director, BIS.				
	Shri. Abhisai Etta	Standards Promotion Officer, Hyderabad Branch				
2	B. Santhosh	Manager, Canter CADD, ECIL	4.10.2023 (2.00PM to 3.30PM)	Expert lecture on "Awareness on Civil Engineering Software"	II Year	Expert Lecture
3	Er. Surya Prakash	Managing Director, Satyavani Projects and Constructions Pvt. Ltd.)	15.09.2023 (3.00PM to 4..30PM)	Civil Engineering as a Challenging Profession(Engineers Day)	I, II, III Year	Expert Lecture and Event
4	Er. N. SrinivasRao	Engineer, Ultra Tech Cements	09.09.2023 (1.45PM to 2.45PM)	Expert lecture on "Next Generation Concrete"	III, IV year	Expert Lecture
5	Er. C Prashanth Kumar,	Deputy Geotechnical Engineer (Jacobs)	20/10/2023, (02:00 PM-03:30 PM)	Beyond the Degree: Navigating your career in Civil Engineering	I, II, III Year	Expert Lecture
	Er. M. Ambica	Project Engineer-II (Morrison Hershfield)				
6	1. B. Santhosh, 2. S. Sai Mrudula, 3. B. Renuka	Trainer, CANTER CADD	02/01/2024, 03/01/2024, 04/01/2024, 08/01/2024, 09/01/2024, 10/01/2024, 11/01/2024	"Career opportunities for students of Civil Engineering" (Through extensive use of Revit Arch. as a design tool)	IV year	Software Training Program

7	Ch Ravi Kumar	Senior Consultant, National Academy of Construction	23.02.2024	Emerging Technologies in Civil Engineering & Opportunities for Civil Engineering Graduates	All students	Guest Lecture
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A.Y: 2022-2023

S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance	Activity
1.	Dr.N R Dakshina Murthy	Associate Professor, CBIT, Hyderabad.	26-08-2022	NDT and Structural Rehabilitation Case studies	II, III and IV	Expert Lecture
2.	Mr.S.Mani Mohan Trinath	Managing Director, ACE Academy	30.08.2022	How to crack ESE/ GATE/PSUs in First Attempt?	III and IV	Guest Lecture
3.	Er. S. B. Shankar Rao	Retired Sp. Engineer	15.09.2022	Role of a Civil Engineer in the world	III and IV	Expert Lecture
4.	Ch Ravi Kumar	Senior Consultant, National Academy for Construction	21.10.2022	Opportunities for Civil Engineering Students	III and IV	Student Development Program
5.	Indrasen Singh	Director of Academics Affairs, NICMAR, Hyderabad	03.02.2023	To develop awareness on career opportunities in techno management sector	III and IV	Student Development Program
6.	B. Santhosh	Manager, Canter CADD, ECIL, Hyderabad	17.04.2023 AN: 1.30pm-3.30pm	Role of Engineering Software's for enhanced placements	III year	Expert Lecture
7.	-	-	03/02/2023 AN 6.00PM to 6.15PM	A National Level Quiz Competition on "Cyber Security Awareness, ThinkB4Uclick"	II, III and IV	National Level Quiz Competition
8.	-	-	31/03/2023 10.00AM to 3.30PM	Wall Painting Competition	III and IV	Wall Painting Competition
9.	-	-	18/04/2023 AN 3.00Pm to 3.15PM	Quiz Competition (offline) on "Cyber Security Awareness, ThinkB4Uclick"	all	Offline Quiz competition of B. Tech Civil Engineering Students
10.	Ms. Sri Rekha	Senior Consultant, Indian Green Buildings Council Of Confederation of Indian Industry	02/05/2023 AN: 1.30PM to 3.30PM	Green Building Movement, Green Education & Opportunities.	Civil 2nd & 4th Year, CSE, AIML, DS, CS 3rd year students	Expert Lecture
11.	Dr. N. SrinivasaRao	Scientist E at Indian National Center for Ocean Information Services (INCOIS)	05/06/2023 AN: 2.30PM to 4.00PM	The role of satellite technology in monitoring environmental pollutants and pollution	Civil , CSE, AIML, DS, CS 1st year students	Expert Lecture

A.Y: 2021-2022						
S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance	Remarks
1	Dr. C. Lavanya	Associate Professor, VNR VJIE	05-08-2021	Overview of Ground Improvement Techniques in Civil Engineering	III and IV	Expert Lecture
2	Ravikanth Chittipolu	Managing partner, Nilaya Architects, Structural consultant and construction	23-03-2022	Entrepreneurship in civil engineering & Awareness on civil engineering softwares	II, III and IV	Expert Lecture

A.Y: 2020-21					
S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance
1	Mr. NVL Krishna Prakash	Star Educator, South India Civil Engineering Head, Unacademy.	09.01.2021	“Awareness on GATE” Why GATE? and How to prepare? Subject wise analysis	III year (Section A&B)
2	Mr. P. Sai Charan	Trainer, Canter CADD, ECIL, Hyderabad	17.03.2021 FN: 9.00am-12.30Pm	ETABS-Software	III year (Section A&B)
3	B. Santhosh	Manager, Canter CADD, ECIL, Hyderabad	17.03.2021 AN: 1.30pm-3.30pm	REVIT-Software	III year (Section A&B)
4	Prof. M. R. Madhav	IIT Kanpur	24.03.2021 AN: 2.30pm-4.00pm	Geotechnical Challenges-Case Histories	II, III & IV year
5	Dr. Rajesh Sathyamurthi	IIT Kanpur	31.03.2021 FN: 10.30am-12.30Pm	Ground Improvement by Geo Synthetic Encased Stone Columns	III & IV year
6	Shyamala Devi	Trainer, CAD DESK	05.04.2021	Role of Software's in Civil Engineering field	III year (Section A&B)
7	K. Madhusudan Reddy	Professor, Anurag University, Hyderabad	29.05.2021 , Time: 11.00am to 12.30pm	“Importance of Site investigation in Civil Engineering”	II, III, IV Year

Faculty Development Programs

A.Y: 2021-2022						
S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance	Remarks
1.	Dr. P. Dilip Kumar,	Mahindra Ecole Centrale, Hyderabad.	20-25 Sept. 2021	Smart Infra structures using Sensors	220	FDP
2.	Dr.Prafulla Kalapatapu	Mahindra Ecole Centrale, Hyderabad.		Applications of Artificial Intelligence (AI) in Civil Engineering	220	FDP
3.	Dr. K. V. Jaya Kumar	Professor, NITW		Softwares in Water Resources Engineering	220	FDP
4.	Dr. S. Bhuvaneshwari	Associate Professor SRM Institute of Science and Technology, Kattankulathur		Soil modelling and parameters for numerical modelling in geotechnical applications	220	FDP
5.	Dr.Vinayaka Ram	Professor, BITS Pilani, Hyderabad.		HDM Application to Pavement Management System	220	FDP
6.	Mr. Shiva Rami Reddy,	Structural Consultants, GAMBREL ENGINEERS LLP, Hyderabad		Computer Applications in Foundation Design	220	FDP

5. Memorandum of Understanding (MoU) for Collaboration with Industry and Impact of Interaction

S.No	Name of Industry	Date	Impact of Interaction
1.	GAMUT INDIA PROJECTS KNR GAMUT SQUARE, 100 ROAD, near YSR STATUE, VIP Hills, Jaihind Enclave, Madhapur, Hyderabad, Telangana 500081	2/3/2024	<ul style="list-style-type: none"> • Consultancy service are rendered • Facilitate field visits • Expert lectures by imparting knowledge and skills in emerging areas of Civil engineering
2.	SMART INFRA STRUCTURAL ENGINEERING SERVICES TRUST (SIE) Kushal Towers, A-203, Taj Enclave, Khairtabad, Hyderabad, Telangana 500004	8/12/2023	<ul style="list-style-type: none"> • Facilitate conducting of technical events, seminars, competitions, skill development programmes • Conduct training classes live online through LEAP • Provide Internships, Coordinate Projects and provide placements opportunities through SHARP. • Provide Career counselling through SIMULATION. • Encourage Start-ups through IN³.
3.	NATIONAL ACADEMY OF CONSTRUCTION (NAC), NAC Campus, Kothaguda (Post), Cyberabad, Hyderabad-84.	08/12/2022	<ul style="list-style-type: none"> • Provides training to Civil Engineering Students in the area of latest technologies. • Use of laboratory facilities at NAC for conducting combined research work of students to do summer internship. • Expert lectures by imparting knowledge & skills in emerging areas of Civil engineering.

4.	<p>Nilaya Architects, Structural consultants & Constructions, 3rd Floor, Plot no 2, shivalasyam Complex, Telangana Chourasta, BN Reddy Nagar, Hyderabad Telangana, India</p>	23/03/2022	<ul style="list-style-type: none"> • Provide Internships/Project works/Industrial visits etc. • Provide Industrial training for faculty and students. • To undertake consultancy and joint R&D projects
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6. Workshops conducted for students in association with industries:

S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Target Attendance	Activity
1.	1. B. Santhosh, 2. S. Sai Mrudula 3. B. Renuka	Trainer, CANTER CADD	05.08.2023, 12.08.2023, 19.08.2023, 09.09.2023, 15.09.2023, 16.09.2023, 04.10.2023	<p>“Career opportunities for students of Civil Engineering”</p> <p>(Through extensive use of Sketchup as a design tool)</p>	II year (31)	Software Training Program
2.	Mr. Gladvin	Nilaya Architects, Structural consultant and construction	04.07.2022- 14.07.2022	Revit Architecture Training Program	III Year	Software Training Program

Initiatives:

Students are encouraged to undergo industry internship or summer training during their vacation period to get a good exposure to the real-world problems and issues that perhaps are not found in textbooks. Students get exposed to corporate culture while undergoing the internship or summer training. Students get an opportunity to work on sophisticated equipments and software tools that perhaps would be difficult for the institutions to purchase. Internships cultivate adaptability and creativity in a dynamic world. Under AR16 Regulations, internship was not mandatory for the students. However students were advised to take up the internships during summer vacations and as a result, a good number of students have done their internships in various public sector units or private industries. In our Autonomous curriculum AR-18, II-year students have to undergo summer internship as a compulsory course.

Implementation:

The student shall carry out internship immediately after second year second semester examinations and pursue it during summer vacation for duration of four weeks. Students are required to take permission from the department to undergo internship or summer training after identifying the industry and the area in which he/she wants to undergo the internship training. After successful completion of the training, each student is required to prepare and submit the report along with a presentation before the Department Evaluation Committee. The committee shall consist of the Head of the Department, the supervisor allocated for the internship, and two Professors / Assoc-Professors of the department. The committee evaluates the internship based on the following parameters (rubrics).

1. Skills acquired during internship
2. Use of modern equipment or software tools during internship
3. Organization of the report
4. Timely submission of report
5. Presentation Skills

Criteria	Weightage %	Marks 100	Very Good 80-100%	Good 60-79%	Satisfactory 40-59%	Needs Improvement 0-39%
Contents from Title Page to Abstract	10%	10	All required information, detailed and well written abstract.	Most of required information. Abstract is reasonably good.	Required information; But not well written and is incomplete.	Missing Information and/or no abstract.
Organization of the report	10%	10	Proper formatting, sections clearly labelled, well-organized, professional style.	Proper formatting with labelled sections	Some formatting errors or missing sections	Multiple formatting errors or missing sections.
Topics and Quality of Information	15%	15	All of the suggested topics are covered in good detail and specific to abstract	At least 4 of the suggested topics are covered in good detail. Some details are vague and do not support the topic.	Focused on only one topic in good detail or at least 3 topics with partial details. Details somewhat sketchy do not support the topic.	Insufficient number of topics and unable to find specific details.
Grammar and Spelling	5%	5	No errors	Only one or two errors	More than two errors	Numerous errors distract the understanding
Skills acquired during internship	25%	25	Skills are acquired with utmost clarity and demonstrated them correctly and confidently	Skills are acquired at a basic level and demonstrated them correctly	Skills are acquired at a basic level with some ambiguities and some level of difficulty to demo	Ambiguous approach to learn the skills and no focus
References	5%	5	Multiple references appropriately placed, formatted correctly.	References limited, format mostly correct.	References sparse, poor formatting	No appropriate references
Timely submission of report	10%	10	Submitted on time with no need of corrections and without any reminders.	Submitted with a delay of one week with all recommended corrections done	Submitted with a delay of one week with at least 50% of recommended corrections done	Did not submit even after reminder

<p>Presentation to Evaluation Committee</p>	<p>20%</p>	<p>20</p>	<p>PPT has all needed slides that are logically sequenced</p> <p>Content is covered well highlighting skills acquired during internship.</p> <p>Confidence is clearly visible</p> <p>Oral communication is well modulated</p> <p>Answered the questions posed by the evaluation committee.</p>	<p>PPT has most of the needed slides. Logical sequence can be refined.</p> <p>Content coverage is good.</p> <p>Confidence is good.</p> <p>Oral communication is reasonably modulated</p> <p>Attempted answering of the questions posed by the evaluation committee.</p>	<p>PPT has the needed slides, but not structured well.</p> <p>Content is covered satisfactorily.</p> <p>Confidence can be improved.</p> <p>Oral communication is satisfactory.</p> <p>Tried to understand the questions posed by evaluation committee</p>	<p>PPT has insufficient slides and has no structure in place.</p> <p>Content coverage is haphazard.</p> <p>Low confidence is clearly visible</p> <p>Oral communication needs lot of improvement</p> <p>Indifferent to understand the questions posed by evaluation committee</p>
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Impact Analysis

Impact of internship is analysed on the following lines:

a. Feedback from students:

After successful completion of internship, feedback is taken from each student on a scale of 1 to 5, on the following aspects to measure the impact of internship.

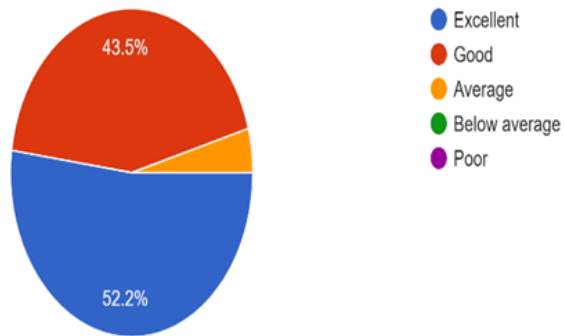
1. This experience gave me a realistic preview of my field of interest
2. As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study.
3. I was given adequate training.
4. There were ample opportunities for learning.
5. Through this internship I had the opportunity to use and develop my.
6. Overall how would you rate this Internship learning experience?

5: Fully agree; 4: Agree to a large extent; 3: Agree partially; 2: Not agree; 1: Completely disagree

Impact Analysis for the Academic Year 2023-24

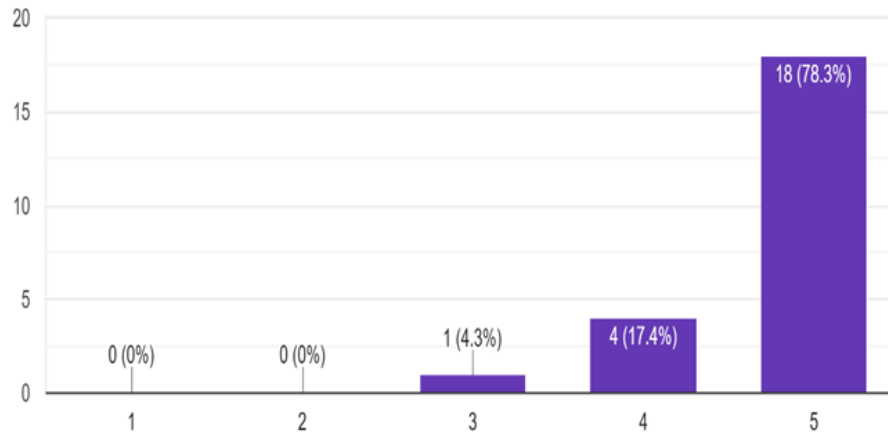
Overall how would you rate this Internship learning experience?

23 responses



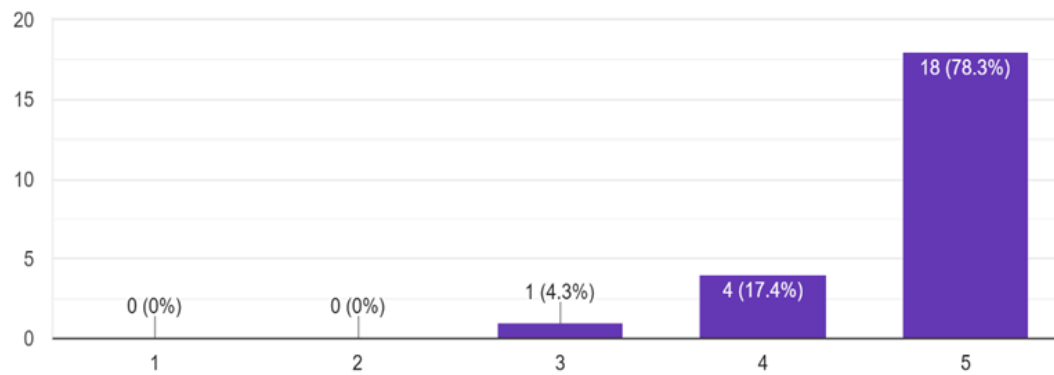
This experience gave me a realistic preview of my field of interest

23 responses



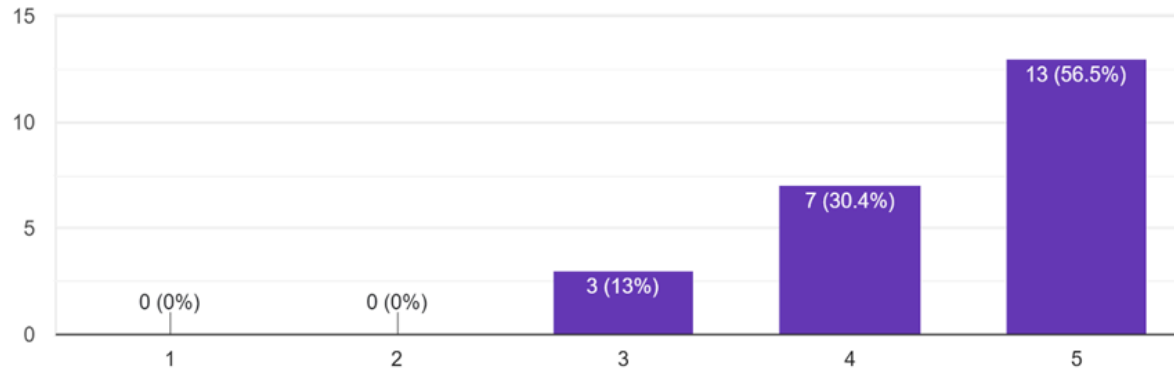
As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study

23 responses



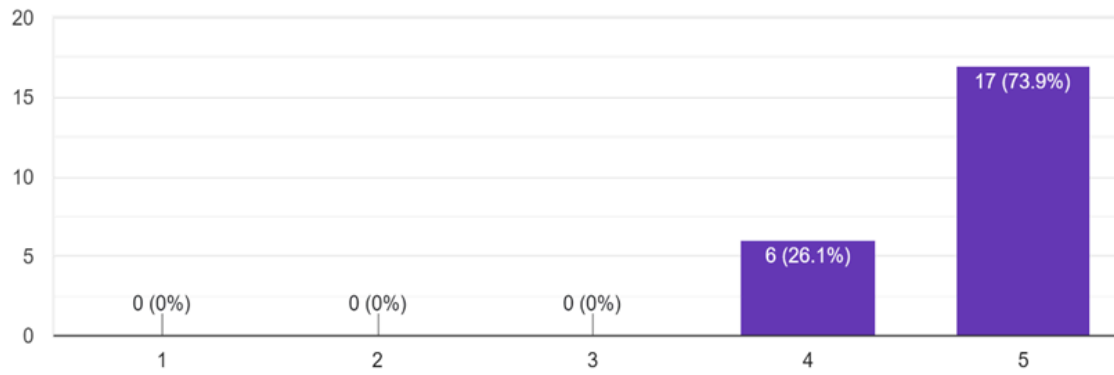
I was given adequate training

23 responses

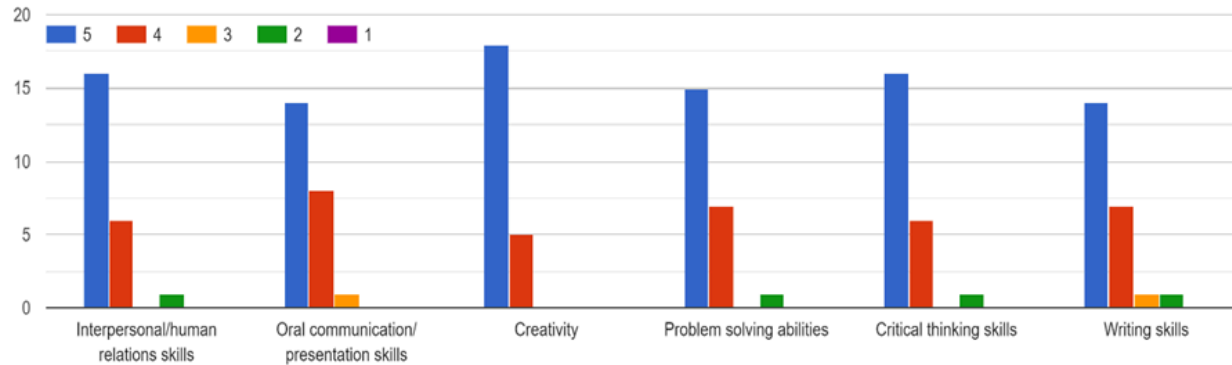


There were ample opportunities for learning

23 responses



Through this internship I had the opportunity to use and develop my



3 COURSE OUTCOMES AND PROGRAM OUTCOMES (175)

Total Marks 167.00

Define the Program specific outcomes

PSO1	Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.
PSO2	Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.
PSO3	Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.

3.1 Establish the correlation between the courses and the Program Outcomes (POs) & Program Specific Outcomes (25)

Total Marks 25.00

No. of Core Courses : 6	C2 : 2	C3 : 2	C4 : 2
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Note : Number of Outcomes for a Course is expected to be around 6.

Course Name :	C2 11	Course Year :	2020-2021
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Course Name	Statements
C2 11.1	Explain the principles and classifications of plane surveying.
C2 11.2	Perform simple levelling operations and plotting of contour maps.
C2 11.3	Determine horizontal and vertical angles using theodolite and apply the concepts of trigonometric levelling and tacheometric surveying
C2 11.4	Compute areas and volumes of regular and irregular field boundaries and determine the capacity of a reservoir.
C2 11.5	Design simple and compound curves and understand the applications of Total Station, GPS, Remote sensing and GIS.

Course Name :	C2 21	Course Year :	2020-2021
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Course Name	Statements
C2 21.1	Design the most economical channel section using Chezy's and Manning's formulae.
C2 21.2	Compute flow profiles in channel transitions and analyze hydraulic transients; Apply dimensional analysis to solve fluid flow problems and plan hydraulic similitude studies.
C2 21.3	Evaluate the performance of vanes due to hydrodynamic forces acting on it.
C2 21.4	Design components of turbines and study their performance characteristics.
C2 21.5	Design components of pumps and study their performance characteristics; Explain basic concepts in Hydropower engineering.

Course Name :	C3 11	Course Year :	2021-2022
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Course Name	Statements
C3 11.1	Identify the various engineering properties and usage of cement.
C3 11.2	Classify the various engineering properties and usage of aggregates.
C3 11.3	Assess the workability of fresh concrete under various environments.
C3 11.4	Determine the strength properties of hardened concrete.
C3 11.5	Design the desirable concrete mix and evaluate the concrete required for special environmental conditions

Course Name :	C3 21	Course Year :	2021-2022
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Course Name	Statements
C3 21.1	Explain the importance of highway development in India and the principles of Highway alignment.
C3 21.2	Design the various geometric elements of a highway system.

C3 21.3	Analyze the traffic flow parameters and conduct various traffic studies.
C3 21.4	Develop an understanding of highway material characterization and methods of road construction.
C3 21.5	Explain the permanent way components and functions.

Course Name :	C4 11	Course Year :	2022-2023
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Course Name	Statements
C4 11.1	Explain concepts of water supply engineering and population forecasting
C4 11.2	Design a drinking water treatment plant to meet societal needs.
C4 11.3	Select suitable water distribution layout and design it for a community
C4 11.4	Explain wastewater characteristics and design a sewerage network with suitable sewer appurtenances from collection to disposal of sewage.
C4 11.5	Design Sewage treatment plant (STP) and solids handling system.

Course Name :	C4 21	Course Year :	2022-2023
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Course Name	Statements
C4 21.1	Explain various estimation methods and standard principles.
C4 21.2	Perform detailed estimation of buildings and Reinforcement bar bending
C4 21.3	Prepare earthwork quantity for roads and canals.
C4 21.4	Analyze rates for various items of works in Civil construction.
C4 21.5	Explain the various types of contracts and valuation of building.

Course Articulation Matrix

1 . course name : C211

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C211.1	Explain the	2 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
C211.2	Perform sin	3 ▾	2 ▾	2 ▾	3 ▾	- ▾	2 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	2 ▾
C211.3	Determine l	3 ▾	2 ▾	3 ▾	3 ▾	- ▾	2 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	2 ▾
C211.4	Compute ai	3 ▾	2 ▾	- ▾	2 ▾	- ▾	2 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	3 ▾
C211.5	Design sim	3 ▾	3 ▾	3 ▾	2 ▾	2 ▾	3 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	3 ▾
Average		2.80	2.20	2.70	2.50	2.00	2.20	0.00	2.00	0.00	0.00	0.00	2.50

2 . course name : C221

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C221.1	Design the	3 ▾	2 ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	1 ▾	- ▾	- ▾	- ▾	- ▾
C221.2	Compute flt	3 ▾	3 ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
C221.3	Evaluate th	3 ▾	2 ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾	- ▾
C221.4	Design corr	3 ▾	2 ▾	3 ▾	2 ▾	- ▾	- ▾	- ▾	1 ▾	- ▾	- ▾	- ▾	- ▾
C221.5	Design corr	3 ▾	2 ▾	3 ▾	2 ▾	- ▾	- ▾	- ▾	1 ▾	- ▾	- ▾	- ▾	- ▾
Average		3.00	2.20	2.40	2.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	0.00

3 . course name : C311

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C311.1	Identify the	3 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾
C311.2	Classify the	3 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾
C311.3	Assess the	3 ▾	- ▾	- ▾	- ▾	- ▾	3 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	2 ▾
C311.4	Determine l	3 ▾	2 ▾	- ▾	- ▾	- ▾	3 ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	3 ▾
C311.5	Design the	3 ▾	3 ▾	3 ▾	2 ▾	- ▾	3 ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	3 ▾
Average		3.00	2.50	3.00	2.00	0.00	2.60	2.00	2.00	0.00	0.00	0.00	2.40

4 . course name : C321

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C321.1	Explain the	3 ▾	- ▾	- ▾	2 ▾	- ▾	3 ▾	2 ▾	2 ▾	- ▾	- ▾	- ▾	2 ▾
C321.2	Design the	3 ▾	3 ▾	2 ▾	- ▾	- ▾	- ▾	- ▾	2 ▾	- ▾	- ▾	- ▾	2 ▾

C321.3	Analyze the	3	2	1	3	-	2	-	2	-	-	-	2
C321.4	Develop an	3	2	2	3	-	-	-	1	-	-	-	2
C321.5	Explain the	3	-	-	-	-	-	2	1	-	-	-	2
Average		3.00	2.30	1.60	2.60	0.00	2.50	2.00	1.60	0.00	0.00	0.00	2.00

5 . course name : C411

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C411.1	Explain con	3	2	2	3	1	3	3	-	-	-	-	2
C411.2	Design a dr	2	3	3	2	2	2	2	-	-	-	-	2
C411.3	Select suite	2	2	2	2	3	2	2	-	-	-	-	1
C411.4	Explain was	2	2	2	3	3	2	3	-	-	-	-	2
C411.5	Design Sev	2	3	3	2	3	2	2	-	-	-	-	2
Average		2.20	2.40	2.40	2.40	2.40	2.20	2.40	0.00	0.00	0.00	0.00	1.80

6 . course name : C421

Course	Statements	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C421.1	Explain var	2	-	-	-	-	-	-	-	-	-	-	2
C421.2	Perform del	3	1	-	1	-	2	-	2	-	-	-	1
C421.3	Prepare ea	3	1	-	1	-	2	-	2	-	-	-	1
C421.4	Analyze rat	3	2	-	3	-	3	-	3	-	-	2	3
C421.5	Explain the	3	1	-	2	-	3	-	3	-	-	3	3
Average		2.80	1.25	0.00	1.70	0.00	2.50	0.00	2.50	0.00	0.00	2.50	2.00

1 . Course Name : C211

Course	PSO1	PSO2	PSO3
C211.1	3 ▾	- ▾	- ▾
C211.2	3 ▾	3 ▾	2 ▾
C211.3	3 ▾	3 ▾	2 ▾
C211.4	3 ▾	3 ▾	3 ▾
C211.5	3 ▾	3 ▾	3 ▾
Average	3.00	3.00	2.50

2 . Course Name : C221

Course	PSO1	PSO2	PSO3
C221.1	2 ▾	2 ▾	- ▾
C221.2	3 ▾	2 ▾	- ▾
C221.3	3 ▾	2 ▾	- ▾
C221.4	3 ▾	2 ▾	- ▾
C221.5	3 ▾	2 ▾	- ▾
Average	2.80	2.00	0.00

3 . Course Name : C311

Course	PSO1	PSO2	PSO3
C311.1	3 ▾	2 ▾	- ▾
C311.2	3 ▾	3 ▾	- ▾
C311.3	3 ▾	3 ▾	- ▾
C311.4	3 ▾	3 ▾	3 ▾
C311.5	3 ▾	2 ▾	- ▾
Average	3.00	2.60	3.00

4 . Course Name : C321

Course	PSO1	PSO2	PSO3
C321.1	3 ▾	3 ▾	3 ▾
C321.2	3 ▾	- ▾	- ▾
C321.3	3 ▾	- ▾	2 ▾
C321.4	3 ▾	2 ▾	- ▾
C321.5	3 ▾	2 ▾	1 ▾
Average	3.00	2.30	2.00

5 . Course Name : C411

Course	PSO1	PSO2	PSO3
C411.1	3 ▾	- ▾	- ▾
C411.2	2 ▾	1 ▾	- ▾

C411.3	1	▼	1	▼	-	▼
C411.4	2	▼	2	▼	-	▼
C411.5	2	▼	2	▼	-	▼
Average	2.00		1.50		0.00	

6 . Course Name : C421

Course	PSO1		PSO2		PSO3	
C421.1	2	▼	2	▼	-	▼
C421.2	3	▼	3	▼	-	▼
C421.3	3	▼	3	▼	-	▼
C421.4	3	▼	3	▼	-	▼
C421.5	3	▼	3	▼	-	▼
Average	2.80		2.80		0.00	

Program Articulation Matrix

:

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
18PH1101	3.00	3.00	PO3	PO4	PO5	PO6	PO7	PO8	2.00	PO10	PO11	2.00
18MA110	3.00	2.00	2.00	PO4	PO5	2.00	PO7	PO8	PO9	PO10	PO11	3.00
18CS1101	3.00	2.00	PO3	2.00	2.00	PO6	PO7	2.00	2.00	PO10	PO11	2.00
18ME110	3.00	3.00	3.00	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	3.00
18ME110	3.00	2.40	2.60	PO4	PO5	PO6	PO7	PO8	PO9	3.00	PO11	PO12
18PH11L1	3.00	3.00	PO3	PO4	PO5	PO6	PO7	PO8	2.00	PO10	PO11	2.00
18CS11L1	3.00	2.00	PO3	2.00	2.00	PO6	PO7	2.00	2.00	PO10	PO11	2.00
18ME11L	2.00	2.80	2.60	1.80	1.80	1.20	PO7	PO8	1.40	1.80	PO11	3.00
18EN120	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	2.33	3.00	PO11	3.00
18MA120	3.00	2.00	2.00	PO4	PO5	2.00	PO7	PO8	PO9	PO10	PO11	3.00
18CH120	3.00	2.00	2.00	PO4	PO5	2.00	2.00	PO8	PO9	PO10	PO11	2.00
18CS120	3.00	2.00	PO3	2.00	2.00	PO6	PO7	PO8	2.00	PO10	PO11	2.00
18ME120	3.00	3.00	3.00	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	3.00
18EN12L	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	3.00	3.00	2.00	3.00
18CH12L	2.00	2.00	2.00	PO4	PO5	PO6	PO7	1.00	2.00	PO10	PO11	2.00
18CS12L	3.00	2.00	PO3	2.00	2.00	PO6	PO7	PO8	2.00	PO10	PO11	2.00
18CE210	2.80	2.20	2.70	2.50	2.00	2.20	PO7	2.00	PO9	PO10	PO11	2.50
18CE210	2.40	2.80	2.00	1.20	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.80
18CE210	2.60	2.00	PO3	2.20	PO5	PO6	PO7	PO8	PO9	PO10	PO11	2.20
18CE210	3.00	PO2	2.00	PO4	PO5	2.00	2.20	1.70	PO9	PO10	PO11	3.00
18EE2101	3.00	3.00	2.40	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	2.00
18CE21L	3.00	2.40	2.00	2.50	3.00	2.30	2.00	2.00	3.00	2.00	2.00	2.50
18CE21L	2.40	PO2	2.00	1.80	2.00	PO6	PO7	1.60	1.60	1.80	PO11	1.60
18EE21L1	3.00	3.00	2.20	2.20	PO5	PO6	PO7	2.20	3.00	3.00	PO11	3.00
18MA220	3.00	2.00	2.00	PO4	PO5	2.00	PO7	PO8	PO9	PO10	PO11	3.00
18CE220	2.80	PO2	PO3	3.00	PO5	2.60	2.00	PO8	2.40	1.40	PO11	2.80
18CE220	2.60	2.40	2.00	2.00	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.50
18CE220	3.00	2.20	2.40	2.00	PO5	PO6	PO7	1.00	PO9	PO10	PO11	PO12
18MB220	PO1	PO2	2.60	3.00	2.60	3.00	2.40	PO8	2.80	PO10	2.60	2.80
18MA22L	3.00	2.00	2.00	PO4	PO5	2.00	PO7	PO8	PO9	PO10	PO11	3.00
18CE22L	2.80	PO2	PO3	3.00	PO5	2.40	1.70	PO8	2.20	1.20	1.00	2.60

18CE22L	2.00	PO2	1.20	1.80	2.00	PO6	PO7	1.00	2.00	2.20	PO11	2.00
18CE310	2.60	2.40	2.60	2.60	PO5	PO6	PO7	PO8	PO9	PO10	PO11	2.00
18CE310	3.00	2.50	3.00	2.00	PO5	2.60	2.00	2.00	PO9	PO10	PO11	2.40
18CE310	3.00	3.00	2.00	PO4	PO5	2.00	2.00	1.00	PO9	PO10	PO11	1.40
18CE310	3.00	2.40	2.40	2.40	PO5	2.40	2.60	PO8	PO9	PO10	PO11	2.20
18MB312	2.40	2.60	1.80	1.40	2.20	2.00	2.00	2.00	2.20	2.40	2.40	1.80
18EE312	2.60	2.60	2.20	2.25	2.00	2.80	3.00	2.00	1.67	2.00	1.75	2.00
18CE31L	1.00	PO2	1.80	PO4	2.00	PO6	PO7	PO8	2.00	PO10	PO11	3.00
18CE31L	2.00	PO2	2.00	2.60	2.00	2.00	PO7	2.60	2.00	2.80	PO11	2.40
18CE31L	1.40	1.40	1.20	1.20	1.00	1.50	2.00	1.80	1.40	1.60	PO11	1.30
18CE310	2.40	2.50	3.00	2.00	2.50	2.30	2.00	2.50	2.60	3.00	2.30	3.00
18CE320	3.00	2.20	2.20	1.60	PO5	PO6	PO7	1.60	PO9	PO10	PO11	2.80
18CE320	3.00	2.30	1.60	2.60	PO5	2.50	2.00	1.60	PO9	PO10	PO11	2.00
18CE320	2.60	2.20	2.40	2.67	PO5	2.40	2.50	2.50	PO9	PO10	PO11	2.40
18CE320	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	1.80
18CE320	3.00	2.40	2.40	2.40	PO5	2.40	2.60	PO8	PO9	PO10	PO11	2.20
18ME323	3.00	3.00	PO3	PO4	3.00	2.00	1.00	PO8	PO9	PO10	PO11	2.00
18CS323	3.00	3.00	PO3	PO4	3.00	3.00	1.00	PO8	PO9	PO10	PO11	3.00
18CE32L	3.00	PO2	3.00	PO4	3.00	3.00	3.00	PO8	2.00	2.00	2.00	3.00
18CE32L	2.00	PO2	PO3	2.00	PO5	2.00	PO7	1.60	2.60	2.20	PO11	2.00
18EN32L	PO1	PO2	PO3	PO4	PO5	2.00	PO7	PO8	3.00	3.00	PO11	3.00
18CE410	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	1.80
18CE410	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	1.80
18MB410	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	PO12
18CE410	1.00	1.00	1.00	1.00	PO5	2.60	2.60	PO8	PO9	1.00	PO11	2.00
18CE411	2.40	2.80	2.00	1.25	1.60	PO6	PO7	PO8	PO9	PO10	PO11	1.80
18CE41L	2.00	PO2	2.00	2.60	2.00	2.00	PO7	2.60	2.00	2.80	PO11	2.40
18CE41L	2.00	PO2	PO3	2.75	1.60	2.25	1.75	2.60	2.50	2.00	PO11	1.40
18MB41L	1.40	1.30	2.00	1.20	1.00	1.50	2.00	1.80	1.40	1.60	PO11	PO12
18CE411	2.40	2.50	3.00	2.00	2.50	2.33	2.00	2.50	2.60	3.00	2.33	3.00
18CE420	2.80	1.25	PO3	1.75	PO5	2.50	PO7	2.50	PO9	PO10	2.50	2.00
18CE420	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	1.80

18CE420	1.00	1.00	1.00	1.00	PO5	2.60	2.60	PO8	PO9	1.00	PO11	2.00
18MB424	2.20	2.40	2.40	2.40	2.40	2.20	2.40	PO8	PO9	PO10	PO11	1.80
18CE420	2.20	2.33	PO3	PO4	PO5	PO6	PO7	PO8	2.20	2.60	2.00	3.00
18CE420	1.92	1.53	1.49	1.86	1.55	1.54	1.33	1.36	1.81	1.58	1.50	1.78

Course	PSO1	PSO2	PSO3
18CE210	3.00	3.00	2.50
18CE210	2.00	1.50	PSO3
18CE210	2.60	1.80	PSO3
18CE210	3.00	2.20	PSO3
18CE21L	2.50	2.50	3.00
18CE21L	2.00	PSO2	PSO3
18CE220	1.75	1.60	1.60
18CE220	3.00	1.40	PSO3
18CE220	2.80	2.00	PSO3
18CE22L	1.50	1.40	1.40
18CE22L	3.00	1.70	PSO3
18CE310	3.00	PSO2	PSO3
18CE310	3.00	2.60	3.00
18CE310	1.80	2.20	PSO3
18CE310	2.20	2.33	PSO3
18CE310	2.50	2.40	2.00
18CE31L	2.60	3.00	3.00
18CE31L	2.00	PSO2	PSO3
18CE31L	1.20	1.30	2.00
18CE320	2.80	1.00	PSO3
18CE320	3.00	2.30	2.00
18CE320	2.80	2.20	2.33
18CE320	2.00	1.50	PSO3
18CE320	2.80	1.50	PSO3
18CE32L	2.00	3.00	3.00
18CE32L	2.00	PSO2	PSO3

18CE410'	2.00	1.50	PSO3
18CE410z	2.00	1.50	PSO3
18CE410i	1.00	PSO2	PSO3
18CE411z	2.00	1.50	PSO3
18CE411z	2.50	2.40	2.00
18CE41L'	2.00	PSO2	PSO3
18CE41Lz	1.00	PSO2	PSO3
18CE420'	2.80	2.80	PSO3
18CE420z	2.00	1.50	PSO3
18CE420i	1.00	PSO2	PSO3
18CE420i	1.80	PSO2	PSO3
18CE420f	2.00	1.56	1.68
18CH120'	PSO1	PSO2	PSO3
18CH12L'	PSO1	PSO2	PSO3
18CS1101	2.00	PSO2	PSO3
18CS11L1	2.00	PSO2	PSO3
18CS120'	PSO1	PSO2	PSO3
18CS12L'	PSO1	PSO2	PSO3
18CS323f	PSO1	PSO2	3.00
18EE2101	1.00	PSO2	PSO3
18EE21L1	2.00	2.00	2.00
18EE312z	2.80	1.20	1.00
18EN120'	PSO1	PSO2	PSO3
18EN12L'	PSO1	PSO2	PSO3
18EN32L'	PSO1	PSO2	PSO3
18MA110'	PSO1	2.00	PSO3
18MA120'	PSO1	2.00	PSO3
18MA220'	2.00	PSO2	PSO3
18MA22L'	PSO1	2.00	PSO3
18MB220i	3.00	3.00	2.80
18MB312i	2.00	1.40	1.80
18MB410'	2.00	1.50	PSO3

18MB41L	1.20	PSO2	PSO3
18MB424	2.00	1.50	PSO3
18ME110	2.00	PSO2	PSO3
18ME110	PSO1	3.00	PSO3
18ME11L	2.20	PSO2	3.00
18ME120	3.00	PSO2	PSO3
18ME323	PSO1	PSO2	2.00
18PH1101	1.00	PSO2	PSO3
18PH11L1	1.00	PSO2	PSO3

3.2 Attainment of Course Outcomes (75)

Total Marks 72.00

Course Outcomes are statements on what the students are expected to attain at the end of the course. Attainment of course outcomes is measured through direct and indirect assessment.

Assessment is a:

- Tool which facilitates the teacher to gain information with regard to the comprehension levels of student learning.
 - Tool that improves teaching learning process.
- Fulfills two-fold objectives, namely,
- It enables the teachers to understand whether the student assessment aligns with the curriculum goals and objectives
 - Provides opportunities to improve pedagogical practices.

Direct assessment of COs

- For Theory courses: The direct assessment is carried out by using the performance data of the students in
 - Assignments (5 No.).
 - Tutorials (5 No.)
 - Mid-term examinations (2 No.), and
 - Semester End Examination.
- For Laboratory Courses: The direct assessment is carried out by collecting the following data of the students
 - Continuous Internal evaluation for each experiment
 - Performance in internal laboratory examinations (2 No.), and
 - Performance in semester end examination.
- Semester End Examination (SEE) is conducted and evaluated by the external Evaluators from reputed affiliated colleges.
- The examination branch of the college provides question wise marks for internal and external examinations for assessment of course outcomes is carried out by the respective course coordinators along with course instructors based on the students performance.

Indirect assessment of COs: It is carried out through

- Course end survey analysis and
- Feedback on Teaching Learning Process
- Class review committee meetings are also conducted immediately after the completion of each unit and feedback is collected and passed on to the concerned teacher who adjusts their Pedagogy accordingly.
- Course End Survey form has closed ended and open ended questions.
 - The closed ended questions provide information on course outcomes and general objectives on a scale of 1-5*
 - The open ended questions are centered on student's suggestions for improving the course.
 - The appropriate blend of closed ended and open ended questions provides constructive feedback on the objectives and outcomes achieved in a particular course.

*5 – Excellently achieved, 4 – Very well achieved, 3-Achieved to a large extent, 2 – Moderately achieved, 1 – Poorly achieved.

Table B.3.2.1a: Indicates assessment criteria for each Theory course and its outcomes

CO	Assessment	Assessment Tool	Assessment Criteria	Data Collection
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Course Code/ Name	Direct Assessment (75%)	Internal Assessment (40%)	Continuous internal evaluation (10%)	Maximum marks per assignment = 5 Target: 3 Marks i.e. greater than or equal to 60% of total marks.	Two times in a semester per course
			Mid Term examinations (30%)	No. of Mid Exams (Subjective and Objective) = 2 per course Subjective exam Maximum marks = 15 Objective exam Maximum marks = 10 Subjective Exam Target = 60% of maximum marks. Objective Exam Target = 60% of maximum marks	Twice in a semester per course
		External Assessment (60%)	Semester End examinations (60%)	Semester End exam Maximum marks = 70 Subjective End Exam Target = 60% of maximum marks.	Once in a Semester per course
	Indirect Assessment (25%)	Class Review committee (40%)	Learning outcomes of each unit in each course	Class Review committee analysis at the completion of each unit	Unit wise five times in a semester per course
		TLP Feedback (40%)	Teaching Learning Process feedback	Feedback on TLP from students by IQAC	Twice in a Semester per course
		Course End Survey (20%)	Course outcome feedback	Course end survey analysis at the end of semester	Once in a Semester per course

Table B.3.2.1 b: Indicates assessment criteria for each Lab course and its outcomes

CO	Assessment	Assessment Tool	Assessment Criteria	Data Collection
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Lab Code/ Name	Direct assessment (75%)	Internal Assessment (40%)	Mid Term examinations (40%)	No. of Mid Exams = 2 per lab Maximum marks = 30 40% of marks awarded in internal (Mid Term)	Twice in a semester per course
		External Assessment (60%)	Semester End examination (60%)	Maximum marks = 70 60% of the marks awarded in the Semester End Examination	Once in a Semester per course
	Indirect Assessment (25%)	Class Review committee (40%)	Learning outcomes of each unit in each course	Class Review committee analysis at the completion of each unit	Unit wise five times in a semester per course
		TLP Feedback (40%)	Teaching Learning Process feedback	Feedback on TLP from students by IQAC	Twice in a Semester per course
		Course End Survey (20%)	Course outcome feedback	Course end survey analysis at the end of semester	Once in a Semester per course

Table B.3.2.1c: Direct Assessment tools for Theory courses

Assessment Tool	Weightage	Target	Frequenc y	Description	Attainment Levels*
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Internal	Subjective	20%	60% of Maximum marks	Twice per Semester	<ul style="list-style-type: none"> Subjective Internal exam is used to assess higher order learning levels of Blooms Taxonomy namely, design, analysis and comprehension of the course. The assessment is based on 60% of maximum marks obtained by the student in examinations, which are conducted for 15 marks. 	Assessed in three levels namely 1, 2 and 3 as Low, Medium and High respectively
	Objective	10%	60% of Maximum marks	Twice per Semester	<ul style="list-style-type: none"> Objective Internal exam is used to assess lower order levels of Blooms Taxonomy namely define, understanding and application of concepts. The assessment is based on 60% of maximum marks obtained by the students, which are conducted for 10 marks. 	
	Assignments	10%	60% of Maximum marks	Five per Semester	<ul style="list-style-type: none"> Students are assessed for higher order learning levels of Blooms Taxonomy. Assignments are to assess students knowledge of engineering fundamentals and problem solving ability. Assignment component is for 5 marks. The assessment is based on 60% of max. marks obtained by the student 	
External	Semester End Examination	60%	60% of Maximum marks	One Per Semester	<ul style="list-style-type: none"> External exam is descriptive in nature External exam is to assess all learning levels of Blooms Taxonomy It is conducted for 70 marks 	

Table B.3.2.1 d: Direct Assessment tools for Laboratory courses

Assessment Tool		Weightage	Target	Frequency	Description	Attainment Levels*
Internal	Laboratory	40%	60% of Maximum marks	Twice Per Semester	<ul style="list-style-type: none"> It is to assess various learning levels of Blooms taxonomy. Assessment is for 30 marks From the average of two examinations conducted for 15 marks Continuous internal evaluation is for 15 marks 	Assessed in three levels namely 1, 2 and 3 as Low, Medium and High respectively
External	Laboratory	60%	60% of Maximum marks	One Per Semester	<ul style="list-style-type: none"> It is to assess various learning levels of Blooms taxonomy. Assessment is for 70 marks. 	

Table B.3.2.1e: Indirect Assessment

Assessment tool	Weightage	Frequency	Description
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Class review committee	40%	After the completion of each unit per course	Class review committee meetings are conducted immediately after the completion of each unit.
Teaching Learning process feedback	40%	Twice in a semester per course	Online Feedback on teaching learning process is taken by IQAC, twice in a semester before the commencement of mid-term examinations.
Course End Survey	20%	Once in a Semester per course	A course end survey feedback will be taken from the students at the end of every semester.

Procedure for measuring the attainment of Course Outcomes (COs)

(Till Academic Year 2019-2020)

For measuring the attainments of COs of a theory course, the **targets** for the attainment are fixed as indicated below:

- **Mid Paper Subjective:** 60% of maximum marks
- **Assignments and Tutorials** (if any): 60% of maximum marks (3 marks out of 5)
- **Mid Paper Objective:** 60% of maximum marks (6 marks out of 10) (Should consider all the students who attended the exam)
- **Semester End Examination:** 60% of maximum marks
- With the above fixed target levels, the attainment levels are specified as follows:

Mid-term Exams and Semester End Examinations	
Target is 60% of Max Marks	
Level 1	If > or = 40% and <50% of Students attain the target Marks
Level 2	If > or = 50% and <60% of Students attain the target Marks
Level 3	If > or = 60% of Students attain the target Marks

Mid-term Exams –Assignments	
Target is 60% of Max Marks	
Level 1	If > or = 60% and <70% of students attain the target
Level 2	If > or = 70% to <80% of students attain the target
Level 3	If > or = 80% of students attain the target

1. For Theory courses, in measuring the overall course attainment,

- 75% weightage is given for the Direct measurement that includes attainments in mid-term examinations (both subjective and objective), semester end examinations, assignments and tutorials

- 25% weightage is for Indirect measurement that includes Students' online feedback on Teaching-Learning Process (TLP) (15% weightage) and Course End Survey (10% weightage).

In the Direct measurement

- 60% weightage is given for the Semester End Examination
- 40% weightage is given for the internal marks that includes
 - Mid-term examinations -subjective (20%),
 - Mid-term examinations- objective (10%),
 - Assignments (5%) and
 - Tutorials (5%).

Note: If tutorials are not conducted in any course, a total of 10% weightage will be given to Assignments only.

Both Mid Term Examination -1 and Mid Term Examination -2 will be considered together in measuring the attainment levels.

Direct Attainment of Course Outcome (CO) = (0.2* Mid term -Subjective) + (0.1* Mid Term- Objective) +(0.05* Assignment) + (0.05* Tutorial) + (0.6* End Sem. Exam)

Indirect Attainment of CO = (0.4* Course End Survey (CES)) + (0.6* Feedback on TLP)

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

2. In the case of laboratory courses, 60% of internal marks and average of External marks are considered for the calculation of attainment.

Direct Attainment of CO = (0.4* Mid-term Exam) + (0.6* End Semester Exam)

Indirect Attainment of CO = (0.4* Course End Survey (CES)) +(0.6* Feedback on TLP)

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

NOTE:

- In the Mid Term or End semester Examinations of a particular Theory course, the question paper comprises two questions Question1 (Q1) or Question2 (Q2) from each unit of the syllabus, with internal choice.
- Each of the two may have sub parts also.
- A Student is supposed to answer either of Q1 or Q2.

Case 1: If Student answers both Q1 and Q2, then the question awarded with more marks among the two will be considered for the calculation of attainment, making other one as 'NA' (Not Applicable)

Case 2: If Student fails to answer both Q1 and Q2, then one of the questions will be awarded zero marks (0) and other as 'NA'.

- If student answers a question having two sub parts (a) and (b),

Case 1: If both (a) and (b) are mapped to same CO, the total marks awarded for that question will be sum of the marks allotted for (a) and (b) and will be considered for the calculation of attainment.

Case 2: If student answers any of the parts of a question only, the remaining unanswered part/s of the question will be awarded zero (0) marks.

Procedure for measuring the attainment of Course Outcomes (COs)

(From Academic Year 2020-2021 onwards)

For measuring the attainment of COs of a theory course, the **targets** for the attainment are fixed as indicated below:

- **Mid Paper -Subjective:** 60% of maximum marks
- **Assignments and Tutorials** (if any): 60% of maximum marks (3 marks out of 5)
- **Mid Paper -Objective:** 60% of maximum marks (6 marks out of 10) (Should consider all the students who attended the exam)

- **Semester End Examination:** 60% of maximum marks
- With the above fixed target levels, the attainment levels are specified as follows:

Semester End Examinations	
Target is 60% of Max Marks	
Level 1	If > or = 40% and <50% of Students attain the target Marks
Level 2	If > or = 50% and <60% of Students attain the target Marks
Level 3	If > or = 60% of Students attain the target Marks

Mid-term Exams – Subjective, Objective and Assignments	
Target is 60% of Max Marks	
Level 1	If > or = 60% and <70% of students attain the target
Level 2	If > or = 70% to <80% of students attain the target
Level 3	If > or = 80% of students attain the target

Indirect attainment – Course End Survey, CRC and TLP feedback	
Levels for CO attainment measurement	
Level 1	If > or = 60% and <70% of students attain the target
Level 2	If > or = 70% to <80% of students attain the target
Level 3	If > or = 80% of students attain the target

1. For Theory courses, in measuring the overall course attainment,

- 75% weightage is given for the direct measurement that includes attainments in mid-term examinations (both subjective and objective), semester end examinations, assignments /tutorials.

and

- 25% weightage is given for the Indirect measurement that includes Student's online feedback on TLP (10% weightage), CRC (10% weightage) and Course End Survey (5% weightage).

1.1. In the Direct measurement

- 60% weightage is given for the Semester End Examination and
- 40% weightage is given for the internal marks that includes
 - Mid-term examinations subjective (20%),
 - Mid-term examinations objective (10%),
 - Assignments (5%) and
 - Tutorials (5%).

Note: If tutorials are not conducted in any course, a total of 10% weightage will be given to Assignments only.

1.2. Both mid-1 and mid -2 should be considered together in measuring the attainment levels.

Direct Attainment of CO = (0.2* Mid-term Subjective) + (0.1* Mid-term Objective) + (0.05* Assignment) + (0.05* Tutorial) + (0.6* End Semester Exam)

Indirect Attainment of CO = (0.2* Course End Survey) + (0.4* Feedback on TLP) +(0.4*CRC (Class review Committee) feedback)

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

2. In the case of laboratory courses, 60% of marks awarded in internal (Mid Term) examinations and 60% of the marks awarded in semester End Examination are considered for attainment calculation.

Direct Attainment of CO = (0.4* Mid-term Exam) + (0.6* End Semester Exam)

Indirect Attainment of CO = (0.2* Course End Survey) + (0.4* Feedback on TLP) +(0.4* CRC feedback)

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

NOTE:

- In the Mid Term or End semester Examinations of a particular Theory course, the question paper comprises two questions Question1 (Q1) or Question 2(Q2) from each unit of the syllabus, with internal choice.
- Each of the two may have sub parts also.
- A Student is supposed to answer either of Q1 or Q2.

Case 1: If Student answers both Q1 and Q2, then the question awarded with more marks among the two will be considered for the calculation of attainment, making other one as 'NA' (Not Applicable)

Case 2: If Student fails to answer both Q1 and Q2, then one of the question will be awarded zero marks (0) and other as 'NA'.

- If student answers a question having two sub parts (a) and (b),

Case 1: If both (a) and (b) are mapped to same CO, the total marks awarded for that question will be sum of the marks allotted for (a) and (b) and will be considered for the calculation of attainment.

Case 2: If student answers any of the parts of a question only, the remaining unanswered part/s of the question will be awarded zero (0) marks.

The course outcomes are measured using the procedure defined in the above section.

The target level set for each course outcome is 2.1. Attainment Levels are indicated with respect to 3.

Attainment of Course outcomes for batch 2019-2023

Academic Year: 2020-2021			Year & Sem: II-I					
Course	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment
18CE2101- Surveying	0.34	2.20	1.46	3.00	3.00	3.00	3.00	1.84
18CE2102- Strength of Materials-I	0.74	1.20	1.02	3.00	3.00	3.00	3.00	1.51
18CE2103 - Fluid Mechanics	0.30	0.80	0.60	3.00	3.00	3.00	3.00	1.20
18CE2104 - Building Materials Construction & Planning	0.38	1.20	0.87	3.00	3.00	3.00	3.00	1.40
18EE2101 -Basic Electrical Engineering	0.30	0.60	0.48	3.00	3.00	3.00	3.00	1.11
18CE21L1 - Surveying Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE21L2 -Strength of Materials Lab	2.00	3.00	2.60	3.00	3.00	3.00	3.00	2.70
18EE21L1 - Basic Electrical Engineering Lab	3.00	0.00	1.20	3.00	3.00	3.00	3.00	1.65
Academic Year: 2020-2021			Year & Sem: II-II					
Subjects	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment
18CE2201 - Engineering Geology	3.00	1.40	2.04	2.00	3.00	3.00	2.60	2.18
18CE2202 - Strength of materials-II	1.20	1.00	1.08	2.00	3.00	3.00	2.60	1.46
18CE2203 - Hydraulics & Hydraulic Machinery	1.20	0.80	0.96	3.00	3.00	3.00	3.00	1.47
18MA2201 -Computational Mathematics	1.20	1.40	1.32	3.00	3.00	3.00	3.00	1.74
18MB2202-Engineering Economics and Accounting	2.40	1.60	1.92	3.00	3.00	3.00	3.00	2.19
18CE22L1 - Engineering Geology Lab	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
18MA22L1 -Computational Mathematics Lab	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
18CE22L2 - Hydraulics & Hydraulic Machinery Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Academic Year: 2021-2022			Year & Sem: III-I					
Subjects	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment

18CE3101- Structural Analysis	0.44	3.00	1.98	3.00	3.00	3.00	3.00	2.23
18CE3102- Concrete Technology	0.66	2.80	1.94	3.00	3.00	3.00	3.00	2.21
18CE3103- Geotechnical Engineering	0.42	1.40	1.01	3.00	3.00	3.00	3.00	1.49
18CE3104- Engineering Hydrology	0.42	1.40	1.01	3.00	3.00	3.00	3.00	1.49
18EE3122-OE-I-ISH:Industrial Safety and Hazards (EEE)	1.20	3.00	2.28	3.00	2.00	3.00	2.60	2.36
18MB3126-OE-I-IPR:Intellectual Property Rights (MBA)	0.74	2.80	1.98	3.00	3.00	3.00	3.00	2.23
18CE31L1- Computer Aided Drafting of Buildings Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE31L2- Concrete Technology Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE31L3- Geotechnical Engineering Lab	2.00	3.00	2.60	2.00	3.00	3.00	2.60	2.60
18CE3105-Internship	3.00	-	3.00	-	-	3.00	3.00	3.00

Academic Year: 2021-2022

Year & Sem: III-II

Subjects	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment
18CE3201- Design of Reinforced Concrete Structures	0.64	2.40	1.70	3.00	3.00	3.00	3.00	2.02
18CE3202- Transportation Engineering	0.58	2.20	1.55	3.00	3.00	3.00	3.00	1.91
18CE3204-PE-I:FE-Foundation Engineering	0.88	3.00	2.15	3.00	3.00	3.00	3.00	2.36
18CE3206-PE-I:APC-Air Pollution and Control	0.38	2.20	1.47	3.00	3.00	3.00	3.00	1.85
18CE3209-PE-II:Construction Engineering and Management	0.92	3.00	2.17	3.00	3.00	3.00	3.00	2.38
18ME3233-OE-II: Digital Fabrication (MECH DEPT.)	0.94	3.00	2.18	3.00	3.00	3.00	3.00	2.38
18CS3235-OE-II: Knowledge Management (CSE DEPT.)	0.94	3.00	2.18	3.00	3.00	3.00	3.00	2.38
18CE32L1- Structural Drafting Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE32L2- Transportation Engineering Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18EN32L1- Advanced English Communication Skills Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Academic Year: 2022-2023

Year & Sem: IV-I

Subjects	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
18CE4101-Design of Steel Structures	1.00	2.80	2.08	3.00	3.00	3.00	3.00	2.31
18CE4102-Environmental Engineering	0.70	2.00	1.48	3.00	3.00	3.00	3.00	1.86

18MB4101-Operation Research	1.00	2.80	2.08	3.00	3.00	3.00	3.00	2.31
18CE4107-PE-III-Climate Change and Adaptation	0.86	3.00	2.14	3.00	2.00	3.00	2.60	2.30
18CE4112-PE-IV-Solid Waste Management	1.10	3.00	2.24	3.00	2.00	3.00	2.60	2.33
18CE41L1-Structural Analysis and Design Lab	3.00	3.00	3.00	3.00	2.80	3.00	2.96	2.99
18CE41L2-Environmental Engineering Lab	3.00	2.00	2.40	3.00	2.80	3.00	2.93	2.54
18MB41L1-Operations Research Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE4113-Mini Project	-	-	3.00	-	3.00	-	3.00	3.00
Academic Year: 2022-2023				Year & Sem: IV-II				
Subjects	Internal	External	Direct Attainment	TLP	CES	CRC	Indirect Attainment	Overall Attainment
18CE4201-Estimation and Costing	0.76	3.00	2.10	3.00	3.00	3.00	3.00	2.33
18CE4202-PE-V-Railways and Airport Engineering	0.96	2.80	2.06	3.00	3.00	3.00	3.00	2.30
18CE4203-PE-V-Industrial Wastewater Management	0.90	1.80	1.44	3.00	3.00	3.00	3.00	1.83
18MB4246-OE-III-Entrepreneurship	1.16	3.00	2.26	3.00	2.00	3.00	2.60	2.35
18CE4207-Technical Seminar	3.00	-	3.00	-	-	3.00	3.00	3.00
18CE4208-Major Project	3.00	3.00	3.00	-	-	3.00	3.00	3.00

Attainment of Course outcomes for batch 2018-2022

Academic Year:2019-2020				Year & Sem: II-I			
Course Name	Internal	External	Direct Attainment	TLP	CES	Indirect Attainment	Overall Attainment
18CE2101 - Surveying	0.44	2.20	1.76	3.00	3.00	3.00	2.07
18CE2102 - Strength of Materials-I	0.70	2.00	1.90	3.00	3.00	3.00	2.18
18CE2103 - Fluid Mechanics	0.57	2.60	2.13	3.00	3.00	3.00	2.35
18CE2104-Building Materials, Construction And Planning	0.56	2.80	2.24	2.00	3.00	2.40	2.28
18EE2101 -Basic Electrical Engineering	0.48	2.00	1.68	3.00	3.00	3.00	2.01
18CE21L1 - Surveying Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE21L2 - Strength of Materials Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18EE21L1 - Basic Electrical Engineering Lab	3.00	3.00	3.00	2.00	3.00	2.40	2.85

Academic Year:2019-2020			Year & Sem: II-II				
Course Name	Internal	External	Direct Attainment	TLP	CES	Indirect Attainment	Overall Attainment
18CE2201 - Engineering Geology	1.20	2.60	2.04	2.00	2.80	2.32	2.11
18CE2202 - Strength of materials-II	0.62	3.00	2.05	2.00	2.80	2.32	2.12
18CE2203 - Hydraulics & Hydraulic Machinery	0.64	1.00	0.86	2.00	2.60	2.24	1.20
18MA2201 -Computational Mathematics	0.60	3.00	2.04	3.00	3.00	3.00	2.28
18MB2202-Engineering Economics and Accounting	0.92	1.80	1.45	3.00	3.00	3.00	1.84
18CE22L1 - Engineering Geology Lab	1.00	2.00	1.60	3.00	3.00	3.00	1.95
18MA22L1 -Computational Mathematics Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE22L2 - Hydraulics & Hydraulic Machinery Lab	1.00	3.00	2.20	3.00	3.00	3.00	2.40

Academic Year:2020-2021			Year & Sem: III-I					
Course Name	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment
18CE3101 - Structural Analysis	0.62	1.40	1.09	2.00	3.00	3.00	2.80	1.52
18CE3102 – Concrete Technology	0.86	2.80	2.02	3.00	3.00	2.60	2.84	2.23
18CE3103 – Geotechnical Engineering	0.58	1.40	1.07	3.00	3.00	3.00	3.00	1.55
18CE3104- Engineering Hydrology	0.42	2.00	1.37	3.00	3.00	3.00	3.00	1.78
18EE3122 - Industrial safety and Hazards	1.16	3.00	2.26	3.00	3.00	2.80	2.92	2.43
18CE31L1 - Computer Aided Drafting of Buildings Lab	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
18CE31L2- Concrete Technology Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE31L3- Geotechnical Engineering Lab	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
18CE3105- Internship	3.00	-	3.00	-	-	3.00	3.00	3.00

Academic Year:2020-2021			Year & Sem: III-II					
Course Name	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment

18CE3201: Design of Reinforced Concrete Structures	2.40	1.80	2.04	3.00	3.00	3.00	3.00	2.28
18CE3202:Transportation Engineering	1.80	2.40	2.16	3.00	3.00	3.00	3.00	2.37
18CE3204-PE-I:Foundation Engineering	1.20	2.40	1.92	3.00	3.00	3.00	3.00	2.19
18CE3209-PE-II:Construction Engineering and Management	1.20	1.80	1.56	3.00	3.00	2.80	2.92	1.90
18CE3210:PE-II: Irrigation Engineering	2.40	2.80	2.64	3.00	3.00	3.00	3.00	2.73
18ME3233:OE-II: Digital Fabrication	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18MB3236: OE-II :Supply Chain Management	2.40	3.00	2.76	3.00	3.00	3.00	3.00	2.82
18CE32L1:Structural Drafting Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE32L2:Transportation Engineering Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18EN32L1:Advanced English Communication Skill Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Academic Year:2021-2022		Year & Sem: IV-I						
Course Name	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment
18CE4101: Design of Steel Structures	1.06	1.80	1.50	3.00	3.00	3.00	3.00	1.88
18CE4102:Environmental Engineering	1.00	3.00	2.80	3.00	3.00	3.00	3.00	2.85
18MB4101:Operations Research	0.90	3.00	2.70	3.00	2.80	3.00	2.96	2.77
18CE4105-PE-III: Ground Improvement Techniques	1.10	2.40	2.54	3.00	3.00	3.00	3.00	2.66
18CE4109- PE-IV: Traffic Engineering	0.66	3.00	2.46	3.00	3.00	3.00	3.00	2.60
18CE4112-PE-IV:Solid Waste Management	1.12	3.00	2.90	3.00	3.00	3.00	3.00	2.90
18CE41L1:Structural Analysis and Design Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE41L2:Environmental Engineering Lab	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18MB41L1:Operations Research Lab	3.00	3.00	3.00	2.00	3.00	3.00	2.60	2.90
18CE4113:Mini Project	-	3.00	3.00	-	-	3.00	3.00	3.00

Academic Year:2021-2022		Year & Sem: IV-II						
Course Name	Internal	External	Direct Attainment	TLP	CRC	CES	Indirect Attainment	Overall Attainment

18CE4201: Estimation and Costing	1.04	3.00	2.84	3.00	3.00	3.00	3.00	2.88
18CE4202: PE-V: Railways and Airport Engineering	0.90	2.40	2.34	3.00	3.00	3.00	3.00	2.51
18ME4243-OE-III: Principles of Automobile Engineering	1.00	2.80	2.08	3.00	3.00	3.00	3.00	2.31
18MB4246-OE-III: Entrepreneurship	0.90	3.00	2.16	3.00	3.00	3.00	3.00	2.37
18CE4207: Technical Seminar	3.00	-	3.00	-	-	3.00	3.00	3.00
18CE4208: Major Project	3.00	3.00	3.00	-	-	3.00	3.00	3.00

3.3 Attainment of Program Outcomes and Program Specific Outcomes (75)

Total Marks 70.00

3.3.1 Describe assessment tools and processes used for measuring the attainment of each Program Outcome and Program Specific Outcomes (10)

Institute Marks : 10.00

Program outcomes (POs) and Program Specific Outcomes (PSOs) are assessed by means of

- Direct assessment tools and
- Indirect assessment tools

Assessment Tools

Direct and indirect assessment tools used for computing the attainment of POs and PSOs are the same as those used for computing the attainment of COs, as described in sections 3.2.1

In addition to the above, indirect assessment tools namely graduate exit survey, Alumni Survey and Co-curricular & extracurricular activities as given below is used.

Table 3.3.1a: Indirect assessment tools for PO attainment calculation

Assessment Tool	Direct/ Indirect	Frequency	Description
Graduate exit survey	Indirect	Once in a year after a batch graduates	Survey is carried out on a scale of 1 to 5.
Alumni survey		Once in a year	
Co-curricular & Extra Curricular Activities		As and when conducted	To document all the conducted of co-curricular & Extracurricular activities and analyse the same for computation of PO's and PSO's.

Calculation of POs attainment

1. In measuring the attainment level of each PO,

- 75% of weightage is given for the Direct attainment of that PO/PSO obtained in terms of Levels 1,2 and 3, which is the weighted average of all the COs related to that PO/PSO and
- 25% of weightage for Indirect measurement that includes

Till Academic year 2020-2021

- Exit feedback on POs (25% weightage)

From Academic year 2021-2022

- Exit feedback on POs (10% weightage)
- Alumni Survey on POs (10% weightage)
- Co-curricular and Extra-curricular activities (5% weightage).

Overall PO/PSO attainment=75% of Direct Assessment + 25% of Indirect Assessment.

2. For calculating the indirect attainment levels of POs, graduate exit feedback on POs and Alumni feedback on POs the following criteria is adopted:

Attainment Levels for Measuring Indirect attainment of PO	
Level 1	If attainment is 60% to 69%
Level 2	If attainment is 70% to 79%

Level 3	If attainment is more than 80%
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3.3.2 Provide results of evaluation of each PO & PSO (65)

Institute Marks : 60.00

PO Attainment

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
18PH1101-I	1.88	1.88	PO3	PO4	PO5	PO6	PO7	PO8	1.25	PO10	PO11	1.25
18MA1101-	2.18	1.45	1.45	PO4	PO5	1.45	PO7	PO8	PO9	PO10	PO11	2.18
18CS1101-	1.17	0.78	PO3	0.78	0.78	PO6	PO7	0.78	0.78	PO10	PO11	0.78
18ME1101-	1.97	1.97	1.97	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.97
18ME1102-	1.97	1.53	1.63	PO4	PO5	PO6	PO7	PO8	PO9	1.97	PO11	PO12
18PH11L1-	2.85	2.85	PO3	PO4	PO5	PO6	PO7	PO8	1.90	PO10	PO11	1.90
18CS11L1-	1.49	0.99	PO3	0.99	0.99	PO6	PO7	0.99	0.99	PO10	PO11	0.99
18ME11L1-	2.00	2.80	2.60	1.80	1.80	1.20	PO7	PO8	1.40	1.80	PO11	3.00
18EN1201-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	1.82	2.36	PO11	2.36
18MA1201-	1.31	0.87	0.87	PO4	PO5	0.87	PO7	PO8	PO9	PO10	PO11	1.31
18CH1201-	1.52	1.01	1.01	PO4	PO5	1.01	1.01	PO8	PO9	PO10	PO11	1.01
18CS1201-	1.76	1.17	PO3	1.17	1.17	PO6	PO7	PO8	1.17	PO10	PO11	1.17
18ME1201-	1.38	1.38	1.38	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.38
18EN12L1-	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	3.00	3.00	2.00	3.00
18CH12L1-	1.40	1.40	1.40	PO4	PO5	PO6	PO7	0.70	1.40	PO10	PO11	1.40
18CS12L1-	2.53	1.69	PO3	1.69	1.69	PO6	PO7	PO8	1.69	PO10	PO11	1.69
18CE2101-	1.85	1.85	1.68	1.84	1.74	1.83	PO7	1.87	PO9	PO10	PO11	1.89
18CE2102-	1.57	1.52	1.51	1.69	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.57
18CE2103-	1.19	1.20	PO3	1.21	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.21
18CE2104-	1.40	PO2	1.40	PO4	PO5	1.40	1.39	1.11	PO9	PO10	PO11	1.40
18EE2101-	0.93	1.11	0.98	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	0.78
18CE21L1-	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE21L2-	2.70	PO2	2.70	2.70	2.70	PO6	PO7	2.70	2.70	2.70	PO11	2.70
18EE21L1-	1.65	1.65	1.65	1.65	PO5	PO6	PO7	1.65	1.65	1.65	PO11	1.65
18MA2201-	1.74	1.74	1.74	PO4	PO5	1.74	PO7	PO8	PO9	PO10	PO11	1.74
18CE2201-	2.19	PO2	PO3	2.00	PO5	2.17	2.15	PO8	2.26	2.26	PO11	2.13
18CE2202-	1.43	1.39	1.01	1.31	PO5	PO6	PO7	PO8	PO9	PO10	PO11	1.24
18CE2203-	1.47	1.52	1.41	1.47	PO5	PO6	PO7	1.41	PO9	PO10	PO11	PO12
18MB2202-	PO1	PO2	2.16	2.19	2.23	2.19	2.22	PO8	2.21	PO10	2.23	2.24
18MA22L1-	2.90	2.90	2.90	PO4	PO5	2.90	PO7	PO8	PO9	PO10	PO11	2.90

18CE22L1-	2.90	PO2	PO3	2.90	PO5	2.90	2.90	PO8	2.90	2.90	2.90	2.90
18CE22L2-	3.00	PO2	3.00	3.00	3.00	PO6	PO7	3.00	3.00	3.00	PO11	3.00
18CE3101-	2.23	2.23	2.23	2.23	PO5	PO6	PO7	PO8	PO9	PO10	PO11	2.23
18CE3102-	2.21	2.31	2.31	2.31	PO5	2.23	2.14	2.31	PO9	PO10	PO11	2.23
18CE3103-	1.51	1.51	1.50	PO4	PO5	1.50	1.32	1.78	PO9	PO10	PO11	1.53
18CE3104-	1.49	1.46	1.46	1.46	PO5	1.46	1.53	PO8	PO9	PO10	PO11	1.48
18MB3126	2.22	2.22	2.22	2.25	2.24	2.23	2.23	2.23	2.21	2.25	2.25	2.22
18EE3122-	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36
18CE31L1-	3.00	PO2	3.00	PO4	3.00	PO6	PO7	PO8	3.00	PO10	PO11	3.00
18CE31L2-	3.00	PO2	3.00	3.00	3.00	3.00	PO7	3.00	3.00	3.00	PO11	3.00
18CE31L3-	2.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	2.60	PO11	2.60
18CE3105-	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE3201-	2.02	2.05	2.05	2.13	PO5	PO6	PO7	1.85	PO9	PO10	PO11	2.00
18CE3202-	1.91	1.62	1.72	1.94	PO5	1.88	2.28	1.81	PO9	PO10	PO11	1.91
18CE3204-	2.36	2.37	2.36	2.33	PO5	2.36	2.29	2.40	PO9	PO10	PO11	2.37
18CE3206-	1.88	1.85	1.85	1.91	1.77	1.88	1.91	PO8	PO9	PO10	PO11	1.92
18CE3209-	2.38	2.38	2.38	2.38	PO5	2.38	2.37	2.39	PO9	PO10	PO11	2.38
18ME3233-	2.38	2.38	PO3	PO4	2.38	2.38	2.38	PO8	PO9	PO10	PO11	2.38
18CS3235-	2.49	2.49	2.71	PO4	2.49	2.49	2.47	PO8	PO9	PO10	PO11	2.49
18CE32L1-	3.00	PO2	3.00	PO4	3.00	3.00	3.00	PO8	3.00	3.00	3.00	3.00
18CE32L2-	3.00	PO2	PO3	3.00	PO5	3.00	PO7	3.00	3.00	3.00	PO11	3.00
18EN32L1-	PO1	PO2	PO3	PO4	PO5	3.00	PO7	PO8	3.00	3.00	PO11	3.00
18CE4101-	2.32	2.29	2.29	2.33	2.33	2.32	2.33	PO8	PO9	PO10	PO11	2.30
18CE4102-	1.90	1.86	1.86	1.94	1.82	1.90	1.94	PO8	PO9	PO10	PO11	1.96
18MB4101-	2.77	2.77	2.77	PO4	2.77	2.77	2.77	PO8	2.77	2.77	PO11	2.77
18CE4107-	2.26	2.26	2.26	2.26	PO5	2.26	2.26	PO8	PO9	2.26	PO11	2.25
18CE4112-	2.33	2.33	2.33	2.33	2.33	PO6	PO7	PO8	PO9	PO10	PO11	2.33
18CE41L1-	2.99	PO2	3.00	3.00	3.00	2.99	PO7	2.99	2.99	2.99	PO11	3.00
18CE41L2-	2.54	PO2	PO3	2.55	2.54	2.55	2.55	2.54	2.55	2.54	PO11	2.54
18MB41L1-	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	PO11	PO12
18CE4113-	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
18CE4201-	2.33	2.34	PO3	2.36	PO5	2.34	PO7	2.34	PO9	PO10	2.40	2.36

18CE4202-	2.30	2.32	2.32	2.31	2.28	2.30	2.31	PO8	PO9	PO10	PO11	2.34
18CE4203-	1.83	1.83	1.83	1.83	PO5	1.85	1.85	PO8	PO9	1.81	PO11	1.85
18MB4246-	2.63	2.35	2.36	2.36	2.36	2.32	2.36	2.36	2.30	2.36	2.34	2.34
18CE4207-	2.84	2.82	PO3	PO4	PO5	PO6	PO7	PO8	2.84	2.87	2.75	2.85
18CE4208-	1.87	1.52	1.42	1.71	1.70	1.66	1.39	1.44	1.85	1.53	1.48	1.78

PO Attainment Indirect

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Graduate E	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Alumni Sur	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00	3.00	2.00	2.00	3.00
Co-curricul	2.27	1.75	2.86	1.93	2.07	1.75	1.47	1.61	1.85	2.20	1.47	2.20

PO Attainment Level

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
InDirect Attainment	2.76	2.58	2.95	2.64	2.69	2.58	2.16	2.54	2.62	2.40	2.16	2.73
Direct Attainment	2.18	1.98	2.11	2.17	2.32	2.25	2.27	2.19	2.34	2.57	2.52	2.15

PSO Attainment

Course	PSO1	PSO2	PSO3
18PH1101-Engineering	0.63	PSO2	PSO3
18MA1101- Mathemat	PSO1	1.45	PSO3
18CS1101- Programmi	1.17	PSO2	PSO3
18ME1101-Engineering	1.97	PSO2	PSO3
18ME1102- Engineerin	PSO1	1.97	PSO3
18PH11L1- Engineerin	0.95	PSO2	PSO3
18CS11L1- Programmi	0.99	PSO2	PSO3
18ME11L1- Engineerin	2.20	PSO2	3.00
18EN1201- English	PSO1	PSO2	PSO3
18MA1201- Mathemat	PSO1	0.87	PSO3
18CH1201- Engineerin	PSO1	PSO2	PSO3
18CS1201- Data Struct	PSO1	PSO2	PSO3
18ME1201- Engineerin	1.38	PSO2	PSO3
18EN12L1- English Lar	PSO1	PSO2	PSO3
18CH12L1- Engineerin	PSO1	PSO2	PSO3
18CS12L1- Data Struct	PSO1	PSO2	PSO3

18CE2101- Surveying	1.84	1.87	1.89
18CE2102- Strength of	1.56	1.65	PSO3
18CE2103- Fluid Mech	1.22	1.19	PSO3
18CE2104- Building M:	1.40	1.39	PSO3
18EE2101- Basic Elect	0.69	PSO2	PSO3
18CE21L1- Surveying I	3.00	3.00	3.00
18CE21L2- Strength of	2.70	PSO2	PSO3
18EE21L1- Basic Elec	1.65	1.65	1.65
18MA2201- Computati	1.74	PSO2	PSO3
18CE2201- Engineerin	2.00	2.28	2.23
18CE2202- Strength of	1.46	1.46	PSO3
18CE2203- Hydraulics	1.43	1.47	PSO3
18MB2202- Engineerin	2.19	1.92	2.15
18MA22L1- Computati	PSO1	2.90	PSO3
18CE22L1- Engineerin	2.90	2.90	2.90
18CE22L2- Hydraulics	3.00	3.00	PSO3
18CE3101- Structural /	2.23	PSO2	PSO3
18CE3102- Concrete T	2.21	2.20	2.31
18CE3103- Geotechnic	1.54	1.49	PSO3
18CE3104- Engineerin	1.48	1.29	PSO3
18MB3126 Intellectual	2.22	2.21	2.23
18EE3122- Industrial S	2.36	2.36	2.36
18CE31L1- Computer	3.00	3.00	3.00
18CE31L2- Concrete T	3.00	PSO2	PSO3
18CE31L3- Geotechnic	2.60	2.60	2.60
18CE3105- Internship	3.00	3.00	3.00
18CE3201- Design of	2.10	2.02	PSO3
18CE3202- Transporta	1.91	2.28	1.96
18CE3204- Foundation	2.36	2.37	2.35
18CE3206- Air Pollutio	1.94	1.78	PSO3
18CE3209- Constructic	2.37	2.40	PSO3
18ME3233- Digital Fab	PSO1	PSO2	2.38
18CS3235- Knowledge	PSO1	2.49	PSO3
18CE32L1- Structural I	3.00	3.00	3.00

18CE32L2- Transporta	3.00	PSO2	PSO3
18EN32L1- Advanced I	PSO1	PSO2	PSO3
18CE4101- Design of S	2.31	2.33	PSO3
18CE4102- Environme	2.00	1.94	PSO3
18MB4101- Operations	PSO1	PSO2	2.77
18CE4107-Climate Chn	2.26	PSO2	PSO3
18CE4112- Solid Wast	2.33	2.33	PSO3
18CE41L1- Structural /	2.99	PSO2	PSO3
18CE41L2- Environme	2.54	PSO2	PSO3
18MB41L1- Operations	3.00	PSO2	PSO3
18CE4113- Mini-Projec	3.00	3.00	3.00
18CE4201- Estimation	2.33	2.33	PSO3
18CE4202- Railways a	2.34	2.33	PSO3
18CE4203-Industrial W	1.83	PSO2	PSO3
18MB4246- Entreprene	2.35	2.35	2.36
18CE4207- Technical S	2.83	PSO2	PSO3
18CE4208- Major Proje	1.87	1.76	1.65

PSO Attainment Indirect

Survey	PSO1	PSO2	PSO3
Graduate Exit Survey	3.00	3.00	3.00
Alumni Survey	3.00	3.00	3.00
Co-curricular and Extra	1.99	1.50	1.65

PSO Attainment Level

Course	PSO1	PSO2	PSO3
Direct Attainment	2.12	2.15	2.47
InDirect Attainment	2.66	2.50	2.55

4 STUDENTS' PERFORMANCE (100)

Total Marks 51.15

Institute Marks :

Table 4.1

Item (Information to be provided cumulatively for all the shifts with explicit headings, wherever applicable)	2023-24 (CAY)	2022-23 (CAYm1)	2021-22 (CAYm2)	2020-21 (CAYm3)	2019-20 (CAYm4)	2018-19 (CAYm5)	2017-18 (CAYm6)
Sanctioned intake of the program(N)	30	60	60	60	120	120	120
Total number of students admitted in first year minus number of students migrated to other programs/ institutions plus No. of students migrated to this program (N1)	13	4	22	55	91	117	119
Number of students admitted in 2nd year in the same batch via lateral entry (N2)	0	18	22	11	35	14	24
Separate division students, if applicable (N3)	0	0	0	0	0	0	0
Total number of students admitted in the programme(N1 + N2 + N3)	13	22	44	66	126	131	143

Table 4.2

Year of entry	Total No of students admitted in the program (N1 + N2 + N3)	Number of students who have successfully graduated without backlogs in any semester/ year of study (Without Backlog means no compartment or failures in any semester/ year of study)			
		I year	II year	III year	IV year
2023-24 (CAY)	13				
2022-23 (CAYm1)	22	1			
2021-22 (CAYm2)	44	3	14		
2020-21 (CAYm3)	66	8	12	11	
2019-20 (LYG)	126	19	31	28	27
2018-19 (LYGm1)	131	53	50	43	36
2017-18 (LYGm2)	143	59	51	42	42

Table 4.3

Year of entry	Total No of students admitted in the program (N1 + N2 + N3)	Number of students who have successfully graduated in stipulated period of study) [Total of with Backlog + without Backlog]			
		I year	II year	III year	IV year
2023-24 (CAY)	13				
2022-23 (CAYm1)	22	4			
2021-22 (CAYm2)	44	21	39		
2020-21 (CAYm3)	66	55	60	59	
2019-20 (LYG)	126	87	122	122	97
2018-19 (LYGm1)	131	108	120	120	114
2017-18 (LYGm2)	143	117	140	139	124

4.1 Enrolment Ratio (20)

Total Marks 0.00

	N (From Table 4.1)	N1 (From Table 4.1)	Enrollment Ratio [(N1/N)*100]
2023-24 (CAY)	30	13	43.33
2022-23 (CAYm1)	60	4	6.67
2021-22 (CAYm2)	60	22	36.67

Average $[(ER1 + ER2 + ER3) / 3]$: 28.89

Assessment : 0.00

4.2 Success Rate in the stipulated period of the program (20)

Total Marks 8.08

4.2.1 Success rate without backlogs in any semester / year of study (15)

Institute Marks : 3.90

Item	Latest Year of Graduation, LYG (2019-20)	Latest Year of Graduation minus 1, LYGm1 (2018-19)	Latest Year of Graduation minus 2 LYGm2 (2017-18)
X Number of students admitted in the corresponding First year + admitted in 2nd year via lateral entry and seperated division, if applicable	126.00	131.00	143.00
Y Number of students who have graduated without backlogs in the stipulated period	27.00	36.00	42.00
Success Index [SI = Y / X]	0.21	0.27	0.29

Average SI [(SI1 + SI2 + SI3) / 3]: 0.26

Assessment [15 * Average SI] : 3.90

4.2.2 Success rate in stipulated period (5)

Institute Marks : 4.18

Item	Latest Year of Graduation, LYG (2019-20)	Latest Year of Graduation minus 1, LYGm1 (2018-19)	Latest Year of Graduation minus 2 LYGm2 (2017-18)
X Number of students admitted in the corresponding First year + admitted in 2nd year via lateral entry and seperated division, if applicable	126.00	131.00	143.00
Y Number of students who have graduated in the stipulated period	97.00	114.00	124.00
Success Index [SI = Y / X]	0.77	0.87	0.87

Average SI [(SI1 + SI2 + SI3) / 3]: 0.84

Assessment [5 * Average SI] : 4.18

Note : If 100% students clear without any backlog then also total marks scored will be 20 as both 4.2.1 & 4.2.2 will be applicable simultaneously.**4.3 Academic Performance in Second Year (10)**

Total Marks 5.27

Academic Performance	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)
Mean of CGPA or mean percentage of all successful students(X)	6.00	5.27	5.59
Total number of successful students (Y)	39.00	60.00	122.00
Total number of students appeared in the examination (Z)	43.00	66.00	122.00
API [X * (Y/Z)]	5.44	4.79	5.59

Average API [(AP1 + AP2 + AP3)/3] : 5.27

Assessment [AverageAPI] : 5.27

4.4 Placement, Higher Studies and Entrepreneurship (30)

Total Marks 17.80

Item	CAYm1(2022-23)	CAYm2(2021-22)	CAYm3(2020-21)
Total No of Final Year Students(N)	122.00	120.00	139.00
No of students placed in the companies or goverment sector(X)	68.00	80.00	44.00
No of students admitted to higher studies with valid qualifying scores(GATE or equivalent State or National Level tests, GRE, GMAT etc.) (Y)	4.00	14.00	12.00
No of students turned enterpreneur in engineering/technology (Z)	0.00	1.00	0.00
Placement Index [(X+Y+Z)/N] :	0.59	0.79	0.40

Average Placement [(P1 + P2 + P3)/3] : 0.59

Assessment [30 * Average Placement] : 17.80

Program Name : Civil Engg.

Assessment Year : 2022-23 (CAYm1)

S.No	Student Name	Enrollment No	Employee Name	Appointment No
1	Pamu Aravind Kumar	19R11A0178	DWELLTALES	-
2	Ausala Sai Krishna Chary	20R15A0103	DWELLTALES	-
3	Bhukya Vanamala	20R15A0118	N R EQUIPMENTS	-
4	Kasthuri Srikanth Reddy	20R15A0130	N R EQUIPMENTS	-
5	K. Vaibhav Yadav	19R11A0143	NICMAR, Hyderabad	3960179
6	Dharani Yadav	19R11A0172	University of North Texas	SEVIS ID : N0034292711
7	N. Nithin Kumar Reddy	19R11A0175	University of New Haven	SEVIS ID : N0034107695
8	Balaram Nayak	20R15A0108	NIT Surathkal	232TS011
9	Ajmeera Sandeep	19R11A0101	Cognizant	3645289
10	B Srikar	19R11A0103	ACADEMOR	AM746
11	Babburi Roshini	19R11A0104	FORESLY INTERIORS	-
12	Bandi Sathish Kumar	19R11A0105	ADS ASSOCIATES	-
13	Chowdaboina Sanjay	19R11A0109	Cognizant	3625489
14	D.Sai Kumar	19R11A0111	AMAZON	-
15	Deepa Sai A V S	19R11A0112	FORESLY INTERIORS	-
16	Dubbasi Preethi	19R11A0114	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/023
17	Shiva Krishnaveni	19R11A0119	TEACHNOOK	TNIR0891
18	Gaddam Sathvika	19R11A0120	S&S BROKERAGE INC.	-
19	Gaddam Srinivas Reddy	19R11A0121	KAMAI ELEVATORS	-
20	Gobberi Laxmikanth	19R11A0122	AMAZON	-
21	Jonnawada Arun Reddy	19R11A0126	Cognizant	3643305
22	Nampally Swetha	19R11A0131	VERZEO	VZ22C1932
23	Pabbathi Reddy Praveen Reddy	19R11A0132	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/024
24	Panjala Sathish Goud	19R11A0133	D V Mane Associates	-
25	Pasuluru Omesh	19R11A0134	SUTHERLAND	-
26	Pedditi Manikanth Reddy	19R11A0136	SUTHERLAND	-
27	Pitla Srinivas	19R11A0137	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/025
28	Srijay Jagannatham	19R11A0139	BYJUS	-
29	Sripathi Sai Kiran	19R11A0140	GAMUT INDIA PROJECTS	GAMUT/2024/01
30	Tejavath Suresh	19R11A0141	GAMUT INDIA PROJECTS	GAMUT/2024/02
31	Vallapu Kumar Swamy	19R11A0144	GAMUT INDIA PROJECTS	GAMUT/2024/03
32	Ajmeera Priyanka	19R11A0147	COGENT	-
33	B Tharun	19R11A0148	ACADEMOR	AM735

34	Chepyala Yashwanth	19R11A0150	COGENT	-
35	Devala Akash Yadav	19R11A0152	ELEWAYTE	-
36	Devarampally Yashwanth Reddy	19R11A0153	KAMAI ELEVATORS	-
37	Dharmavaram Jujigiri Mahendranath	19R11A0154	COGENT	-
38	Domala Saichand	19R11A0155	COGENT	-
39	Gaddam Suthari Venkatasai	19R11A0157	ADS ASSOCIATES	-
40	Jaida Shravan Kumar	19R11A0158	COGENT	-
41	Kanduri Sumanth	19R11A0160	PIE INFOCOMM	PI/23/178B
42	Kattela Deepthi	19R11A0161	VERZEO	VZ22C1933
43	Koluguri Yagnoosha Bandhavi	19R11A0162	Cognizant	3632266
44	Lokadas Sravana Deepthi	19R11A0164	ADS Poly Injections LLP	-
45	M. Suresh	19R11A0165	ACADEMOR	AM749
46	Malleboina Rohith	19R11A0167	COGENT	-
47	Manthri Shivashankar	19R11A0169	COGENT	-
48	Padiya Rajesh	19R11A0176	SUNDARAM FASTERNERS LTD.	-
49	Sai Rohith Kanukuntla	19R11A0181	COGENT	-
50	Vankudothu Aruna	19R11A0186	COGENT	-
51	Wooradi Tarun Kumar	19R11A0187	VERZEO	-
52	Y Nithin	19R11A0188	COGENT	-
53	Yele Chaitanya	19R11A0189	CORE COGENT	-
54	Ameerpet Vineeth Goud	20R15A0102	COGENT	-
55	Banothu Shivaram Naik	20R15A0105	SAVANTIS	SA/TA/HYD/2023/4422
56	Cheruku Lohith Goud	20R15A0106	COGENT	-
57	Choppavarapu Sravani	20R15A0107	COGNIZANT	3610656
58	Janga Ajay	20R15A0109	SUNDARAM FASTERNERS LTD.	-
59	Mora Puneet Narayan	20R15A0111	ACADEMOR	AM757
60	Pendam Sandeep	20R15A0112	KAMAI ELEVATORS	-
61	P.Praveen Kumar	20R15A0113	SKILL DUNIA	SDOL4372
62	Shaik Afreen	20R15A0114	SAVANTIS	SA/TA/HYD/2023/4412
63	Thati Pavan Kalyan	20R15A0115	ELEWAYTE	-
64	Varikala Ajay	20R15A0117	KAMAI ELEVATORS	-
65	Gouroju Shirisha	20R15A0119	COGNIZANT	3601757
66	Korubothu Sathwika	20R15A0121	TRIPLE-I ENGINEERS	-
67	A.Karthikeya Reddy	20R15A0124	GAMUT INDIA PROJECTS	GAMUT/2024/04

68	Yanamadala Rajesh	20R15A0125	ADS ASSOCIATES	-
69	Manchala Manikanta	20R15A0131	COGENT	-
70	Pannala Sainath Reddy	20R15A0133	COGENT	-
71	Sudhaveni Chandu	20R15A0134	ACADEMOR	AM757
72	Uppala Hemanth	20R15A0135	TRIPLE-I ENGINEERS	-

Assessment Year : 2021-22 (CAYm2)

S.No	Student Name	Enrollment No	Employee Name	Appointment No
1	Avuta Naveen	18R11A0163	GAMUT INDIA PROJECTS	GAMUT/2024/09
2	Bathula Tejaswar Reddy	18R11A0165	GAMUT INDIA PROJECTS	GAMUT/2024/10
3	Bacha Akhila	18R11A0166	WIPRO TALENT NEXT	-
4	Bandakindi Abhilash	18R11A0167	GAMUT INDIA PROJECTS	GAMUT/2024/11
5	Chukka Uday Kumar	18R11A0169	GAMUT INDIA PROJECTS	GAMUT/2024/12
6	Chunchu Sudheer	18R11A0170	GAMUT INDIA PROJECTS	GAMUT/2024/13
7	Donthula Nithin	18R11A0173	COGNIZANT	-
8	Gattu Sumanth Goud	18R11A0175	SAVANTIS	SA/TA/HYD/2022/3189
9	Gundemaina Naveen	18R11A0179	COGENT	-
10	Hanumandla Mani Mohith	18R11A0180	SAVANTIS	SA/TA/HYD/2022/3051
11	Kadari Mahesh	18R11A0182	SAVANTIS	SA/TA/HYD/2022/3174
12	Darga Preetham Kumar	18R11A0171	DWELLTALES	-
13	Gopu Raghuvveera Reddy	18R11A0176	DWELLTALES	-
14	Yashwanth Koniki	18R11A0181	DWELLTALES	-
15	Kommidi Venkat Praneeth Reddy	18R11A0186	DWELLTALES	-
16	Lingannapeta Nagaraju	18R11A0189	DWELLTALES	-
17	M Vineeth Kumar	18R11A0191	DWELLTALES	-
18	Matta Tharpani	18R11A0195	DWELLTALES	-
19	Nakka Sandeep	18R11A01A2	DWELLTALES	-
20	P Uttej Kumar	18R11A01A3	DWELLTALES	-
21	V Vishnu Priya Kamakshi	18R11A01B3	N R EQUIPMENTS	-
22	Vellor Jaikumar Elizabeth Rani	18R11A01B5	N R EQUIPMENTS	-
23	Kadari Akhila Yadav	19R15A0101	N R EQUIPMENTS	-
24	Erumadi Sudharshan Reddy	19R15A0103	N R EQUIPMENTS	-
25	Thanugula Anil	19R15A0106	N R EQUIPMENTS	-
26	Kandhula Sai Kiran Reddy	19R15A0109	N R EQUIPMENTS	-
27	Ginkala Vishal	19R15A0113	N R EQUIPMENTS	-
28	Jay Shree	18R11A0113	University of Texas at Arlington	SEVIS ID: N0034065575
29	Shivani	18R11A0127	University of North Texas	SEVIS ID: N0033581122
30	K.Kruthika	18R11A0130	University of Texas at Arlington	SEVIS ID: N0032643929
31	N.Prathyusha	18R11A0140	University of Texas at Arlington	SEVIS ID: N0033163817
32	P.Sai Ram	18R11A0141	University of Texas at Arlington	SEVIS ID: N0033601772
33	R.Sai Ganesh	18R11A0146	University of Texas at Arlington	SEVIS ID: N0032646857

34	Aditya Narvate	18R11A0161	JNTUH	2300502
35	B.Shaswath	18R11A0164	Cleveland State University	00403160
36	Celina Grace Harrison	18R11A0172	George Mason University	G01477476
37	G.Yashwanth	18R11A0178	Saint Louis University	SEVIS ID: N0034537532
38	K.Anish	18R11A0187	NIT-Warangal	-
39	Akhil Gupta	18R11A01A0	University of Massachusetts Boston	-
40	P.Akshaya	18R11A01A5	University of North Texas	SEVIS ID: N0032817440
41	P.Haritha	18R11A01A7	Politecnico di Milano	-
42	Maredukonda Sai Karthika	18R11A0194	SAVANTIS	SA/TA/HYD/2022/3036
43	Mekala Varsha	18R11A0197	TCS L	TCSL/DT20218106665/HYDERABAD
44	Parankusham Yeshwanth	18R11A01A6	SAVANTIS	SA/TA/HYD/2022/3190
45	Pendli Chandana	18R11A01A8	WIPRO	-
46	Perumandla Vinay Bhargav	18R11A01A9	SAVANTIS	SA/TA/HYD/2022/3035
47	S Sai Roopa	18R11A01B1	COGNIZANT	1462070
48	Vusike Pallavi Reddy	18R11A01B6	WIPRO	-
49	Yaranagula Mahendar	18R11A01B7	SAVANTIS	SA/TA/HYD/2022/3038
50	Ambati Jagruthi	19R15A0102	RIDH CONSTRUCTIONS	-
51	Gourraju Suresh	19R15A0104	SAVANTIS	SA/TA/HYD/2022/3179
52	Enthala Harsha Vardhan Reddy	19R15A0105	COGNIZANT (GEC C)	1395819
53	Govindhu Shilpa	19R15A0107	COGNIZANT	-
54	Gudla Vyshnavi	19R15A0108	RIDH CONSTRUCTIONS	-
55	Bairi Prudviraj	19R15A0110	MILEKAL ENGINEERING PVT.LTD.	ME/HR/1495
56	Ramavath Vinod Kumar	19R15A0111	RIDH CONSTRUCTIONS	-
57	Bhagvan Feroz	19R15A0112	ASBL	ID NO.291
58	Rupani Rakesh	18R11A0149	KV Infra Developers	36DMRPR1144C1ZZ
59	A.Sai Raghavendra Goud	18R11A0101	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/026
60	Akella.N S V S L Krishnaja	18R11A0102	SMART IMS	-
61	Amgoth Bhanuprasad	18R11A0103	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/027
62	Anumula Anil Reddy	18R11A0104	CREATIVE KOVEN DEVELOPERS LLP	CKDLLP/2024/01/028
63	Kunchala Surya Narayana	19R15A0114	N R EQUIPMENTS	-
64	Bukya Ashwini	18R11A0108	UDAYA HEIGHTS PVT.LTD.	UHPL/2024/01/047
65	C.Monica Reddy	18R11A0109	UDAYA HEIGHTS PVT.LTD.	UHPL/2024/01/048
66	C Venkata Sri Dikshita	18R11A0110	MILEKAL STEELS	ME/HR/1494
67	Chennaboina Rakesh	18R11A0112	RIDH CONSTRUCTIONS	-

68	D G Harika	18R11A0114	RIDH CONSTRUCTIONS	-
69	Damalla Udayasri	18R11A0115	TCS L	TCSL/DT202118321767/HYDERABAD
70	Dendukuri Vishal Varma	18R11A0116	UDAYA HEIGHTS PVT.LTD.	UHPL/2024/01/049
71	Enugula Sairam	18R11A0118	COGNIZANT	ID-19641528
72	Gadipally Shruthi	18R11A0119	COGNIZANT	-
73	Gokavarapu Sai Hanisha	18R11A0120	SAVANTIS	SA/TA/HYD/2022/3046
74	Gummadavelli Sneha	18R11A0121	SAVANTIS	SA/TA/HYD/2022/3183
75	Konkati Ajay Kumar	18R11A0123	COGENT	-
76	Karlalalem Sharmada	18R11A0125	COGNIZANT (GEC C)	1290041
77	Satish Katika	18R11A0128	COGENT	-
78	Pratham Khillare	18R11A0129	COGENT	-
79	Lyagala Vasanth	18R11A0132	SAVANTIS	SA/TA/HYD/2022/3172
80	M. Narasimharao	18R11A0133	COGENT	-
81	M.Rakesh Reddy	18R11A0134	UDAYA HEIGHTS PVT.LTD.	UHPL/2024/01/050
82	M.Sampath Kumar	18R11A0136	UDAYA HEIGHTS PVT.LTD.	UHPL/2024/01/051
83	Monaboti Neelima	18R11A0137	MILEKAL ENGINEERING PVT.LTD.	ME/HR/1492
84	Musku Sai Kiran	18R11A0138	CREATIVE HOMES PVT.LTD.	CHPL/02/2024/110
85	M Pavan Yadav	18R11A0139	COGENT	-
86	Pinnaka Nikhil Sai Prabhath	18R11A0142	GAMUT INDIA PROJECTS	GAMUT/2024/05
87	Pothuganti Madhu	18R11A0144	GAMUT INDIA PROJECTS	GAMUT/2024/06
88	Rapolu Karthik Reddy	18R11A0145	BYJUS	-
89	Ramidi Snigdha	18R11A0147	SAVANTIS	SA/TA/HYD/2022/3044
90	Rangu Usha	18R11A0148	GAMUT INDIA PROJECTS	GAMUT/2024/07
91	Sudhani Ram Teja	18R11A0152	CRUX PRESTRESSING SYSTEMS PVT. LTD	-
92	U Harsha	18R11A0156	RIDH CONSTRUCTIONS	-
93	Upputuri Shiva	18R11A0157	GAMUT INDIA PROJECTS	GAMUT/2024/08
94	Yellu Sri Charan Reddy	18R11A0159	INTELLICRATS INFOSOLUTIONS	-
95	Adapa Varun Teja	18R11A0160	SRI INFOTECH	SRI INFOTECH/HR/HQ-AL/2022-23/0018

Assessment Year : 2020-21 (CAYm3)

S.No	Student Name	Enrollment No	Employee Name	Appointment No
1	A Thilok Reddy	17R11A0101	COGNIZANT	15016772
2	Akshitha Bannan Vojjolla	17R11A0103	CREATIVE HOMES PVT.LTD.	CHPL/02/2024/111
3	Aravelli Sri Charan	17R11A0105	SUTHERLAND	-
4	Cherukuru Kalyani	17R11A0109	DXC.TECHNOLOGY	-
5	Dachineni Sudeepa	17R11A0110	COGNIZANT	15016794
6	G.Krishna Prasad Srinivas	17R11A0112	CREATIVE HOMES PVT.LTD.	CHPL/02/2024/112
7	Gali Badri Nath	17R11A0113	NGLOME	-
8	Irukularati Gnanavi	17R11A0115	NGLOME	-
9	Kavya Tanda	17R11A0117	DXC.TECHNOLOGY	-
10	Killani Ramya	17R11A0118	CREATIVE HOMES PVT.LTD.	CHPL/02/2024/113
11	Kommi Reddy Venkatadri	17R11A0120	CREATIVE HOMES PVT.LTD.	CHPL/02/2024/114
12	Korukonda Venkatanaga Vineela Snigdha	17R11A0121	NGLOME	-
13	M.Vikas	17R11A0123	GAMUT INDIA PROJECTS	GAMUT/2024/14
14	Malavika Sai Budavarapu	17R11A0126	GAMUT INDIA PROJECTS	GAMUT/2024/15
15	Nagaraj Sankati	17R11A0130	COGNIZANT	21915631
16	Nalla Spandana	17R11A0131	NGLOME	-
17	Rayana Ramya Sree	17R11A0137	DXC.TECHNOLOGY	-
18	Sukkala Manikanta	17R11A0141	GAMUT INDIA PROJECTS	GAMUT/2024/16
19	Vennamaneni Sai Kiran	17R11A0146	DXC.TECHNOLOGY	-
20	Akula Vijay Kumar	17R11A0150	RDS	-
21	Anjali Naguboina	17R11A0151	SAVANTIS	SA/TA/HYD/2021/1050
22	Dasari Bhargava	17R11A0158	COGNIZANT	15017072
23	Kadukuntla Sanketh Raj	17R11A0162	COGNIZANT	15016814
24	Kottamgari Manish	17R11A0165	SAVANTIS	SA/TA/HYD/2021/1056
25	Nangunuri Naveen Kumar	17R11A0174	TCS	TCSL/DT20229518284/1757546/DELHI
26	P Venugopal	17R11A0175	AVINEON	EMP ID-7866
27	Rampally Sai Prasanna	17R11A0181	TCS	TCSL/DT20222007771/LUCKNOW
28	Umma Praneta	17R11A0194	RDS	-
29	Vemulakonda Sai Pallav	17R11A0196	COGNIZANT	15016897
30	Dosawada Sriharsha	17R11A01A0	NGLOME	-
31	Kattela Ramakrishna	17R11A01A4	AMAZON	-
32	Sarangapur Yashwanth Kumar	17R11A01B6	SUTHERLAND	-
33	Mudadla Srinivas	18R15A0106	RDS	-

34	Anand	18R15A0109	INFOSYS	HRD/3T/1004063049/2021-22
35	Bussa Lahari	17R11A0155	N R EQUIPMENTS	-
36	Cheetakoru Mahesh Babu	17R11A0157	DWELLTALES	-
37	Mureboina Manoj Kumar	17R11A0170	DWELLTALES	-
38	Panduga Arun	17R11A0177	DWELLTALES	-
39	Shette Srikanth	17R11A0190	DWELLTALES	-
40	Gugulothu Prakash	17R11A01A2	N R EQUIPMENTS	-
41	Kethavath Mohan Nayak	17R11A01A5	N R EQUIPMENTS	-
42	Kundarapu Abhinav	18R15A0102	N R EQUIPMENTS	-
43	Voora Sai Keerthi	18R15A0117	N R EQUIPMENTS	-
44	Nari Vivek	17R11A0132	Saint Louis University	SEVIS ID:N0032218891
45	S Likhitha Rao	17R11A0139	CVR Engineering College	-
46	Chaitanya Kapoor	17R11A0156	NICMAR, PUNE	3720165
47	Kunchamwar Ankush	17R11A0166	University College of Engineering, OU	100522741104
48	Locharam Nikil Kumar	17R11A0167	Central Michigan University	-
49	N Lalitha	17R11A0171	Webster University	Student Id: 4230610
50	P Vishal	17R11A0176	ASTON University	-
51	P Rahul Reddy	17R11A0178	Anurag University	9302060083
52	Repaka Nikil	17R11A0182	University of West of Scotland	W00103243
53	S Sahitya	17R11A0186	JNTUH	9301123332
54	Bantu Pranay Kumar	17R11A0198	University of East London	-
55	Rishikesh	18R15A0110	My Home Constructions	HDP1140
56	Mohammad Ayub	17R11A0169	University of Texas at Arlington	-

4.5 Professional Activities (20)

Total Marks 20.00

1. **Indian Green Building Council (IGBC)** student chapter was started in the campus on 24.01.2019. The main objective of this chapter is to inspire, instill and imbibe 'green approach' for sustainable tomorrow. As part of the chapter, IGBC authorities have provided state of art literature on various areas pertaining to green technologies. Presently an open elective course on green building is offered to the B.Tech students of various branches. This course is offered by civil engineering department. A few projects were also carried by students of B.Tech civil engineering such as "Auditing of buildings for green rating". An Expert lecture on "Bridging the gap between Academia and Industry through **Green Innovations**" was delivered by Ms. Priyadarshini from CII-IGBC, Hyderabad chapter. About 50 students of B. Tech civil engineering participated in the event.

A field trip to IGBC Hyderabad Campus was arranged by the department in which external and internal participants who attended the Faculty Development Program on "**Green Solutions for Smart Infrastructure Development**". A few industrial visits are also planned for the students in collaboration with IGBC.



Geethanjali College of Engineering and Technology



Expert lecture
on Bridging the Gap Between Academia
and Industry through Green Innovations®

Speaker: Ms. Priadarshni, Councillor,
CII - IGBC, Hyderabad
Date: 12/03/2024, Time: 10.00AM to 12.30 PM

Target Batch: B. Tech,
Civil Engineering Students

Coordinator: Dr. K. SriLakshmi
HOD, CED: Dr. V. V. Praveen Kumar

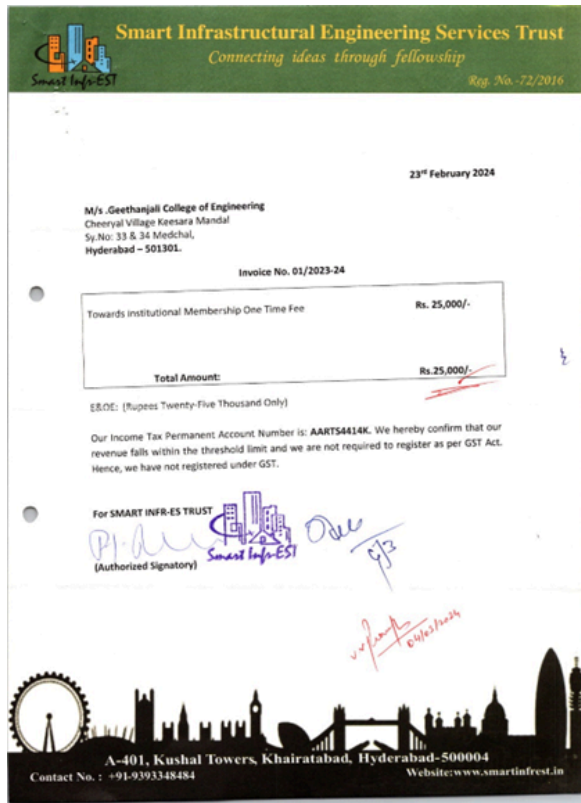
Patron: Dr. Udaya Kumar Susarla, Principal, GCET
Chief Patron: Sri. Ravinder Reddy, Chairman, GCET



A few Snapshots of activities

1. **Indian Geo-technical Society (IGS)** student chapter initiatives were taken and organized a few activities under IGS for the students of Civil Engineering Prof. M. R. Madhav visiting professor of IIT Hyderabad inaugurated the student chapter in the department. Further eminent professors from reputed organizations delivered expert lectures on emerging areas of Geotechnical engineering efforts are on to make the student chapter as National level IGS chapter.
2. The department has signed an MoU with the **Smart Infrastructural Engineering Services Trust (SIEST)**, Hyderabad. As part of MoU, the department has become an Institutional member of SIEST. SIEST facilitates students towards Internship, Guest lectures, Mini and Major Projects. Also facilitates placement opportunities through its subsidiary, SHARP.

In addition to the above, provides Career counselling through SIMULATION.



Faculty members of Civil Engineering department are the members of the following professional societies:

- i. Indian Society for Technical Education (ISTE)
- ii. Indian Geotechnical Society (IGS)
- iii. Indian Road Congress (IRC)
- iv. Institution of Engineers-IE(I)
- v. Indian Concrete Institute (ICI)

Indian Society for Technical Education (ISTE):

The ISTE chapter was established at Geethanjali College of Engineering & technology in 2011 with institute membership number **IM 2061**. Every year ISTE chapter GCET conducts various events such as expert lectures, workshops, seminars, Industrial visits, etc. to assist staff and students for updating their technical knowledge.

List of registered faculty members of Civil Engineering Department in ISTE:

S. No.	Name of the Faculty	Professional Body
1.	Dr. R. Prasanna Kumar	LMISTE
2.	V. Abdul Raffi	LMISTE
3.	G. Raju	LMISTE
4.	V. Goutham	LMISTE
5.	P. Supriya	LMISTE

List of registered faculty members of Civil Engineering Department in other professional bodies:

S. No	Name of the Faculty	Professional Body
1.	Dr. R. Prasanna Kumar	IRC
2.	Dr. R. Prasanna Kumar	IGS
3.	V. Abdul Raffi	ICI

List of registered students of Civil Engineering Department in ISTE:

Batch:2019-23		
S. No.	Roll No.	Name of the student
1.	19R11A0173	Munigeti Prudhviraj
2.	19R11A0101	Ajmeera Sandeep
3.	19R11A0182	Shaik Mohammed Riaz
4.	19R11A0152	Devala Akash Yadav
5.	19R11A0162	Kotuguri Yagnoosha Bandhavi
6.	19R11A0161	Kattela Deepthi
7.	19R11A0167	Malleboina Rohit
8.	19R11A0178	Pamu Aravind Kumar
Batch: 2018-22		
S.No.	Roll no.	Name of the student
1	18R11A0161	Aditya Narvate
2	18R11A0194	Maredukonda Sai Karthika
3	18R11A0195	Matta Tharpani
4	18R11A0171	Darga Preetham Kumar
5	18R11A0147	Ramidi Snigdha
6	18R11A01B1	S Sai Roopa
7	18R11A0166	Bacha Akhila
8	18R11A01A5	Pankuntla Akshaya
9	18R11A0110	C Venkata Sri Dikshita
10	18R11A0140	Nandivelugu Prathyusha
11	18R11A0119	Gadipally Shruthi
12	18R11A01A8	Pendli Chandana
13	18R11A0199	Mohammed Yaseen
14	18R11A0187	Kormatha Anish
15	18R11A01A0	Mutpuri Akhil Gupta
16	18R11A0120	Gokavarapu Sai Hanisha

17	18R11A0172	Domathoti Celina Grace Harrison
18	18R11A0197	Mekala Varsha

4.4.2 Publication of technical magazines, newsletters, etc. (5)

Institute Marks : 5.00

Department of Civil Engineering is releasing "PRAGATHI" newsletter twice in a year. The first volume first issue was released in the academic year 2016-17. It covers all the activities of the department that include faculty contributions through publication of papers in journals and conferences, participation in FDP's, STTP's, workshops, faculty achievements in self learning courses such as NPTEL and student participation in various activities including curricular, co-curricular and extracurricular. It also covers industrial visits organized, workshops conducted, guest lectures by invited experts, and contributed articles by senior faculty.

In addition, the college publishes a technical magazine every academic year in which the faculty and students of civil engineering department contribute technical articles.

S. No.	Newsletter	Term	Editorial Board
1.	PRAGATHI, Volume 8, Issue 1	July -December 2023	1. V. Abdul Raffi– Chief Editor 2. Reena Raana – Associate Editor
2.	PRAGATHI, Volume 8, Issue 2	Jan-July 2023	1. V. Abdul Raffi– Chief Editor 2. Reena Raana – Associate Editor
3.	PRAGATHI, Volume 7, Issue 1	July -December 2022	1. V. Abdul Raffi– Chief Editor 2. G. Raju – Associate Editor
4.	PRAGATHI, Volume 6, Issue 2	Jan-July 2022	1. V. Abdul Raffi -Chief Editor 2. K. Rupa Sree- Associate Editor
5.	PRAGATHI, Volume 6, Issue 1	July -December 2021	1. Dr. R. Prasanna Kumar – Chief Editor 2. V. Anusha – Associate Editor 3. V. Anusha - Editor
6.	PRAGATHI, Volume 5, Issue 2	Jan-July 2021	1. Dr. R. Prasanna Kumar-Chief Editor 2. G. Raju- Associate Editor 3. P. Supriya- Editor
7.	PRAGATHI, Volume 5, Issue 1	July -December 2020	1. Dr. R. Prasanna Kumar – Chief Editor 2. G. Raju – Associate Editor 3. K. Divya - Editor
8.	PRAGATHI, Volume 4, Issue 2	Jan-July 2020	1. Dr. R. Prasanna Kumar-Chief Editor 2. G. Raju- Associate Editor 3. P. Supriya- Editor
9.	PRAGATHI, Volume 4, Issue 1	July – December 2019	1. Dr. R. Prasanna Kumar – Chief Editor 2. G. Raju – Associate Editor 3. D. Ramachander - Editor
10.	PRAGATHI, Volume 3, Issue 2	Jan – July 2019	1. Dr. R. Prasanna Kumar – Chief Editor 2. G. Raju – Associate Editor 3. D. Ramachander - Editor
11.	PRAGATHI, Volume 3, Issue 1	July – December 2018	1. Dr. R. Prasanna Kumar – Chief Editor 2. G. Raju – Associate Editor 3. D. Ramachander – Editor 4. K. Divya - Editor
12.	PRAGATHI, Volume 2, Issue 2	Jan – June 2018	1. Dr. P. Ram Mohan Rao – Chief Editor 2. G. Raju – Associate Editor 3. K. Divya - Editor

13.	NEWSLETTER, Volume 2, Issue 1	July – December 2017	1. Dr. K.R.C. Reddy – Chief Editor 2. P. Neeraja – Associate Editor 3. G. Raju – Editor 4. Y.V. Mohan Reddy – Student Member 5. K. Linga Raju - Student Member 6. K. Vaishnav - Student Member
14.	NIRMAAN, Volume 1, Issue 2	December 2016- May 2017	1. P. Neeraja - Chief Editor 2. D. Ramachander - Editor
15.	NIRMAAN, Volume 1, Issue 1	June- November 2016	1. P. Neeraja - Chief Editor 2. D. Ramachander - Editor

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
 UGC Autonomous Institution
 Accredited by NAAC, Approved by AICTE and affiliated to JNTUH
 Cheerayal (V), Keesara (M), Medchal (Dist.) Pin-501 301
 Ph: +91 7306295152, Website: www.gcet.edu.in

Newsletter: Volume 7, Issue 2
 PRAGATHI: July - Dec 2022

PRAGATHI

DEPARTMENT OF CIVIL ENGINEERING

What's Inside
 Message from Head of the Department
 Vision, Mission, PEO's and PSO's of the Department
 I. Publications by faculty
 II. Faculty Achievements/Awards
 III. Student participation & achievements
 IV. FDP's/Workshops/Conferences/Webinars participated by faculty
 V. Expert lectures / Workshops / Field visits organized by the department



G. R. Ravinder Reddy
Chairman



Dr. Uday Kumar Susarla
Principal



Dr. R. Prasanna Kumar
Dean-Registrar



V. Abdul Raffi
Head-CED

Message from Head of the Department

I am very happy to bring out the fifth volume, second issue Department Newsletter "PRAGATHI". My hearty congratulations to all the academic toppers of II, III and IV years. Five of our students qualified through GATE and IELTS 2021 examinations. On the placements front, this time, CE department feel pride to place on record that two of our students got placed in Byju's with an annual package of 10 Lakh rupees, and about 30 other Civil Engineering students of 2017-2021 batch secured placements on campus in various multinational companies such as Cognizant, Accenture, DXC Technologies etc. Many of the faculty members of the department have participated in various online ATAL FDPs and webinars organized by reputed institutions.

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Vision of the department

The Civil Engineering Department is committed to excellence, quality, and sustained growth while offering our students an outstanding and rigorous education in an environment that supports intellectual growth while meeting 21st century demands.

Mission of the department

1. To provide high-quality educational experience for students in the field of Civil Engineering with strong emphasis on professional ethics, social and environmental responsibilities.
2. To provide infrastructure and facilities to meet the latest technological requirements.
3. To provide research opportunities for faculty and students.
4. To have a continuous interaction with Industry with an emphasis on R and D.
5. To produce engineers capable of critical thinking, devoted to lifelong learning, and highly sought after by employers.

Program Educational Objectives (PEOs)

Program Educational Objectives (PEOs) are broad statements that describe the career and professional accomplishments that the program is preparing the graduates to achieve within three to five years of graduation. The PEOs for Civil Engineering program are:

PEO 1: Graduates will be technically adept in mathematical, scientific, and engineering fundamentals to pursue their chosen profession or pursue advanced studies with a commitment to lifelong learning for professional development.

PEO 2: Graduates will be able to apply problem-solving skills to various engineering problems that involve management of medium-sized projects to large-scale projects using modern equipment or systems, and work on multidisciplinary projects in multicultural environment demonstrating interpersonal skills.

PEO 3: Graduates will exhibit creativity, innovation, and professional ethics with leadership qualities towards societal development.

Program Specific Outcomes (PSOs)

PSO 1: Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.

PSO 2: Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.

PSO 3: Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.

I. Publications by faculty

S. No.	Faculty Name	Title of Paper	Details
1.	Dr. V. V. Praveen	A study on validation of moment-curvature relationship of lime sludge-based blended cement concrete on numerical modeling (ATENA)	Name of the journal - Structures - SCI Date of published: 11/10/2022 Volume: 45 Page: 1729-1737
2.	Dr. V. V. Praveen	Study on strength and durability characteristics of nano-silica based blended concrete Name of the journal - Hybrid advances	Date of published: 31/12/2022 Volume: 2 Page: 1-15
3.	Dr. K. Sri Lakshmi	Establishment of CETP at Chirala textile cluster using RS and GIS: a site suitability study	International conference on education 5.0- role of institution, industry and society, (eris - 2022) october 14 -15 2022, organised by NIT Warangal.

II. Faculty Achievements/Awards

1. G. Raju, Assistant Professor got admission for Ph. D. under category -II in Osmania University, Hyderabad, Telangana.
2. V. Navaneetha, Assistant Professor got admission for Ph. D. under category -II in Osmania University, Hyderabad, Telangana.

III. Student participation & achievements

S. No.	Student Name	Event Name with Date	Place/College	Remarks
1.	Ajmeera Sandeep	QUIZOHOLIC-3.0, November 2022	GCET	Participation
2.	Ajmeera Sandeep	Flipkart GRiD-4.0-Software Development Challenge	Flipkart	Participation
3.	Deeravath Balaram	GATE 2023	GATE 2023	Qualified
4.	Abhishek Vemula	GRE March 2023	GRE	Qualified
5.	Sabitha Tabassum Shaik	GRE Sept 2022	Master's in University of North Texas	MS in NTU
6.	Harita Pasumarthi	IELTS Jul 2022	IELTS	Qualified
7.	Tummeti Sai Kumar Reddy	GRE	Data Science MS Programme in University of New Heaven, West Heaven	MS in UNH
8.	Rakesh Reddy Maggidi	GATE 2023	GATE 2023	Qualified

IV. FDP's/Workshops/Conferences/Webinars participated by faculty

S. No.	Name of the Faculty	Duration of Workshop	Topic	Organized by
1.	V Navodaya	13-07-2022	Webinar on NEP 2020 Implementation Plan: Equity and Inclusion	JNTUH
2.	K.Keerthi	16-07-2022	New techniques for prevention and mitigation of disasters triggered by earth quake and tsunami	Ultratech cement. Ltd
3.	N Kranthi Kumar	18-07-2022 to 22-07-2022	Concrete Mix Proportioning as per IS 10262 - 2019	NITTTR Kolkatta
4.	V.Abdul Raffi	12 Weeks (July-22 to Oct-22)	Geotechnical Engineering-I	IIT Khargpur NPTEL Course
5.	N Kranthi Kumar	12 Weeks (July-22 to Oct-22)	Design of Reinforced Concrete Structures	IIT Khargpur NPTEL Course
6.	N Kranthi Kumar	12 Weeks (July-22 to Oct-22)	FDP on Design of Reinforced Concrete Structures	IIT Khargpur NPTEL Course
7.	Dr. K. SriLakshmi	12-08-2022	Represented GCET as Innovation ambassador	Srinidhi College of Engineering & Technology
8.	V.Abdul Raffi	14-09-2022	Latest trends in Green Buildings	Jalpee University, Solan, Himachal Pradesh
9.	Dr. K. SriLakshmi	17-09-2022	Innovation ambassador (IA) training (Foundation level)	MoE's Innovation cell and AICTE
10.	Dr. K. SriLakshmi	10-10-2022	Innovation ambassador (IA) training (Advanced level)	MoE's Innovation cell and AICTE
11.	Dr. K. SriLakshmi	15-10-2022	National webinar on women and environment : issues & challenges	Acharya Nagarjuna University
12.	Reena Rana	15-10-2022	National webinar on women and environment : issues & challenges	Acharya Nagarjuna University

13.	<i>Dr. K. SriLakshmi</i>	<i>15-10-2022</i>	<i>Education 5.0- Role of Institution, Industry and Society (ERIS-2022)</i>	<i>NIT, Warangal</i>
14.	<i>Dr. K. SriLakshmi</i>	<i>24-11-2022</i>	<i>Green talk on Rain Water Harvesting</i>	<i>Jalpee University, Solan, Himachal Pradesh</i>
15.	<i>V.Abdul Raffi</i>	<i>24-11-2022</i>	<i>Green talk on Rain Water Harvesting</i>	<i>Jalpee University, Solan, Himachal Pradesh</i>
16.	<i>K.Keerthi</i>	<i>24-11-2022</i>	<i>Green talk on Rain Water Harvesting</i>	<i>Jalpee University, Solan, Himachal Pradesh</i>
17.	<i>Reena Rana</i>	<i>24-11-2022</i>	<i>Green talk on Rain Water Harvesting</i>	<i>Jalpee University, Solan, Himachal Pradesh</i>
18.	<i>V.Navaneetha</i>	<i>24-11-2022 to 29-11-2022</i>	<i>Applications of Artificial Intelligence & Machine Learning in Civil Engineering</i>	<i>IIC & IEI</i>
19.	<i>V.Abdul Raffi</i>	<i>26-11-2022</i>	<i>Reinforced concrete piled wall retention systems for deep excavations in urban areas</i>	<i>ICI Hyderabad centre</i>
20.	<i>Dr. K. SriLakshmi</i>	<i>28-11-2022 to 04-12-2022</i>	<i>Publications, Projects and Patents (PPP-2K22)</i>	<i>CVR college of Engineering</i>
21.	<i>Dr.N.Mahendra</i>	<i>22-12-2022 to 24-12-2022</i>	<i>Petrographic features of Granitic Rocks</i>	<i>Conference</i>
22.	<i>N Kranthi Kumar</i>	<i>26-12-2022 to 30-12-2022</i>	<i>Course on Commentary for Code on Ductility Design and Detailing of RC structures</i>	<i>NITTTR Kolkatta</i>

V. Expert lectures / Workshops / Field visits organized by the department

S. No	Name of the Resource person	Designation and Organization	Date organized	Topic covered	Activity
1	Dr. N R Dakshina Murthy	Associate Professor, CBIT, Hyderabad.	26.08.2022	NDT and Structural Rehabilitation Case studies	Expert Lecture
2	Mr. Gladvin	Trainer, Nilaya Architects, Structural consultant & construction	04.07.2022-14.07.2022	Revit Architecture	Training Program
3	Mr. S. Mani Mohan Trinath	Managing Director, ACE Academy	30.08.2022	How to crack ESE/ GATE/PSUs in First Attempt?	Expert Lecture
4	Er. S. B. Shankar Rao	Ritared Sp. Engineer	15.09.2022	Role of a Civil Engineer in the world	Expert Lecture
5	Ch Ravi Kumar	Senior Consultant, National Academy for Construction	21.10.2022	Opportunities for Civil Engineering Students	Student Development Program

6. Quiz Competition on "A National Online Quiz on Entrepreneurial Competence of 75 years of free India,"

Dated: 13/08/2022

The Indian National Flag is a symbol of national pride. To further honor our flag, the department of Civil engineering decided to conduct an online national quiz under Azadi Ka Amrit Mahotsav that has approved the program of 'Har Ghar Tiranga'. The idea behind the initiative is to invoke the feeling of patriotism in the hearts of the students and promote awareness about our national flag. In this context, the department of civil engineering in collaboration with Institutions Innovation Council (IIC) organized a National Quiz and invited all college students to participate in the quiz.

The Quiz was unique in itself because it was held on virtual platform. The Rules and regulations of the quiz were shared to the students during registration. And on later stage they were also informed to students on whatsapp platform. We had 70 students from 19 different colleges throughout India who have enthusiastically participated in the quiz. It was organized by Dr. K. SriLakshmi and Reena Rana.



Geethanjali College of Engineering and Technology

(UGC Autonomous Institution - Accredited by NBA & NAAC, Permanently Affiliated to JNTU, ISO 9001:2015 certified)

 Choorpet (T), Keesara (M), Medchal, Dist: 501201

Department of Civil Engineering, in collaboration with Institution's Innovation Council of GCET

Results

An online Quiz Competition on "Entrepreneurial competence of 75 years of free India"

1st : Yellavula Sreeya Reddy, Matrusri engineering college (Hyd)

2nd : Mamilla Rithika, Geethanjali college of engineering and technology (Hyd)

3rd : Nidhi Singh Thakur, Guru nanak dev engineering college (Hyderabad)

Consolation Prizes

Kallem Preetham Reddy, Geethanjali college of engineering and technology (Hyderabad)
 Amzadpasha. C, Sir M Vishveshvaraya institute of Technology (MVI), (Hyderabad)
 Vaishnavi Agarwal, College of engineering, (Boorkee)
 Sania Begum, Geethanjali college of engineering and technology (Hyderabad)
 D. Sai Bharani, Geethanjali college of engineering and technology (Hyderabad)

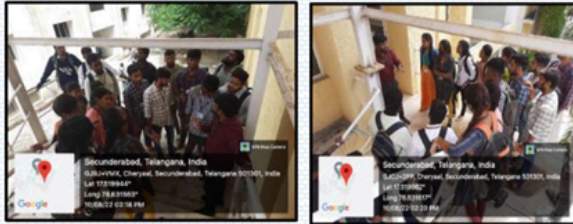
Quiz Organizers:
Dr. K. Sri Lakshmi & Reena Rana, Department of Civil Engineering



Few snapshots of Training Programs

7. Industrial visit at "Emergency Steel Staircase-Block 3 -GCET"

All the B. Tech IV Year students of Civil Engineering were taken to visit the Emergency Steel Staircase at Block-III of GCET on 10th August 2022. Mr. G.Sampath Kumar and Ms.V.Navaneetha ,faculty of Civil Engineering department have accompanied the students for the visit. Students are exposed to understand the importance of rolled steel sections, its connections like welding, bolting and its structural design aspects adopted as per different loading conditions.



A few snap shots during the visit

8. Industrial visit at "National Academy of Construction-Hitech City"

A group of B. Tech II- Year students were taken to National Academy of Construction on 24th December 2022, as part of Curriculum. Students were accompanied by three faculty members. The team of NAC gave a power point presentation on various training programs conducted by the organization. A demonstration on various construction techniques was also given such as Scaffolding, Welding, Plumbing services, prefabricated materials used in industry, Brick masonry, Painting, Electrical wiring, Bar bending schedule etc. Mr. G. Raju, Mr. G. Sampath Kumar and Ms. Reena Rana faculty of Civil Engineering department have accompanied the students for the visit. The visit was highly informative and useful to all the students and the faculty as they got exposed to the practical aspects of construction.



A few snap shots during the visit

Periodical Editions



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INNOVATION

COLLEGE MAGAZINE

2019-20

*The science of today,
is the technology of tomorrow.*

- EDWARD TELLER



Geethanjali College of
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4.4.3 Participation in inter-institute events by students of the program of study (10)

Institute Marks : 10.00

STUDENT'S PARTICIPATION (A.Y.2023-24)			
S. No.	Student Name	Event Name with Date	Place/College
1	A. Uttej vadan	1-Day workshop on Tunneling on 03.01. 2024	GITAM (Deemed to be University)
2	B.N. Sai Santhosh	1-Day workshop on Tunneling on 3 rd Jan 2024	GITAM (Deemed to be University)
3	B. Bhanu Prakash	1-Day workshop on Tunneling on 3 rd Jan 2024	GITAM (Deemed to be University)
4	J. Sindhuja Pawar	1-Day workshop on Tunneling on 3 rd Jan 2024	GITAM (Deemed to be University)
5	N. Komal	1-Day workshop on Tunneling on 3 rd Jan 2024	GITAM (Deemed to be University)
6	T. Kowshik Raj Singh	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
7	V. Jayanth Sakar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
8	Vislavath Ravi	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
9	Sk. Abidur Rahman	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
10	B Harshini	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
11	B Devender	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
12	A Roopa Chandrika	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
13	B Harshitha	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
14	B Sai Varun	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
15	A Mavitha	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
16	V Deeraj	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
17	T Devisatyasri	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
18	R Praveen Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
19	S. Sanjeev	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad

20	G Prashanth	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
21	P Bhavana	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
22	M Kushalatha	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
23	K Pavan Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
24	K. Nikhil	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
25	K Shiva Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
26	D Nithin Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
27	B Prashanth	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
28	B Naveen Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
29	R Anudeep	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
30	B N Sai Santhosh	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
31	B Pranay	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
32	B Bhanu Prakash	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
33	D Venkat	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
34	B Rajashekar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
35	G Ganesh	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
36	J Nithin	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
37	G Madhusudhan	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
38	E Manoj Kumar	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
39	R Hemanth	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad
40	P Harikrishna	Standard Writing Competition by BIS on 06/10/2023	BIS- Hyderabad

41	D Sairam	1-day National Level Event on 09/02/23	BIS- Hyderabad
42	V Jayanth Sakar	1-day National Level Event on 09/02/23	BIS- Hyderabad
43	B Harshini Goud	1-day National Level Event on 09/02/23	BIS- Hyderabad
44	K Bhuvana Chandra	1-day National Level Event on 09/02/23	BIS- Hyderabad
45	V Ravi	1-day National Level Event on 09/02/23	BIS- Hyderabad
46	B Harshitha Goud	1-day National Level Event on 09/02/23	BIS- Hyderabad
47	A Roopa Chandrika	1-day National Level Event on 09/02/23	BIS- Hyderabad
48	B Sai Varun	1-day National Level Event on 09/02/23	GCET
49	K Bhanu Chander	1-day National Level Event on 09/02/23	GCET
50	L Rishi Deshmukh	1-day National Level Event on 09/02/23	GCET
51	K Archana	1-day National Level Event on 09/02/23	GCET
52	K Nikhil Kumar	1-day National Level Event on 09/02/23	GCET
53	N Sai Vishal	1-day National Level Event on 09/02/23	GCET
54	P Santhosh Kumar	1-day National Level Event on 09/02/23	GCET
55	N Harika	1-day National Level Event on 09/02/23	GCET
56	R Sai Chetan	1-day National Level Event on 09/02/23	GCET
57	N Srikanth Reddy	1-day National Level Event on 09/02/23	GCET
58	T Naresh	1-day National Level Event on 09/02/23	GCET
59	P Brahman	1-day National Level Event on 09/02/23	GCET
60	K Bhavya Shri	1-day National Level Event on 09/02/23	GCET
61	K Sai Karthik	1-day National Level Event on 09/02/23	GCET

62	V Harivardhan Reddy	1-day National Level Event on 09/02/23	GCET
63	Sk. Abidur Rahman	1-day National Level Event on 09/02/23	GCET
64	P Thirupathaiah	1-day National Level Event on 09/02/23	GCET
65	N Rajendar	1-day National Level Event on 09/02/23	GCET
66	L Kamal Kumar	1-day National Level Event on 09/02/23	GCET
67	G Dhanush	1-day National Level Event on 09/02/23	GCET

STUDENT'S PARTICIPATION (A.Y.2022-23)

S. No.	Student Name	Event Name with Date	Place/College
1	V. Jayanth Sakar	2 nd prize-Basketball-April 2023	GCET
2	D Sai Ram	2 nd Prize-Poster Presentation-04/04/2023	GCET
3	Balaram Deeravath	GATE 2023	-
4	Ajmeera Sandeep	GATE 2023	-
5	Ajmeera Sandeep	Tech Quiz-Flipkart GRiD 4.0	GCET
6	Ajmeera Sandeep	QUIZOHOLIC-3.0	GCET
7	Tummeti Sai Kumar Reddy	GRE - 6/9/2022	-
8	A. Bhuvana Chandra	Bhaswara-2023	GCET
9	Komaragiri Anirudh	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
10	Pravallika Bellamkonda	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
11	Chitupolu rithvik	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
12	Meena	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
13	D sai kumar	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
14	D. Akash	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD

15	Aishwarya Dusa	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
16	Goutham Reddy	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
17	Sathvika Gaddam	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
18	Bharath Reddy jakkula	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
19	K Sai vijay kashyap	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
20	Bhargava Ram kodali	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
21	Nampally Swetha	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
22	Panjala Sathish Goud	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
23	Anand	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
24	Manikanth Reddy	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
25	P.srinivas	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
26	Rasagarala Omkar	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
27	Srijay J	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
28	T.Sai rohit ram	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
29	VallepuKumar swamy	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
30	V Sandeep Reddy	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
31	Yamjala vijay bhargav	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
32	Kanduri Sumanth	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
33	Chandrakanth	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
34	Achini Vinay Kumar	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
35	A.vineeth	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD

36	Janga Ajay	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
37	Banoth Vamshi	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
38	Laxmi Narayana	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
39	Ch. Sirisha	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
40	Manikanta	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD
41	Praveen kumar	Revit Software training(04-07-22 to 14.07.22)	GCET in collaboration with CANTER CADD

STUDENT'S PARTICIPATION (A.Y.2021-22)			
S. No.	Student Name	Event Name with Date	Place/College
1	J Arun Reddy	Bhaswara - Cad-A-Thon - 28/4/2022	GCET
2	A. Sandeep and J Arun Reddy	Bhaswara - Poster Presentation - 28/4/2022	GCET
3	Ch.Sanjay and J Arun Reddy	Bhaswara - Quiz Competition - 28/4/2022	GCET
4	J. Sai Rohit	Short Film Incubation - Workshop - 09/04/2022	-
5	K.Sai Rohit	Unnat Bharat Abhiyan 2021-Video Competition for Covid-19 Awareness	-
6	K. Bhavyashri	Bhaswara - 1 st prize in Bridge Making - 28/4/2022	GCET
7	K.Bhavyashri	Bhaswara - 3 rd Prize - Cad-A-Thon - 28/4/2022	GCET
8	K.Bhavyashri	Bhaswara - 3 rd Prize - Technical Quiz - 28/4/2022	GCET
9	V Jayanth Sakar	Mathematics Project Presentation - 15/06/2021	GCET

Sr. No	Name	PAN No.	University Degree	Date of Receiving Degree	Area of Specialization	Research Paper Publications	Ph.D Guidance	Faculty receiving Ph.D during the assessment year	Current Designation	Date (Designated as Prof / Assoc. Prof.)	Initial Date of Joining	Association Type	At present working with the Institution (Yes / No)	Date of Leaving	IS HOD?
1	Dr. R. Prasanna Kumar	AHKPP2684G	ME/M. Tech and PhD	10/10/2009	Transportation Engineering	21			Professor	20/12/2018	20/12/2018	Regular	Yes		No
2	Dr. V.V Praveen Kumar	AIGPV3311B	ME/M. Tech and PhD	22/05/2019	Structural Engineering	12			Associate Professor	11/08/2021	11/08/2021	Regular	Yes		Yes
3	V. Abdul Raffi	AURPV8329A	M.E/M.Tech	10/07/1996	Geotechnical Engineering	2			Assistant Professor		03/12/2018	Regular	Yes		No
4	Dr. N. Mahendra	AJJPN1624K	M.Sc. and PhD	22/11/2016	Geology	3			Assistant Professor		01/11/2018	Regular	Yes		No
5	V. Goutham	AIHPV9658G	M.E/M.Tech	05/10/2012	Geomatics	2			Assistant Professor		04/11/2015	Regular	Yes		No
6	P. Supriya	CCAPP8418H	M.E/M.Tech	10/08/2015	Structural Engineering	3			Assistant Professor		01/12/2015	Regular	Yes		No
7	G. Raju	BPVPR1413P	M.E/M.Tech	10/08/2015	Transportation Engineering	3			Assistant Professor		26/05/2016	Regular	Yes		No
8	G. Sampath Kumar	BFYPG3040L	M.E/M.Tech	06/10/2014	Structural Engineering	1			Assistant Professor		30/05/2016	Regular	Yes		No
9	D. Varun Kumar	BJZPD3906K	M.E/M.Tech	05/11/2016	Structural Engineering	5			Assistant Professor		22/11/2016	Regular	Yes		No
10	M. Srujan Kumar	CAGPM8869P	M.E/M.Tech	05/12/2015	Transportation Engineering	4			Assistant Professor		15/11/2019	Regular	Yes		No
11	V. Navaneetha	ASYPV0262H	M.E/M.Tech	27/11/2014	Structural Engineering	1			Assistant Professor		01/02/2021	Regular	Yes		No
12	Reena Rana	AKUPR1110L	M.E/M.Tech	21/09/2013	Irrigation Water Management	1			Assistant Professor		24/01/2022	Regular	Yes		No
13	K. Keerthi	BQYPK5941B	M.E/M.Tech	05/12/2015	Water and Environmental Engineering	2			Assistant Professor		18/02/2021	Regular	No	31/05/2023	No
14	K. Raghavendhar	ACFPK6507K	M.E/M.Tech	11/03/1985	Structural Engineering				Assistant Professor		01/03/2021	Regular	No	30/11/2022	No
15	Dr. P. Harsha Praneeth	BFEPPO996Q	ME/M. Tech and PhD	10/08/2021	Structural Engineering	5			Associate Professor		13/06/2019	Regular	No	31/05/2022	No
16	K. Priyanka	CBIPK2395H	M.E/M.Tech	10/12/2016	Geotechnical Engineering				Assistant Professor		05/07/2017	Regular	No	31/10/2022	No

17	N Kranthi Kumar	DHPPK4756Q	M.E/M.Tech	10/10/2015	Structural Engineering				Assistant Professor		17/01/2022	Regular	Yes		No
18	V Navodaya	AFNPV0633A	M.E/M.Tech	10/11/2014	Structural Engineering				Assistant Professor		25/02/2020	Regular	No	30/09/2022	No

5.1 Student-Faculty Ratio (SFR) (20)

Total Marks 12.00

UG

No. of UG Programs in the Department

Bachelor of Technology						
Year of Study	CAY		CAYm1		CAYm2	
	(2023-24)		(2022-23)		(2021-22)	
	Sanction Intake	Actual admitted through lateral entry students	Sanction Intake	Actual admitted through lateral entry students	Sanction Intake	Actual admitted through lateral entry students
2nd Year	60	18	60	22	60	11
3rd Year	60	22	60	11	120	35
4th Year	60	11	120	35	120	14
Sub-Total	180	51	240	68	300	60
Total	231		308		360	
Grand Total	<input type="text" value="231"/>		<input type="text" value="308"/>		<input type="text" value="360"/>	

PG

No. of PG Programs in the Department

Grand Total	<input type="text"/>	<input type="text"/>	<input type="text"/>
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SFR

No. of UG Programs in the Department

No. of PG Programs in the Department

Description	CAY(2023-24)	CAYm1 (2022-23)	CAYm2 (2021-22)
Total No. of Students in the Department(S)	<input type="text" value="231"/> Sum total of all (UG+PG) students	<input type="text" value="308"/> Sum total of all (UG+PG) students	<input type="text" value="360"/> Sum total of all (UG+PG) students
No. of Faculty in the Department(F)	<input type="text" value="12"/> F1	<input type="text" value="13"/> F2	<input type="text" value="15"/> F3
Student Faculty Ratio(SFR)	<input type="text" value="19.25"/> SFR1=S1/F1	<input type="text" value="24.00"/> SFR2=S2/F2	<input type="text" value="23.69"/> SFR3=S3/F3
Average SFR	<input type="text" value="22.31"/> SFR=(SFR1+SFR2+SFR3)/3		
F=Total Number of Faculty Members in the Department (excluding first year faculty)			

Note: All the faculty whether regular or contractual (except Part-Time), will be considered. The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered for the purpose of calculation in the Faculty Student Ratio. However, following will be ensured in case of contractual faculty:

1. Shall have the AICTE prescribed qualifications and experience.
2. Shall be appointed on full time basis and worked for consecutive two semesters during the particular academic year under consideration.
3. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit

5.1.1. Provide the information about the regular and contractual faculty as per the format mentioned below:

	Total number of regular faculty in the department	Total number of contractual faculty in the department
CAY(2023-24)	12	0
CAYm1(2022-23)	13	0
CAYm2(2021-22)	15	0

Average SFR for three assessment years : 22.31

Assessment SFR : 12

5.2 Faculty Cadre Proportion (20)

Total Marks 18.00

Institute Marks : 18.00

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY(2023-24)	1.00	1.00	2.00	1.00	7.00	10.00
CAYm1(2022-23)	1.00	1.00	3.00	1.00	10.00	11.00
CAYm2(2021-22)	2.00	1.00	4.00	2.00	12.00	12.00
Average Numbers	1.33	1.00	3.00	1.33	9.67	11.00

Cadre Ratio Marks [(AF1 / RF1) + [(AF2 / RF2) * 0.6] + [(AF3 / RF3) * 0.4]] * 10 : 18.00

5.3 Faculty Qualification (20)

Total Marks 9.37

	X	Y	F	$FQ = 2 \times [(10X + 4Y) / F]$
2023-24(CAY)	2	10	11.00	10.91
2022-23(CAYm1)	2	11	15.00	8.53
2021-22(CAYm2)	3	12	18.00	8.67

Average Assessment : 9.37

5.4 Faculty Retention (10)

Total Marks 4.00

Institute Marks : 4.00

Description	2022-23 (CAYm1)	2023-24 (CAY)
No of Faculty Retained	11	10
Total No of Faculty	18	18
% of Faculty Retained	61	56

Average : 58.00

Assessment Marks : 4.00

5.5 Faculty competencies in correlation to Program Specific Criteria (10)

Total Marks 10.00

1	Structural Engineering	Engineering Mechanics: Statics and Dynamics	G.Sampath Kumar	9 Years		Structural Engineering	2	Yes	Yes
2		Mechanics of Materials	G.Sampath Kumar	9 Years		Structural Engineering	2	Yes	Yes
3		Building Materials, Construction and Planning	V.Navaneetha	8 Years		Structural Engineering	1	Yes	Yes
4		Structural Analysis	Dr.V.V.Praveen Kumar	6 Years	4.5 Years	Structural Engineering	11	Yes	Yes
5		Concrete Technology	Dr.V.V.Praveen Kumar	6 Years	4.5 Years	Structural Engineering	11	Yes	Yes
6		Computer Aided Drafting of Buildings lab	G.Vimala	3 Years		Structural Engineering	1	Yes	Yes
7		Design of Reinforced Concrete Structures	D.Varun Kumar	7.3 Years		Structural Engineering	5	Yes	Yes
8		Design of Steel Structures	G.Sampath Kumar	9 Years		Structural Engineering	2	Yes	Yes
10		Modern Construction Materials	Dr.V.V.Praveen Kumar	6 Years	4.5 Years	Structural Engineering	11	Yes	Yes
12		Estimation and Costing	V.Navaneetha	8 Years		Structural Engineering	1	Yes	Yes
13		Health Monitoring and Retrofitting of structures	P.Supriya	8 Years		Structural Engineering	7	Yes	Yes
14		STAAD Lab	G.Sampath Kumar	9 Years		Structural Engineering	2	Yes	Yes
15		Structural Drafting Lab	D.Varun Kumar	7.3 Years		Structural Engineering	5	Yes	Yes

16	Geotechnical Engineering	Geotechnical Engineering	V.Abdul Raffi	20 Years		Geotechnical Engineering	1	Yes	Yes
17		Geotechnical Engineering Lab	V.Abdul Raffi	20 Years		Geotechnical Engineering	1	Yes	Yes
18		Foundation Engineering	V.Abdul Raffi	20 Years		Geotechnical Engineering	1	Yes	Yes
19	Environmental Engineering	Environmental Engineering	V.Navaneetha	8 Years		Structural Engineering	1	Yes	Yes
20		Environmental Engineering Lab	V.Navaneetha	8 Years		Structural Engineering	1	Yes	Yes
21	Transportation Engineering	Transportation Engineering	Dr.R.Prasanna Kumar	26 Years		Transportation	22	Yes	Yes
22		Highway Engineering and Concrete Technology Lab	M.Srujan Kumar	6 Years		Engineering	3	Yes	Yes
23		Pavement Analysis and Design	G.Raju	8 Years		Transportation	5	Yes	Yes
24		Railway Engineering	M.Srujan Kumar	6 Years		Engineering	3	Yes	Yes
25		Pavement Analysis and Design Lab	G.Raju	8 Years		Transportation	5	Yes	Yes
26	Surveying and Geomatics	Surveying and Geomatics	V.Goutham	8 Years	3 Years	Geomatics	4	Yes	Yes
27		Surveying and Geomatics Lab	V.Goutham	8 Years	3 Years	Geomatics	4	Yes	Yes
28		Advanced Surveying	V.Goutham	8 Years	3 Years	Geomatics	4	Yes	Yes

29	Water Resource Engineering	Fluid Mechanics	Reena Rana	5 Years		Irrigation & Water Resources Management	1	Yes	Yes
30		Hydraulics and Hydraulic Machinery	Reena Rana	5 Years		Irrigation & Water Resources Management	1	Yes	Yes
31		Fluid Mechanics and Hydraulic Machinery Lab	Reena Rana	5 Years		Irrigation & Water Resources Management	1	Yes	Yes
32		Hydrology and Water Resources Engineering	Reena Rana	5 Years		Irrigation & Water Resources Management	1	Yes	Yes
33		Irrigation Engineering and Hydraulic structures	G.Sampath Kumar	9 Years		Structural Engineering	2	Yes	Yes

Introduction:

The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning and there is a sense that if students do not learn then whatever the teacher is doing does not deserve the label of 'teaching'. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goals for the country.

Traditional Teaching Method: In the pre-technology education context the teacher is the sender, the educational material is the information and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and-talk" method and LCD projector transparencies. This learning perspective is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge.

Innovative Teaching Methods: Following are some of the innovative methods of teaching that are initiated and implemented by the faculty for improving the Teaching-Learning-Process.

1. Collaborative Learning
2. Through Display of Working Models
3. Facilitating through Group Learning
4. Teaching through Value Added Courses
5. Providing Experiential Learning
6. Through Guest Lectures, Industrial Visits, Fieldtrips
7. Using ICT, explaining complex concepts through animation
8. Continuous Interaction with student

Teaching through using models

In the course of Climate change and adaptation while explaining the concept of flood control management to the students of IV year of CE, the sponge city model demonstrated to the students to get them a better understanding about the flood control management.

Name of the faculty: D.Varun Kumar

Through Workshops



A one week workshop on “REVIT Architecture” was conducted to the students of III year and IV year in association with Canter CAD.

Through Guest lectures



A Guest lecture was conducted by the department of Civil Engineering on the occasion of “Engineers day” on 15th September 2023. The guest Er.Suryaprasanna CEO of Satyavani Consultancy was invited, he gave lecture on importance of Civil Engineering to the students of Civil.

Through Field Visits



A Field visit was arranged to the students of II year to the Girls hostel campus of Geethanjali College of Engineering and Technology. Reinforcement detailing of RCC elements like beams, columns, slabs and stairs explained.

Under Professional Body

A workshop was conducted by the "Beauro of Indian Standards" to the students of Civil on the occasion of "Worlds standards day 2023". Guest lecturer and essay writing events were conducted as the part of workshop.



Name of the faculty	Max 5 Per Faculty		
	2022-23(CAYm1)	2021-22(CAYm2)	2020-21(CAYm3)
Dr. R. Prasanna Kumar	3.00	0.00	5.00
Dr. V.V.Praveen Kumar	3.00	3.00	0.00
V. Abdul Raffi	5.00	5.00	5.00
Dr. K. SriLakshmi	5.00	0.00	0.00
Dr. N. Mahendra	3.00	0.00	3.00
G Sampath Kumar	0.00	0.00	5.00
G. Raju	3.00	5.00	5.00
P. Supriya	3.00	5.00	5.00
D Varun Kumar	0.00	5.00	5.00
V.Navaneetha	3.00	3.00	5.00
M.Srujan Kumar	5.00	3.00	0.00
S. Hari Kiran	0.00	0.00	3.00
B. Kowshik Reddy	0.00	0.00	3.00
K. Priyanka	0.00	0.00	3.00
S. Gowtham	0.00	0.00	5.00
D Divya Vani	0.00	0.00	3.00
V. Navodaya	0.00	5.00	5.00
V. Anusha	0.00	5.00	5.00
D. Ramachander	0.00	0.00	5.00
K. Divya	0.00	0.00	5.00
S. Tirupati Rao	0.00	0.00	3.00
K.Keerthi	3.00	5.00	5.00

N Kranthi Kumar	5.00	0.00	0.00
K.Rupa Sri	0.00	5.00	0.00
Sum	41.00	49.00	83.00
RF = Number of Faculty required to comply with 20:1 Student Faculty Ratios per 5.1	11.00	15.00	18.00
Assessment [3*(Sum / 0.5RF)]	22.36	19.60	27.67

Average assessment over 3 years: 15.00

5.8 Research and Development (75)

Total Marks 12.00

Details of Quality Publications

Research Publications	
AY	Publications in Journals
2022-23	5
2021-22	0
2020-21	2

Details of Patents

Sl. No	Inventor/s Name	Title of the Patent	Patent Application No.	Status of Patent (Published / Granted)	Patent Filed Date (DD/MM/YYYY)	Patent Published Date / Granted Date (DD/MM/YYYY)	Patent Publication Number / Patent Granted Number
1	Dr. R. Prasanna Kumar	Recycled Aggregate as Constituents of Base and Sub-Base Layers for Rural Roads	20224107380 7 A	Published	12/20/2022	12/30/2022	202241073807 A
2	Dr. R. Prasanna Kumar	A SYSTEM FOR POROUS FLOW APPROACH TO MODELLING MIXED TRAFFIC	2022/03337	Granted	3/22/2022	8/31/2022	2022/03337
3	Dr. R. Prasanna Kumar	Effect of Metakaolin and Quarry Dust in Lightweight Aggregate Concrete	20234105730 0	Published	26/08/2023	01/12/2023	202341057300
4	Ms. V. Navneetha	Stabilisation of Black cotton Soil using Terrasil, Cement and Flyash.	20234105480 2 A	Published	16/08/2023	01/09/2023	202341054802 A
5	Ms. Vimala	Structured Transmission Towers Vibrations of latticed steel Conductive cable	20224103058 5 A	Published	27/0/2022	17/06/2022	202241030585 A

2022-23 (CAYm1)

Project Title	Duration	Funding Agency	Amount(in Rupees)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2021-22 (CAYm2)

Project Title	Duration	Funding Agency	Amount(in Rupees)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2020-21 (CAYm3)

Project Title	Duration	Funding Agency	Amount(in Rupees)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Cumulative Amount(X + Y + Z) =

5.8.3 Development activities (15)

Institute Marks :

5.8.4 Consultancy (from Industry) (20)

Institute Marks : 0.00

2022-23 (CAYm1)

Project Title	Duration	Funding Agency	Amount(in Rupees)

2021-22 (CAYm2)

Project Title	Duration	Funding Agency	Amount(in Rupees)

2020-21 (CAYm3)

Project Title	Duration	Funding Agency	Amount(in Rupees)

Cumulative Amount(X + Y + Z) =

5.9 Faculty Performance Appraisal and Development System (FPADS) (10)

Total Marks 10.00

Geethanjali College of Engineering and Technology

Department of Civil Engineering

Faculty Performance Appraisal for the Academic Year 2022-23

Name of the Faculty Member:

Designation:

Leave Availed						Permissions (Early Going/Late Coming) availed	Number of days – extended hours worked with the approval of the concerned HoD/Group Head/CoE (Also mention total number of extended hours worked)
CLs	HPL s	ELs	CCLs - accumulate d	CCLs - used	Number of days on 'Loss of Pay'		

PART A - TEACHING (Total Score: 100)

1. Theory/Lab Courses Taught(Assessment: $\geq 50 < 60\%:12$, $\geq 60 < 70\%:18$, $\geq 70 < 80\%:24$, $\geq 80 < 90\%:30$, $\geq 90: 40$)

(Theory Courses taught during the last 2 semesters should be considered)

Semes ter (I/ II)	Name of the Course	Number of Periods Taken	Course success index (successful students)	Pass percentage	Course Attainment Level	Assessme nt score (1-40 scale)
Average Assessment Score (Maximum of 40)						

2. On an average how many assignments did you give per course (Assessment: 2 to 3: 2, More than 3 :5) :

(Average Assessment Score should be obtained by taking the average of the individual assessment scores obtained in each subject of a semester subject to a maximum of 5)

3. On an average how many 'tutorials/case studies' did you conduct per course (2 to 3 tutorials : 2, More than 3 : 5) :

(Average Assessment Score should be obtained by taking the average of the individual assessment scores obtained in each subject of a semester subject to a maximum of 5)

4. Project guidance/supervision

B. Tech (Assessment:5 points per project and 5 additional points for best project awarded in any competition/in the form of publication)

(Average Assessment Score should be obtained by taking the average of the individual assessment scores obtained in each Project guided subject to a maximum of 10)

Note: May not be applicable for the faculty taking only first year courses. In such cases section 1 shall be evaluated for 50 points.

Sl. No.	Roll numbers	Names of the students	Mini/major project	Title of the project	In-house or external	Assessment Score
1						
Average Assessment Score (Maximum of 10)						

5. a. Association with Senior Faculty (Assessment: Concerned Professor will assess for a maximum of 10 points) –

Sl. No.	Name of the Professor	Name of Theory or Lab Course	Class with semester	Give Brief report on attainment of learning outcome – submit evidence	Assessment score
Average Assessment Score (Maximum of 10)					

b. Professors (Assessment: Guidance given by the Concerned Professor to other faculty, for a maximum of 10 points) –

Sl. No.	Name of the Faculty	Name of Theory or Lab Course	Class with semester	Give Brief report on guidance given – submit evidence	Assessment score
Average Assessment Score (Maximum of 10)					

6. Course file/Lab manual Prepared (Assessment: a maximum of 5 point per course/lab) - Maximum of 10 points

Sl. No.	Name of Laboratory	Title of the experiment	Changes brought in	Approved by Group head /HOD with date	Assessment score

7. Students' Feedback - Course End Survey - Maximum of 10 Points

Courses Taught (Assessment: $\geq 60 < 70\%$: 4, $\geq 70 < 80\%$: 6, $\geq 80 < 90\%$: 8, ≥ 90 : 10)

(Courses taught/conducted during the last 2 semesters should be considered)

Semester (I/ II)	Name of the Course	Feedback Score Obtained	Percentage of Feedback	Assessment score (0-10 scale)
Average Assessment Score (Maximum of 10)				

8. Students' Feedback - Teaching - Learning Process

Courses Taught (Assessment: $\geq 60 < 70\%$: 4, $\geq 70 < 80\%$: 6, $\geq 80 < 90\%$: 8, ≥ 90 : 10)

(Courses taught/conducted during the last 2 semesters should be considered)

Semester (I/ II)	Name of the Course	Feedback Score Obtained	Percentage of Feedback	Assessment score (0-10 scale)
Average Assessment Score (Maximum of 10)				

PART B –RESEARCH AND CONSULTANCY (Total Score: 50)

1. Ph. D/Post-doc program pursuing (Course work: 1, Pre-PhD: 1, Research Reviews: 1, Submission: 3 points, Award: 5 marks) – For all faculty eligible to pursue PhD.

Name of the program	University	Name of supervisor/co-supervisor	Year of registration	progress of the work	Assessment Score
Assessment Score (Maximum of 5)					

2. Ph. D Guidance (Assessment: Thesis submitted=3, Thesis awarded =5)

Sl. No.	Name of the Student	Supervisor/ Co-supervisor	University registered	Year of registration	Assessment score
Average Assessment Score (Maximum of 5)					

3. Books/chapters published (Assessment: 1 per chapter, 2 per Indian book and 3 per International book published) - Maximum of 5 points

Sl. No	Title of the book/book chapters	Name and address of the publisher	Category of publication (international/national)	Month & year of publication	ISSN no.	Assessment score

4. Patents granted/published(Assessment: published : 3, granted : 5 points per patent) - Maximum of 10 points

Sl. No	Patent Number	Title of the Patent	Name(s) of the Inventor(s)	Month & year	Assessment score

5. Sponsored research projects (externally funded) carried-out/carrying: (Assessment: less than 5 lakhs = 3 points, 5-10 lakhs = 5 points 10-20 lakhs = 8 points, more than 20lakhs = 10points) – Maximum 10 points

Sl. No	Title of the project	Funding agency	Amount	Duration of project	Date of commencement	Assessment score

6. Consultancy carried-out/carrying: (Assessment: ≥ 2 <5 lakhs :2 points, ≥ 5 lakhs : 5) – Maximum 5 points

Sl. No	Title of the project	Funding agency	Amount	Duration of project	Date of commencement	Assessment score

7. Publications:

International Journals (IJ)/ National Journals (NJ)/ International Conferences (INC)/ National Conferences (NC)

(Assessment: 2 points per publication) - Maximum of 10 points

Sl. No.	Category: IJ/ NJ/ INC/NC	Title of the paper	Name of the Journal/ Conference	Volume number, ISSN/DOI	Page numbers	Month & Year	Impact factor / indexed by SCOPUS/ SCI/WOS	Journal / Conference No. (if recognized by UGC)	Assessment score
1									

PART C – PROFESSIONAL DEVELOPMENT (Total Score: 40)

1. Membership in professional bodies (Assessment: 1 point per professional body) - Maximum of 2 points

Sl. No	Name of the Professional body	Membership number	Category of Membership (life/annual)	Assessment score

2. Recognition from any professional body/reputed institutions which utilize your services (Assessment: 1 point per recognition) - Maximum of 2 points

Sl. No.	Role	Name of the organization	Duration/ Date	Present your contribution in few sentences	Assessment score

(Role: Such as BOS member, subject expert in SCMs, keynote speaker, conference chair/co-chair, reviewer of Publications in conference/journal etc.)

3. Collaboration/MoU arranged with other organizations (Assessment: 1 point per collaboration/MoU arranged)- Maximum of 2 points

Sl. No.	Name of the organization	Name of the activity	Duration and dates	Assessment score

4. FDPs/Workshops/Seminars/Training programs attended (Assessment: 3 days : 1 points, 1 Week : 2 points, 2 weeks :3 points, Summer school of 2 weeks : 5 points) - Maximum of 5 points

Name of the FDP/Workshop/Training program	Place	Organizer	Duration	Date/month/year	Assessment score

5. FDPs/Seminars/Workshops/Conferences conducted (Assessment: 2 or 3 days :3 points,1 Week : 5 points, 2 Weeks : 10 points, International Conference: 10 points, National Conference: 5 points) - Maximum of 10 points

Name of the event	Title of the program	Number of participants	Duration and dates	Assessment score

6. Invited talks/guest lecturers conducted with speakers from institutes of repute (Assessment:1 point per talk or Guest lecturers arranged) - Maximum of 3points

Sl.No	Resource person with address	Topic	Targeted audience	Duration	Date/month/year	Assessment score

7. Invited talks/guest lecturers given in institutes of repute (Assessment: 1 point per talk) - Maximum of 2 points

Sl. No.	Name of the event	Topic	Targeted audience	Venue	Duration	Date/month/year	Assessment score

8. Conferences attended (Assessment: 2 points per International and 1 per National Conference) - Maximum of 3 points

Name of the conference	Venue	Organizer	Duration	Date/month/year	Assessment score

9. Field trips arranged (Assessment: 1 point per trip) - Maximum of 3 points

Sl. No.	Organization visited	Number of students	Year/semester	Assessment score

10. Internships arranged (Assessment: 1 point per industry) - Maximum of 3 points

Sl. No.	Organization visited	Number of students	Year/semester	Assessment score

11. Online course registration (Such as NPTEL, MOOCS) (Assessment: 3 point per course) - Maximum of 5 points

Sl. No	Name of the Course	Offered by	Date of registration	Assessment score

PART D - ADMINISTRATION (Total Score: 45)

1. Administrative/additional roles (Assessment: 3 points per role in the department level, 5 points per role in the college level, 8 points for Deans and 10 points for HoD) - Maximum of 10 points

Sl. No.	College/Department/ Group level	Role	Give a Brief Description on your contribution	Assessment score

(Role: Such as Course coordinator, Time-table in-charge, CRC coordinator etc., Convener or Co-convener of FDP/Workshop/ Conference etc, in-charges of various criterion for SAR preparation, Lab Masters of JNTUH, Alumni Coordinator etc.)

2. Association with In-charges (Assessment: Concerned in-charge will assess for a maximum of 5 points)

Sl. No.	Name of the in-charge	Category	Nature of Work given	Give a Brief Description	Assessment score
		AICTE/ NBA/ NAAC / FFC or Specify Other			
Average Assessment Score (Maximum of 5)					

(Faculty will be assessed by in-charge faculty under whom they have worked for AICTE/ NBA/NAAC/FFC related works)

3. Student mentoring (Assessment: 2 point per student for improvement brought in attendance / performance) - Maximum of 10 points

Sl. No.	Roll number	Name of the student	Year of study	Improvements brought	Assessment score
1.					
2.					
3.					
4.					

4. Organizing Co-curricular/Extra-curricular student events (Assessment: 1 point per event) - Maximum of 2 points

Sl. No.	Name of the event	Name(s) of the other Faculty involved	Role(s) Played	Duration, with dates	Assessment score

5. Guidance given to the students in encouraging them to participate in co-curricular activities (Assessment: 1 point per event) - Maximum of 3 points

Sl. No.	Name of the event	Name(s) of the students involved	Role(s) Played by faculty in the guidance given	Duration, with dates	Student achievement	Assessment Score

6. Any steps taken for resource/revenue generation. Give details

(Whether applied for any Consultancy Works etc.)(Maximum 5 points)

7. Additional contribution which are not covered above, if any (2 points)

8. List your suggestions for improving the academic standards/procedures of the department. (2 points)

9. List any suggestions for improving the performance of the students (2 points)

10. List any suggestions related to administrative standards in the department and college. (2 points)

11. How do you think GCET can help you to enrich your knowledge/multidisciplinary skills? (2 points)

12. List areas of

i. Strengths

ii. Weaknesses

iii. New skills/techniques learnt or acquired

iv. Need of additional development/training by the department/college in improvement of your quality of work

TOTAL SCORE:

Name and Signature of the Faculty

(Note: Necessary Proofs should be attached)

GROUP HEAD'S ASSESSMENT- Maximum of 15 points

- 0-4 : Unsatisfactory performance
- 4.1-6 : Does not meet the expected level of performance
- 6.1-9 : Meets the expected level of performance
- 9.1-12 : Exceeds the expected level of performance
- 12.1-15 : Meritorious performance

- 1. General attitude :
- 2. Teaching :
- 3. Research :
- 4. Service :
- 5. Timely completion of given tasks:

TOTAL:

Name and Signature of Group Head

HOD'S ASSESSMENT- Maximum of 25 points

- 0-8 : Below average
- 8.1-12 : Average
- 12.1-16 : Above average
- 16.1-20 : Good
- 20.1-25 : Excellent.

- 1. Initiative and drive exhibited :

- 2. Availing of leave/permissions :
- 3. Interpersonal skills :
- 4. Domain knowledge :
- 5. Balanced attitude :
- 6. Quality of Work :
- 7. Feedback from students based on CRC (any action taken earlier):
- 8. Class control :
- 9. Timely completion of given tasks :
- 10. Attire and Appearance :
- 11. Punctuality :

Additional Points for Professors Occupying Key administrative Roles: Maximum of 50 Points

(For HoDs, Deans, CoEs: 50, Group Heads: 30, AICTE/ NBA/ FFC/IQAC/FS/Incubation Coordinators: 20)

TOTAL:

Overall Assessment/Rating (on a scale of 275 points):

Faculty's Self assessment(x) out of 235	Group head's assessment(y) out of 15	HOD's assessment(z) out of 25	Total assessment(x+y +z)out of 275	Grade/Rating (1-275 scale)

Performance Rating	Assistant Professor	Associate Professor	Professor
Below Average	<110	<130	<150
Average- Above Average	110 to 120	130 to 140	150 to 170
Good	121 to 130	141 to 150	171 to 200
Excellent	>130	>150	>200

Suggestions for improvement:

- 1.
- 2.
- 3.

Name and Signature of HoD

Principal's Observations and Remarks:

Signature of the Principal

Secretary's Observations and Remarks:

Signature of the Secretary

Implementation

- Faculty Appraisal Form is for an overall assessment of 275 marks. Faculty member has to make self assessment for 235 marks which will be verified by Group Head and Head of the Department. Group Head would assess the faculty mentee for 15 marks while the Head of the Department would assess for 25 marks.
- Every faculty member at the end of each academic year needs to submit the self appraisal form keeping in view of his/her academic contribution to the department/institution during the assessment year. Results in the courses that the faculty taught during the I and II semesters, research and administrative contributions made to the department/ college shall be taken into consideration while filling the appraisal form. Faculty member has to do self assess for 235 marks.
- Filled-in Appraisal form should be submitted to the Group Head, which will be scaled to Head of the Department for further course of action. The Group Head will assess the faculty for 15 marks and HoD for 25 marks. Then the form will be forwarded to Principal and Secretary for further course of action.
- Score obtained by each faculty would be taken into consideration to assess the performance and for sanction of the increment.



GEETHANJALI COLLEGE OF ENGINEERING & TECHNOLOGY
Cheeryal (V), Keesara (M) R.R.dist

No. GCET/2022-23/009

Date: 2nd June 2023

CIRCULAR

SUB: Amendment to “Recruitment and Selection ” rules of HR Policy – reg

With reference to HR Policy Manual issued in 2015, the following amendment to section 4.4 governing “Recruitment and Selection” is made with immediate effect.

Section Reference No.	Nature of amendment (Revision / Addition)	Existing	Revised/New
4.4	Addition (of sub sections 4.4)	Nil	The following clause should be added. “4.4.9: HoD’s may recruit one or two faculty as adjunct faculty in their respective departments. Subject to satisfying the eligibility norms and other criteria as specified by UGC and NBA for Higher Educational Institutions.”
			“4.4.5: Recruitment of adjunct faculty shall be made following the UGC Guidelines for Empanelment of adjunct faculty in Universities and colleges”.
			4.4.6: Adjunct faculty shall engage in teaching for atleast 50 hours in an Academic year, besides providing counseling for students and guiding junior faculty in the best practices of teaching.

Note: Departments are requested to take steps to recruit Adjunct faculty from the Academic Year 2023-24.

He
PRINCIPAL

To

All HODs / Deans

Boj

6 FACILITIES AND TECHNICAL SUPPORT (80)

Total Marks 78.00

6.1 Adequate and well equipped laboratories, and technical manpower (40)

Total Marks 40.00

Institute Marks : 40.00

Sr. No	Name of the Laboratory	Number of students per set up(Batch Size)	Name of the Important Equipment	Weekly utilization status(all the courses for which the lab is utilized)	Technical Manpower Support		
					Name of the Technical staff	Designation	Qualification
1	Mechanics of M	2	Computerized	17.14%	G. Bal Reddy	Lab Assistant	ITI
2	Surveying and	2	Total station, T	17.14%	D. Praveen Ku	Lab Assistant	B. Tech
3	Fluid Mechanic	2	Pelton Turbine,	17.14%	G. Bal Reddy	Lab Assistant	ITI
4	Engineering Ge	2	Electrical Resis	17.14%	D. Praveen Ku	Lab Assistant	B.Tech
5	Computer Aide	1	Hardware: Des	17.14%	D. Praveen Ku	Lab Assistant	B.Tech
6	Geotechnical E	2	Unconfined Co	17.14%	B. Raveendra	Lab Assistant	ITI
7	Environmental	2	Hot air oven, M	17.14%	B. Raveendra	Lab Assistant	ITI
8	Highway Engin	2	Cement Autocl	17.14%	B. Prasada Ra	Lab Assistant	ITI
9	Structural Draft	1	Hardware: Des	17.14%	D. Praveen Ku	Lab Assistant	B.Tech.
10	STAAD Lab	1	Hardware: Des	17.14%	D. Praveen Ku	Lab Assistant	B.Tech.
11	Pavement Anal	1	Hardware: Des	17.14%	D. Praveen Ku	Lab Assistant	B.Tech.
12	Statistical Appli	1	Computer Syst	16%	L. Renuka	Programmer	B.Tech

6.2 Laboratories maintenance and overall ambience (10)

Total Marks 10.00

Maintenance:

- Safety measures are displayed in each laboratory and students are educated about the same at the beginning of each semester.
- Qualified Technical Staff are available for maintenance.
- Servicing of equipment in each laboratory is done during the semester breaks or as and when required.
- Any major repairs of equipment beyond the scope of technical staff are outsourced.
- Obsolete and irreparable equipment is weeded out.
- A register for "Lab equipment Repair/ Maintenance" is kept in each lab to track the breakdown time of equipment.

Overall ambience:

- The infrastructure and added facilities in the laboratories create the right ambience for the students for conducting experiments within the stipulated time.
- Internal audits are carried out periodically by inspection teams, consisting of senior professors of other departments that help in improving the maintenance and ambience.
- All equipment in the labs is marked with unique identification code.
- Department has fully furnished and well-equipped laboratories, which shall cater to all curriculum requirements of UG courses.
- A list of Do's and Don'ts along with the experiments is displayed in the respective laboratories.
- Laboratory workbooks are given to students well in advance before the commencement of semester. Lab manuals are prepared by the lab-instructors and maintained in every lab.
- Labs are provided with proper storage places for storing of material. In addition to the conventional white/blackboards, LCD Projectors are available in computer laboratories.
- All the laboratories are provided with sufficient ventilation, and are kept open throughout the day for carrying out, major and minor projects and also to facilitate interested students to carry out experiments related to Project-based learning.
- The college is having four 615KVA UPS, 240 V DC along with batteries is used in case of power failure in the labs provided with computers.

The college is having 2 generators: 380 KVA and 200 KVA capacities.

**Mechanics of Materials Laboratory:**

This laboratory enables the students of II year CE to gain practical experience in assessing the strength and quality of building materials like Mild steel, Brick, wood, copper, aluminum, cast Iron & Brass.

Major facilities/ equipment:

Computerized Universal Testing machine, Torsion Testing machine, Compression Testing machine, Pendulum impact tester.



Surveying & Geomatics Laboratory:

This laboratory enables the students of II year to gain practical experience in measuring areas, volumes, and angles. Perform leveling, use advanced surveying instruments like Total Station and Hand-held GPS.

Major facilities/equipments:

Total stations, Theodolites, GPS, Dumpy level's, Auto-level's.



Fluid Mechanics & Hydraulic Machinery Laboratory:

This laboratory enables the students of II year to gain practical experience in measuring the rate of flow through pipes and channels, force exerted by the jet on vanes, loss of energy due to friction, sudden contraction and hydraulic jump. As well as students able to measure the efficiency of hydraulic machines.

Major facilities/equipment:

Pelton turbine, Francis Turbine, Kaplan Turbine, Water Hammer, Hydraulic Jump.



Highway Engineering & Concrete Technology Laboratory:

This lab enables the students of III year to have practical experience on finding the properties of cement, Fresh concrete, Hardened concrete, properties of road construction materials coarse aggregate and bitumen.

Major facilities/equipment:

Flexure testing machine, Split-Tensile Testing machine, Ductility equipment, Marshall Stability testing machine.



Engineering Geology Laboratory:

This lab enables the students of II Year to gain practical experience of Minerals & Rocks. Draw geological sections and interpret geological aspects such as folds, faults and unconformities, to suggest groundwater location in any locality.

Major facilities/equipment:

Polarized Petrological Identification microscope, Clinometer and Electrical Resistivity Meter.

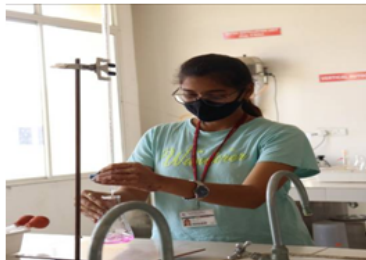


Geotechnical Engineering Laboratory:

This laboratory facilitates the students of 3rd and 4th years to gain practical knowledge of testing soils to identify the index and engineering properties of soils, which are used for design of geotechnical components. Final year students can perform project works related to ground improvement techniques.

Major Equipment:

CBR, Standard and modified Proctor tests, Soil classification, shear tests etc.

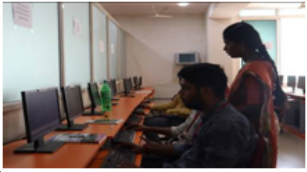


Environmental Engineering Laboratory:

This lab enables the students of III Year to gain practical experience on testing of water and wastewater samples and to analyze the results and verify if the standards are met or not.

Major facilities/equipment:

Spectrophotometer, Jar Test Apparatus, BOD Incubator, COD Digester, Muffle furnace, Nephelometers, Dissolved Oxygen Analyzers etc.



Pavement Analysis & Design Laboratory:

This lab enables the students of IV year to plan, design & manage Roadway Projects. It includes tools for 3D Modeling Simulation, Visualization & Analysis to optimize Road Design and construction process.

STAAD Laboratory:

This lab enables the students of IV year to Analyze different types of Beams and frames of Buildings used for Analysis and Design of different structural components like Beams, Columns, Slabs.

Structural Drafting Laboratory:

This lab enables the students of III year to understand the Detailing of different Structural Components and Draft them.

Computer Aided Drafting of Buildings Lab :

This lab enables the students of II year to practice and develop plans of Single & Multi Storey Buildings and also draw elevation and section for the Buildings.

Major facilities/equipment:

ACER/Computers with INTEL/ Processor,

Software: MX/Open Roads /STAAD Pro./AUTOCAD.

Sr. No	Laboratory Name	Safety Measures
1	Surveying and Geomatics lab	1. Handle arrows, ranging rods, prism rods carefully while carrying them to the field, as they have the sharp pointed ends. 2. Do not hit or throw any instruments from one place to another in the field. 3. Remove the Batteries from Total station at the end of day's work. 4. Operate the instruments/equipment only under the supervision of faculty/ lab technician if you are not familiar in handling them. 5. Students should wear Lab Uniform, shoes and cap.
2	Mechanics of Materials lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Students should wear aprons and shoes before entering the Lab. 3. Handle the equipment with care. 4. Maintain distance with the machines while performing the experiment. 5. Ensure your hands are away from Charpy/Izod testing machine. 6. Handle the dial gauges with proper care. 7. Ensure that jaws are tight before beginning the tension, shear and torsion tests.
3	Engineering Geology lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Students should wear aprons and shoes before entering the Lab. 3. Handle the specimens and equipment carefully. 4. Knife should be used carefully in proper directions. Do not play with knife. 5. Carefully handle the Electric resistivity meter while using, as it is an electrical device. 6. Minerals and Rock specimens should be handled carefully. 7. Mineral thin sections should be handled carefully.
4	Environmental Engineering lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Wear apron and shoes before using the laboratory equipment and chemicals. 3. Handle glassware and chemicals carefully. 4. Never smell or taste any chemical. 5. Do not add water to acids. Instead, always add acid to water. 6. Do not pipette out acids and other reagents by mouth. 7. Handle glassware away from the body while transferring chemical solutions. 8. Do not touch Hot air oven, Muffle furnace and COD Digestor when in operation. 9. Use crucible tongs to remove crucibles from Hot air oven and Muffle furnace. 10. Turnoff all heating apparatus and water taps when not in use. 11. Do not throw solid debris into the sink as it blocks the drains.
5	Fluid Mechanics and Hydraulic Machinery lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Students should wear aprons and shoes before entering the Lab. 3. Handle the equipment with care. 4. Students should not touch the shaft of Pelton turbine while it is running. 5. Closing and opening of Valves should be done gradually. 6. Never fill the storage tanks beyond their capacity as overflow of water will make the floor slippery. 7. Care should be taken while using tachometer for reciprocating pump & Kaplan turbine.
6	Highway Engineering and Concrete Technology Lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Students should wear aprons and shoes before entering the Lab. 3. Take care while handling the equipment and operating the machinery. 4. Maintain distance from the loading frame when testing the materials in CTM and Impact testing machine. 5. Maintain distance with the machines while performing the experiment. 6. Ensure that knobs of abrasion drums are tightened while performing the experiment. 7. Use gloves while mixing the materials/performing experiments on bituminous materials. 8. Do not touch hot air oven during operation. 9. Do not touch any equipment having moving parts while it is operating.
7	Geotechnical Engineering Lab	1. Work in the laboratory only under the supervision of faculty/lab technician. 2. Students should wear aprons and shoes before entering the lab. 3. Maintain distance with the machines while performing the experiment. 4. Do not touch hot air oven during operation. 5. Use gloves while operating oven. 6. Don't throw the used soils in the washbasin. 7. Do not touch any equipment having moving parts while it is operating. 8. Handle mercury carefully while using. 9. Take care while handling the equipment and operating the machinery.

8	CADB/SD/PAD/STAAD Lab	<p>1. Do not use 'C:' drive on computer for any data storage. Instead, create a folder with your Roll No. in 'D:' drive and save all your work here. 2. Do not try to access the software's if you are not familiar handling them. 3. Do not open any irrelevant internet sites. 4. Do not upload, delete or alter any software in the system. 5. Handle the Computer Desktop and its accessories carefully. 6. Usage of external USB devices is strictly prohibited in the lab. 7. Student must use the allotted system throughout the semester. 8. Leave footwear and bags in the Racks provided outside the lab.</p>
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6.4 Project laboratory (20)

Total Marks 18.00

Institute Marks : 18.00

Project lab with the following facilities is made available in the department for the students to carry out their final year Major Project.

1. Computers with STAAD Pro. Open Roads, QGIS, AutoCAD.
2. Total Stations.
3. Non-Destructive Equipment.
4. Electrical Resistivity Meter.
5. Benkelmen Beam Deflection Equipment.
6. Core Cutter Equipment.

7 CONTINUOUS IMPROVEMENT (75)

Total Marks 66.00

7.1 Actions taken based on the results of evaluation of each of the COs, POs & PSOs (30)

Total Marks 28.00

POs Attainment Levels and Actions for Improvement- (2022-23)

POs	Target Level	Attainment Level	Observations
PO 1 : Engineering Knowledge			
PO 1	2.10	2.34	An overall target is attained. 63 courses out of 67 courses offered to this batch of students are mapped to this PO. In the following courses which are mapped to this PO, the attainment is below the target level. Fluid Mechanics Strength of Materials -II Hydraulics and Hydraulic Machinery Geotechnical Engineering Strength of Materials –I Design of Reinforced concrete structures It has been observed that the students could not recall fundamental concepts of mathematics and mechanics which are required for better comprehension of the above mentioned courses.
1. It has been suggested to revisit the fundamentals of Mathematical and Engineering mechanics that are required for a better comprehension of the above mentioned courses before teaching the said course. 2. The course instructor has also been suggested to discuss a few problems along with their application related to these courses. The practice of just in time teaching of various applications of mathematics to engineering problems may be adopted. 3. Guest lectures are conducted with experts from industry to boost the application oriented technical knowledge. 4. Students are encouraged to participate in technical events where they can apply both basic and engineering knowledge.			
PO 2 : Problem Analysis			
PO 2	2.10	2.17	An overall target is attained. 52 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Fluid Mechanics Strength of Materials -II Engineering Hydrology Geotechnical Engineering Strength of Materials -I Design of Reinforced Concrete Structures It is observed that the students could not have proper practice of problems in mathematical oriented subjects.
1. Assignments are given to students in each course to make them to identify, analyse and formulate the solution from the concept involved in it. 2. Tutorial classes are conducted to make the students to analyse and solve complex engineering problems by applying the principles of mathematics and sciences. It is expected that the problem solving capability of the students will be improved. 3. Problems were selected from old GATE exam papers and discussed with students. 4. Engineering concepts required for an in depth comprehension of the above mentioned courses before teaching the said course are reviewed and refreshed.			
PO 3 : Design/development of Solutions			
PO 3	2.10	2.33	An overall target is attained. 49 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Strength of Materials -II Hydraulics and Hydraulic Machinery Engineering Hydrology Geotechnical Engineering Strength of Materials -I Design of Reinforced Concrete Structures Student's inadequacy in fundamental concepts of mathematics and analytical skills required for the above courses. Basic knowledge of design is not well understood.
1. More Tutorial sessions are conducted for subjects where analytical and design concepts are involved. 2. Students are taken to regular field visits for better comprehension of design courses.			
PO 4 : Conduct Investigations of Complex Problems			
PO 4	2.10	2.33	An overall target is attained. 45 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Fluid Mechanics Strength of Materials -II Engineering Hydrology Hydraulics and Hydraulic Machinery Strength of Materials -I It was observed that the students could not have the proper understanding of basic concepts in structural analysis and fluid mechanics.
1. Assignments based on problem solving solutions are given. 2. Students are encouraged to attend more number of inter/intra college seminars, workshops, symposium, Paper/Poster presentations, conferences, to do projects in latest trending areas and demonstrate in State/National level project competitions.			
PO 5 : Modern Tool Usage			

PO 5	2.10	2.45	An overall target is attained. 31 courses out of 67 courses offered to this batch of students, are mapped to this PO. Target achieved for all subjects
Target achieved for all subjects			

PO 6 : The Engineer and Society

PO 6	2.10	2.38	An overall target is attained. 42 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Geotechnical Engineering Engineering Hydrology Surveying Transportation Engineering Environmental Engineering Students lack the understanding the basic knowledge to assess societal, health, safety, legal and cultural issues.
1. Arranged lectures to bring an awareness of societal problems and the role of engineers to tackle the same. 2. As a part of NSS activities, students are conducting computer training classes and awareness programs on Engineering education and how to face societal problems, to school children in nearby villages of the college. 3. During induction program for first year students, Guest talks are arranged by experts in various fields to enable the students to improve their personality in various aspects.			

PO 7 : Environment and Sustainability

PO 7	2.10	2.27	An overall target is attained. 31 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Geotechnical Engineering Engineering Hydrology Environmental Engineering It is observed that low attainment of this PO in the above courses is due to the low understanding of students regarding Integration with Environment and Sustainability and lack complexity of Topics - such as air pollution control techniques or advanced geotechnical analysis methods etc.
1. Arranging awareness camps on societal and environmental issues under NSS Student Branch and other clubs. 2. Students were encouraged to include environmental related issues in their projects. 3. Professional courses like Green Building Systems and Climate Change and Adaptations are introduced into the curriculum, so that the students will be able to state of the art knowledge of, and need for sustainable construction technology.			

PO 8 : Ethics

PO 8	2.10	2.33	An overall target is attained. 29 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Hydraulics and Hydraulic Machinery Geotechnical Engineering Design of Reinforced Concrete Structures Surveying It is observed that low attainment of this PO in the above courses is due to the inadequate understanding of the standard procedures to be used in the above courses and lack of exposure to courses dealing with professional Ethics.
1. The courses such as professional ethics have been introduced into the curriculum so that students will able to commit to professional ethics and responsibilities of the engineering practice.			

PO 9 : Individual and Team Work

PO 9	2.10	2.45	An overall target is attained. 31 courses out of 67 courses offered to this batch of students, are mapped to this PO. Target achieved for all subjects
Target achieved for all subjects			

PO 10 : Communication

PO 10	2.10	2.54	An overall target is attained. 25 courses out of 67 courses offered to this batch of students, are mapped to this PO. Target achieved for all subjects
Target achieved for all subjects			

PO 11 : Project Management and Finance

PO 11	2.10	2.46	An overall target is attained.11 courses out of 67 courses offered to this batch of students, are mapped to this PO. Target achieved for all subjects
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Target achieved for all subjects

PO 12 : Life-long Learning

PO 12	2.10	2.32	An overall target is attained. 65 courses out of 67 courses offered to this batch of students, are mapped to this PO. In the following courses, the attainment is below the target level. Fluid Mechanics Strength of Materials -II Engineering Hydrology Geotechnical Engineering Strength of Materials -I Design of Reinforced Concrete Structures Students are unable to relate the importance of continuing education and further learning towards professional development. Lack of interest in students to update their knowledge and skills.
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1. Mentored the students on the importance of lifelong learning that leads to their professional development and change their socio-economic conditions thereby facilitating them for community and societal development. 2. Students are motivated to go for Industrial visits and do internship program to facilitate them to engage in independent and life-long learning.

PSOs Attainment Levels and Actions for Improvement- (2022-23)

PSOs	Target Level	Attainment Level	Observations
PSO 1 : Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.			
PSO 1	2.10	2.29	An overall target is attained. 54 courses out of 67 courses offered to this batch of students, are mapped to this PSO. In the following courses, the attainment is below the target level. Geotechnical Engineering Strength of Materials -I Surveying Transportation Engineering
1. More problems are solved during tutorial sessions. 2. Supporting labs are conducted correlating to the theoretical concepts for better comprehension. 3. Organized guest lectures on quality management in construction.			
PSO 2 : Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.			
PSO 2	2.10	2.29	An overall target is attained. 39 courses out of 67 courses offered to this batch of students, are mapped to this PSO. In the following courses, the attainment is below the target level. Fluid Mechanics Engineering Hydrology Strength of Materials -II Hydraulics and Hydraulic Machinery Geotechnical Engineering Strength of Materials -I Surveying Design of Reinforced Concrete Structures
1. Industrial/ Field visits are organized to expose students to the practical application of the above courses. 2. Organized guest lecture on water resource engineering and advancements of admixtures on concrete.			
PSO 3 : Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.			
PSO 3	2.10	2.53	An overall target is attained. 20 courses out of 67 courses offered to this batch of students, are mapped to this PSO. In the following courses, the attainment is below the target level. Surveying Transportation Engineering
Various software's were purchased and students were provided training in software modules to carry out innovative projects.			

Geethanjali College of Engineering and Technology has the practice of conducting the academic audit each year, for reviewing the progress of the institute/ department in various academic and administrative matters of interests. The objective of academic audit is to encourage programs and the institution to evaluate the quality processes and standards based on predetermined benchmarks. The auditing includes the assessment of course delivery as per the curriculum, co-curricular and extra-curricular activities of students, monitoring of the academic activities referring to the academic calendar, internal assessments, attainment of the Program outcomes, student welfare and grievances etc.

The Internal Quality Assurance Cell (IQAC) has started administering external audit in the college since the academic year 2018-19 by inviting senior academicians, with one for each department from other autonomous reputed colleges. Over and above, a former Vice Chancellor/Principal of a reputed college is invited as the chairperson of the external audit team. The main objective of the academic audit is indicated below:

Objective

To ensure good academic governance leading to improved student learning thus facilitating professional career development of students, faculty and staff for institutional sustainability. The questionnaire used is identically same as the one used for accrediting an UG programme by National Board of Accreditation as per its following criteria.

- Proper dissemination of information to all stake holders.
- Program curriculum and teaching learning process.
- Attainment of course outcomes and program outcomes.
- Students' performance.
- Faculty contributions in terms of teaching, research and consultancy.
- Department and institutional facilities, technical and administrative support.
- Continuous improvement of the program.
- First year academics.
- Students support systems in terms of mentoring facilities for self-learning career guidance training and placements.
- Governance Institutional support and financial resources.

On the day of the audit, each member of the committee will visit the relevant department to verify the data and files as per the questionnaire supplied which is usually mailed, preferably a week before the scheduled date of the audit. Chairman of the committee will look at the first year academics and central facilities. At the end of the audit an exit meeting is conducted with all the members of the audit committee and institutional senior faculty including Principal, Deans, Heads of the departments and IQAC team. Each member of the audit committee shall mention the SWOC of each program and give their recommendations for further improvements. Subsequently Chairman of the audit committee shall also specify SWOC analysis carried out towards the first year academics and institutional facilities and support conducive for learning with his/her recommendations. Finally the Chairman prepares a report attaching each program report evaluated by the concerned member and hands it over to the Principal, who directs the IQAC in-charge to forward it to the respective heads of the departments for corrective actions.

Action Taken Report (ATR) shall be submitted by the respective HoDs based on the suggestions given by the committee. The questionnaire for the academic audit is given below

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY

Cheeryal(V), Keesara (M), Medchal (D), Telangana state – 501 301

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

* Grade: **A: Very Good, B: Good, C: Adequate, D: deficient**

S. No	Criterion	Status		Grade	Exhibits observed	Remarks of Audit Team
		As assessed by department/ institution	As observed by Audit Team			

	Vision, Mission and PEOs,					
I.	1. Are vision and mission statements of the department available?					
	2. Are department vision and mission statements consistent with institute statements?					
	3. Are the PEOs available?					
	4. Does the department follow a defined process for defining vision, mission and PEOs with the participation of all stakeholders-internal and external stakeholders?					
	5. Are the vision, mission and PEOs made available on college website, department notice boards, HoDs chamber, laboratories, lab manuals, course files, and curriculum books etc?					
	6. Are the PEOs consistent with the mission of the department indicated in matrix form with proper justification of correlation parameters?					

Program curriculum and Teaching-Learning (T and L) Process					
II.	Program Curriculum				
	1. Does a defined process exist for design of program curriculum?				
	2. Are the structure and components of curriculum well balanced and appropriate (as per AICTE Guidelines)?				
	3. Is a valid process followed for mapping of curriculum with POs and PSOs?				
	4. Is Employability a major consideration in the overall development of the curriculum				
	B. Teaching – Learning Process				
	1. Is an Academic Calendar prepared and adhered to?				
	2. Is evidence of pedagogical initiatives taken, such as collaborative learning, ICT supported teaching etc available?				
	3. Does a process exist to identify bright and weak students?				
	4. Does the department have measures to encourage bright students with more complex tasks and motivate weak students to perform better?				
5. Does a process exist to allocate teaching load to faculty in the department?					
6. Do faculty in the department practice innovative TL practices such as					
<ul style="list-style-type: none"> • Collaborative Learning Yes/No • Interaction with student in and outside of class obtaining Feedback Yes/No • Group Learning, Developing Professional Competences. Yes/No • Teaching through value added courses Yes/No • Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning Yes/No • Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. Yes/No 					

7. Is student feedback on T and L process collected and acted upon?					
8. Do the experiments in laboratory support higher level of Bloom's Taxonomy?					
9. Is continuous assessment in the laboratory done systematically?					
10. Is a well-defined process followed in the design and validation of question papers as well as for scheme of evaluation of mid-term and semester end examinations?					
11. Are questions mapped with course outcomes, and Blooms Taxonomy levels?					
12. Do the assignments given to students facilitate attainment of COs as well as higher levels of Bloom's Taxonomy?					
13. Is a well-defined process followed for identification of student projects and allocation of guide(s)?					
14. Are the projects relevant to the POs and PSOs and do they contribute to their attainments?					
15. Is a well-defined process followed for monitoring and evaluation of the projects and for assessing individual and team performance?					
16. Are efforts made to encourage students to develop working prototypes based on projects and/or to publish papers?					
17. Particulars of industry supported laboratories established, if any. Is impact analysis of industry interaction made and if, so, is action taken based on the results of the analysis?					
18. Are students encouraged to undergo internships or summer training? If so, what is the minimum duration of internship?					
19. Is student feedback taken on the internship experience?					
20. Is Impact analysis of internship made and action taken on the basis of the results of the analysis?					
21. Average number of days from the date of last semester-end examination till the declaration of results					
22. Average percentage of student complaints / grievances about evaluation against total number of students appeared in the examination during last academic year					

Course Outcomes and Program Outcomes					
III.	1. Are COs defined for every course?				
	2. Are COs embedded in syllabus?				
	3. Are course articulation matrix, program articulation matrix tables prepared?				
	4. Is appropriate assessment process for attainment of course outcomes followed including data collection, verification, analysis and decision making?				
	5. Is a well-defined process followed for determining attainment of POs and PSOs?				
	6. Are the records of computation of attainment of POs and PSOs maintained?				

Students Performance						
IV	1. Enrollment ratio					
	2. Percentage of students who graduate the program in four years, without repeat of any course?					
	3. Percentage of students graduating the program with backlogs within 4 years?					
	4. Mean CGPA of students (who were promoted to 3 rd year) at the end of 2 nd year					
	5. Percentage of students placed in companies through on and off-campus recruitment.					
	6. Percentage of final year students admitted to higher studies					
	7. Number of students turned entrepreneurs in Engineering and Technology					
	8. Number of Professional societies/chapters in the department					
	9. Number of Engineering events organized at institute at: a. Institute Level b. State Level c. National Level d. International Level					
	10. Does the department publish technical magazines and Newsletters?					
	11. Are students associated in the above publications?					
	12. Number of students who participated in inter-institute events • Within state • Outside state • Number of prizes/ awards received in the events.					

V	A. Faculty Information and Contribution					
	1. Student faculty ratio					
	2. Faculty cadre proportion					
	3. Number of Faculty with PhD qualification					
	4. Number of Faculty with PG Degree qualification					
	5. Faculty retention (%) in the Current Academic Year?					
	6. Number of research publications of faculty in the year					
	7. Number of faculty who participated in FDPs, and duration of the programs.					
	B. Research and Development					
	1. Number of quality research publications in refereed/Scopus indexed journals.					
	2. Number of faculty awarded PhD during the current academic year					
	3. Sponsored research (funded) undertaken and its value in Lakhs of Rupees.					
	4. Number of development activities undertaken by faculty: <ul style="list-style-type: none"> • Product development • Working models 					
5. Consultancy services offered and their value in Lakhs of Rupees.						
6. Does a well-defined faculty performance appraisal and development system exists and implemented?						
VI	Facilities & Technical Support					
	1. Are well-equipped labs and technical supporting staff available?					
	2. Are labs well maintained?					
	3. Are safety measures followed in the lab?					
	4. Is a project laboratory together with necessary facilities available in the department?					

VII	Continuous Improvement					
	1. Are short falls and weaknesses in the program identified from the analysis of POs and PSOs attainment?					
	2. Are action plans to bridge the shortfalls prepared and implemented? If so, what is the impact of the said implementation with respect to previous academic year?					
	3. Does a criterion exist for conducting academic and administrative audit?					
	4. Frequency of audit					
	5. Are actions taken based on audit report?					
	6. a. Percentage of placements in current Academic Year b. Percentage of placements in the previous Academic Year c. Is there any improvement?					
	7. a. Median salary offered to students in the current academic year b. Median salary offered to students in the previous academic year c. Is there any improvement?					
	8. a. Best rank of the students admitted in the current academic year b. Best rank of the students admitted in the previous academic year c. Is there any improvement?					

	9. a. Highest rank (in the qualifying examination) of student admitted in the current Academic Year b. Highest rank (in the qualifying examination) of student admitted in the previous Academic year? c. Is there any improvement?					
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VI II	First Year Academics				
	1. First year student faculty ratio				
	2. Number of faculty teaching first year, with PhD qualification				
	3. Number of faculty teaching first year with PG qualification				
	4. Percentage of students who qualified for promotion to 2 nd year from end examinations of first year				
	5. Mean CGPA/percentage of students (who were promoted to Second year) at the end of First year.				
	6. Is a proper assessment process used for determining the attainment of course outcomes?				
	7. Is a proper assessment process used for determining the attainment of relevant POs and PSOs				
	8. Are records of computation of attainment of COs of all first-year courses available?				
	9. Are records of computation of attainment of relevant POs & PSOs of all first-year courses available?				
10. Are actions taken based on the results of evaluation of POs and PSOs?					

IX	Student Support Systems					
	A. Mentoring System					
	1. Is a comprehensive mentoring system at individual level in place for professional guidance, career advancement and all-round development?					
	2. Is the mentoring system implemented? If yes, Number of students per mentor					
	3. Is the mentoring system effective?					
	B. Student feedback on faculty and facilities.					
	1. Does a student feedback system exist?					
	2. Are the records of action taken on the results of feedback (on faculty) analysis available?					
	3. Is the feedback system effective?					
	4. Are records of action taken on feedback on facilities available?					
	C. Facilities for Self-Learning					
	1. Does the department provide scope for self-learning?					
	2. Are all required facilities, materials, for learning beyond syllabus etc. provided to the students?					
	3. Are the facilities effectively utilized by the students?					
	D. Career guidance, Training and Placement					
	Career Guidance					
	1. Does the college have a Career Guidance or Counseling Cell?					
	2. If yes, how many students have been utilizing these services?					
	3. How many Career Guidance programs have been conducted in each year?					
	4. How many number of students attended these career guidance programs?					
	5. Are students counseled for higher studies?					
6. Does the College have Academic links/ collaborations/MoU, etc with other institutes of higher learning?						
Training and Placements						
1. Does the college conduct any pre placement training for students' placements?						
2. Is effective placement policy framed and implemented?						

3. If yes, then specify the number of hours, areas in which training is imparted.					
4. Does the placement cell maintain the record of job opportunities available for students?					
5. Did the college organize any company/Industrial visits or guidance camp for students?					
6. If yes, number of such visits/camps organized					
7. Are the students provided computers and Internet to search for job, to download application forms or to register for placements drive of the companies etc?					
8. Does the college subscribe to magazines like Employment News, Rojgar Samachar etc? If yes, give names of magazines.					
9. Does the college have a system of registering students at the Employment office of the Gol?					
NSS Activities/Student Clubs/Alumni Association					
1. Are clubs and NSS effectively functioning?					
2. Do students conduct and participate in annual co-curricular and extra-curricular activities. If yes, please mention % of students participate in such activities:					
3. Does the college have a registered and functional Alumni Association? If yes, give number of students enrolled					
4. Specify Activities of Alumni Association					

Governance, Institutional Support and Financial Resources					
X	A. Governance, Institutional Support				
	1. Are vision and mission statements of Institution available on college website, Principal's Chamber, Library, Conference rooms etc?				
	2. Are the vision and mission statements appropriately defined and relevant?				
	3. Is institutional strategic plan (5 years) available?				
	4. Is there an implementation plan towards achieving the strategic objectives?				
	5. Is the strategic plan monitored effectively?				
	6. Is a Governing Body duly constituted and its meetings held regularly?				
	7. Are service rules, policies, procedures, functions and responsibilities published and uploaded on the website?				
	8. Are Minutes of Meetings of Governing Body and Academic council and Action taken reports available?				
	9. Are organizational structure and lists of administrative heads, and committees formed with powers to take administrative decisions, available?				
	10. Is there any Grievance redressal system in place and a cell constituted for this purpose?				
	11. Is evidence of action taken on student/staff grievances available?				
	12. Are financial powers delegated to Principal, HoDs, I/cs, documented?				
	13. Is Mandatory Disclosure as per AISHE & AICTE, placed on website?				
14. What are institutional practices for integrating IT? (i)Administration (ii)Finance and Accounts (iii)Examination					
B. Budget allocation and utilization					
1. Does the college follow a prescribed procedure for budget formulation, finalization and approval?					
2. Is the budget allocation adequate at institutional, and program levels?					
3. What percentage of allocated funds was utilized in the previous year by the Institution and programs?					

C. Library and Internet

i. Quality of learning resources					
1. Are learning resources procured as per the requirements provided by the academic departments, ensuring relevance to programs?					
2. Are AICTE norms followed in respect of number of books & their copies procured?					
3. Are these learning resources including E-Resources & digital library, easily accessible to students?					
4. Is adequate support given to students for self-learning activities?					
5. Is the utilization of learning resources by students and faculty satisfactory?					
ii. Internet					
1. Is the available band Width adequate?					
2. Is Wi-Fi available in the college?					
3. Is there internet access in labs, library, conference rooms & offices of all departments?					
4. Is adequate security mechanism put in place for protecting the internet transactions?					
iii. Infrastructural facilities and ambience					
1. Is Campus ambience exemplary /Good / Satisfactory/ Unsatisfactory?					
2. Is Office Space ambience exemplary/Good/ Satisfactory/Unsatisfactory?					
3. Are washrooms well maintained?					
4. Is adequate parking facility available?					
5. Are individual Staff rooms available with IT facility?					
6. Are staff rooms well maintained?					
7. Is Potable Water facility available?					
8. Is Power Backup facility available?					
If so, specify the capacity					
9. Does the Institute have facilities for alternate sources of energy like: i. Solar energy (ii) Wheeling to the Grid (iii) Use of LED Bulbs					
10. Does the Institute have Rain water harvesting pits?					

11. Does the institute take any Green campus initiatives such as: (i)Restricted entry of automobiles (ii)Pedestrian friendly path ways (iii)Landscaping with trees and plants						
12. Does the Institute provide any facility for Disabled/Divyangjan persons easy access to classrooms and Labs?						
13. Does the institute organize National/International commemorative days, events and festivals?						
14. Do Seminar halls have adequate ICT facilities?						
15. Is transportation available for students and staff?						
16. Isthe Canteen maintained as per Food Safety and Standards Act?						
17. Is Auditorium/Assembly Hall available with all ICT facilities?						

Please mention

Good Practices, if any

- 1.
- 2.
- 3.

Strengths, if any

- 1.
- 2.
- 3.

Weaknesses, if any

- 1.
- 2.
- 3.

Concerns, if any

- 1.
- 2.
- 3.

Deficiencies, if any

- 1.
- 2.
- 3.

Recommendations, if any

- 1.
- 2.
- 3.

Brief report, if any

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Suggestions for improvising the academic quality:

- 1.
- 2.
- 3.

Signature of audit committee member:

Name of the audit committee member:

Affiliation of the audit committee member:

Academic Audit Report for the Academic Year: 2022-2023

Civil

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

* Grade: A: Very Good, B: Good, C: Adequate, D: deficient

A4 2022-23

S. No	Criterion	Status		Grade	Exhibits observed	Remarks of Audit Team
		As assessed by department/institution	As observed by Audit Team			
	Vision, Mission and PEOs,					
I.	1. Are vision and mission statements of the department available?	Yes	Yes	A		
	2. Are department vision and mission statements consistent with institute statements?	Yes	Yes	B		
	3. Are the PEOs available?	Yes	Yes	A		
	4. Does the department follow a defined process for defining vision, mission and PEOs with the participation of all stakeholders-internal and external stake holders?	Yes	Yes	B		V, M Approval of External stakeholders is required

	5. Are the vision, mission and PEOs made available on college website, department notice boards, HoD's chamber, laboratories, lab manuals, course files, and curriculum books etc?	Yes	Yes	A		
	6. Are the PEOs consistent with the mission of the department indicated in matrix form with proper justification of correlation parameters?	Yes	Yes	B		
Program curriculum and Teaching-Learning (T and L) Process						
Program Curriculum						
II.	1. Does a defined process exist for design of program curriculum?		Yes	B		Internal BOS minutes of meeting must be documented
	2. Are the structure and components of curriculum well balanced and appropriate (as per AICTE Guidelines)?		Yes	A		
	3. Is a valid process followed for mapping of curriculum with POs and PSOs?		Yes	B		Explanation is required to justify the mapping.
	4. Is Employability a major consideration in the overall development of the curriculum		Yes	A		
B. Teaching – Learning Process						
	1. Is an Academic Calendar prepared and adhered to?	Yes	Yes	A		No dates on question paper (Internal)
	2. Is evidence of pedagogical initiatives taken, such as collaborative learning, ICT supported teaching etc available?	Yes	Yes	B		

3. Does a process exist to identify bright and weak students?	Yes -	yes	B		Remedial classes for the backlog students is recommended.
4. Does the department have measures to encourage bright students with more complex tasks and motivate weak students to perform better?	Yes -	yes	B		
5. Does a process exist to allocate teaching load to faculty in the department?	Yes -	yes	B		
6. Do faculty in the department practice innovative TL practices such as					
• Collaborative Learning Yes/No	Yes	yes	C		
• Interaction with student in and outside of class obtaining Feedback Yes/No	Yes	-	C		
• Group Learning, Developing Professional Competences. Yes/No	Yes -	-	C		
• Teaching through value added courses Yes/No	Yes	yes	B		
• Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning Yes/No	NO	yes	C		
• Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. Yes/No	Yes	yes	B		

7. Is student feedback on T and L process collected and acted upon?	Yes.	yes	B		
8. Do the experiments in laboratory support higher level of Bloom's Taxonomy?	I	yes	C		
9. Is continuous assessment in the laboratory done systematically?	Yes	yes	B		
10. Is a well-defined process followed in the design and validation of question papers as well as for scheme of evaluation of mid-term and semester end examinations?	Yes	yes	B		
11. Are questions mapped with course outcomes, and Blooms Taxonomy levels?	Yes	yes	B		
12. Do the assignments given to students facilitate attainment of COs as well as higher levels of Bloom's Taxonomy?	Yes.	NO	D		Blooms level for Assignment questions also
13. Is a well-defined process followed for identification of student projects and allocation of guide(s)?	Yes	yes	C		
14. Are the projects relevant to the POs and PSOs and do they contribute to their attainments?	Yes.	yes	B		
15. Is a well-defined process followed for monitoring and evaluation of the projects and for assessing individual and team performance?	Yes	yes	C		

16. Are efforts made to encourage students to develop working prototypes based on projects and/or to publish papers?	Yes.	-	D		
17. Particulars of industry supported laboratories established, if any. Is impact analysis of industry interaction made and if, so, is action taken based on the results of the analysis?	NO-	-	D		
18. Are students encouraged to undergo internships or summer training? If so, what is the minimum duration of internship?	4 weeks	Yes	B		
19. Is student feedback taken on the internship experience?	Yes	Yes	B		
20. Is Impact analysis of internship made and action taken on the basis of the results of the analysis?	Yes	-	D		
21. Average number of days from the date of last semester-end examination till the declaration of results	Yes. 1 month	-	-		Exam Branch
22. Average percentage of student complaints / grievances about evaluation against total number of students appeared in the examination during last academic year	2%. 5%	-	-		Exam Branch
III. Course Outcomes and Program Outcomes					
1. Are COs defined for every course?	yes	Yes	B		

	2. Are COs embedded in syllabus?	yes	yes	B		
	3. Are course articulation matrix, program articulation matrix tables prepared?	yes	yes	B		
	4. Is appropriate assessment process for attainment of course outcomes followed including data collection, verification, analysis and decision making?	yes	yes	C		
	5. Is a well-defined process followed for determining attainment of POs and PSOs?	yes	yes	B		
	6. Are the records of computation of attainment of POs and PSOs maintained?	yes	yes	B		
	Students' Performance					
IV	1. Enrollment ratio	$\frac{4}{60} = 6.6\%$	6.6%	D		
	2. Percentage of students who graduate the program in four years, without repeat of any course?	$\frac{27}{122} = 22.13\%$	22%	D		
	3. Percentage of students graduating the program with backlogs within 4 years?	$\frac{64}{122} = 52.45\%$	52%	D		
	4. Mean CGPA of students (who were promoted to 3 rd year) at the end of 2 nd year	5.74	5.74	D		
	5. Percentage of students placed in companies through on and off-campus recruitment.	$\frac{48}{122} = 39.34\%$	39.34%	D		→ placement office. Internship offers are not under placements
	6. Percentage of final year students admitted to higher studies	$\frac{40}{122} = 32.7\%$	32.7% (Actual)	D		

7. Number of students turned entrepreneurs in Engineering and Technology	01	1	D		
8. Number of Professional societies/chapters in the department	01 (IAS)	-	D		
9. Number of Engineering events organized at institute at:					
a. Institute Level	11	11			
b. State Level	NIL		D		
c. National Level	04	4			
d. International Level	NIL				
10. Does the department publish technical magazines and Newsletters?	Yes (Yes letter)	Yes	C		
11. Are students associated in the above publications?	Yes	NO	D		
12. Number of students who participated in inter-institute events					
• Within state	35	2	D		
• Outside state	02	-			
• Number of prizes/ awards received in the events.	N/A	-			
V A. Faculty Information and Contribution					
1. Student faculty ratio	18:11	-	-		First year faculty must be adjusted with dept. faculty
2. Faculty cadre proportion	13:39	-	-		
3. Number of Faculty with PhD qualification	4	4	-		

4. Number of Faculty with PG Degree qualification	13	15	B		
5. Faculty retention (%) in the Current Academic Year?	70.58	70%	A		
6. Number of research publications of faculty in the year	5+	7	D		
7. Number of faculty who participated in FDPs, and duration of the programs.	9	9	D		
B. Research and Development					
1. Number of quality research publications in refereed/Scopus indexed journals.	5+	5	D		
2. Number of faculty awarded PhD during the current academic year	-	-	D		
3. Sponsored research (funded) undertaken and its value in Lakhs of Rupees.	-	-	D		
4. Number of development activities undertaken by faculty: • Product development • Working models	-	-	D		
5. Consultancy services offered and their value in Lakhs of Rupees.	-	-	D		
6. Does a well-defined faculty performance appraisal and development system exists and implemented?	Yes	Yes	C		
VI Facilities & Technical Support					
1. Are well-equipped labs and technical supporting staff	Yes	Yes	A		

	available?					
	2. Are labs well maintained?	Yes	Yes	A		
	3. Are safety measures followed in the lab?	Yes	Yes	A		
	4. Is a project laboratory together with necessary facilities available in the department?		-	-		
VII	Continuous Improvement					
	1. Are short falls and weaknesses in the program identified from the analysis of POs and PSOs attainment?		-	-		In progress
	2. Are action plans to bridge the shortfalls prepared and implemented? If so, what is the impact of the said implementation with respect to previous academic year?		-	-		In progress
	3. Does a criterion exist for conducting academic and administrative audit?	Yes	Yes	-		
	4. Frequency of audit	Yearly once	once/year	-		
	5. Are actions taken based on audit report?	Yes	Yes	-		
	6.					
a. Percentage of placements in current Academic Year	$\frac{48}{123} = 37\%$	check for actual			Paid Internships do not come under placement offers.	
b. Percentage of placements in the previous Academic Year	$\frac{45}{125} = 36\%$					
c. Is there any improvement?	Yes					

7.	a. Median salary offered to students in the current academic year		(2019-23) 32 LPA			
	b. Median salary offered to students in the previous academic year	2018-22	35 LPA			
	c. Is there any improvement?					
8.	a. Best rank of the students admitted in the current academic year		-			Admission office
	b. Best rank of the students admitted in the previous academic year					
	c. Is there any improvement?					

9.	a. Highest rank (in the qualifying examination) of student admitted in the current Academic Year		-			Admission office
	b. Highest rank (in the qualifying examination) of student admitted in the previous Academic year?					
	c. Is there any improvement?					
VIII	First Year Academics					
	1. First year student faculty ratio					
	2. Number of faculty teaching first year, with PhD qualification					

Strengths, if any

1. Laboratories are well maintained with all the required facilities.
2. V, M, PEDs, Pos, PSOs are disseminated at all the places.
3. Structure/courses curriculum is well balanced and appropriate.

Weaknesses, if any

1. Bloomslevel for tutorials/Assignments questions ~~are~~ to be mentioned.
2. Internal BOS mom is required (to be documented).
3. ICT tools other than ~~the~~ smart board is suggested.

Concerns, if any

1. Explanation of CO-PO mapping for all the courses is required.
2. Remedial classes are required for the back log students.
3. Rubrics for project continuous assessment/evaluation can be done.

Deficiencies, if any

1. Faculty & student publications needs to be improved
2. Impact analysis on Internships, Projects (Industry), placement ~~areas~~ training etc.
3. Co and extra curricular activities of students need further improvement.

Recommendations, if any

1. Encourage faculty/ students to develop working models based on Project
2. Industry supported Laboratories
3. Consultancy services.

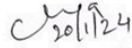
Brief report, if any

External academic and ^{administrative} audit ~~report~~ is conducted in the department of Civil Engg. All the faculty are well qualified and the laboratories are well equipped ^{with} all the facilities. files are well maintained with documentary evidences.

Suggestions for improving the academic quality:

1. Action taken report on course outcomes and program outcomes.
2. Indirect assessment to validate PO's
3. course file consisting of %attainment of all outcomes.

Signature of audit committee member:


20/11/24

Name of the audit committee member:

Dr. C. Lavanya

Affiliation of the audit committee member:

Professor & Dean IGAC
Department of Civil Engg.
GRIET, Bachupally, Hyderabad.

Geetanjali College of Engineering and Technology
Department of Civil Engineering
Action taken Report on the 'Academic and Administrative Audit'
for A.Y: (2022-23)

External Member	Dr C Lavanya, Prof & Dean IQAC, GRIET, Hyderabad.
Date:	20.01.2024

Good Practices
<ol style="list-style-type: none"> 1. Smart boards in class rooms 2. Value added courses 3. Internship for minimum of one month
Strengths
<ol style="list-style-type: none"> 1. Laboratories are well maintained with all the required facilities 2. Vision, Mission, PEO's and PSO's are disseminated at all the places 3. Structure / course curriculum is well balanced and appropriate
Weakness
<ol style="list-style-type: none"> 1. Blooms level for tutorials / Assignments questions are to be mentioned 2. Internal BOS MOM is required (to be documented) 3. ICT tools other than smart board are suggested.
Concerns
<ol style="list-style-type: none"> 1. Explanation of CO-PO mapping for all the courses is required 2. Remedial classes are required for the backlog students 3. Rubrics for project continuous assessment / Evaluation can be done
Deficiencies
<ol style="list-style-type: none"> 1. Faculty and student publication needs to be improved 2. Impact analysis on internships, projects (industry), placement trainings 3. Co and extracurricular activities of students need further improvement
Recommendations
<ol style="list-style-type: none"> 1. Encourage faculty / students to develop working models based on projects 2. Industry supported laboratories 3. Consultancy services
Suggestions for improving the academic quality
<ol style="list-style-type: none"> 1. Action taken report on course outcomes and program outcomes 2. Indirect assessment to validate PEO's 3. Course file consisting of % attainment of all outcomes

Action Taken Report of the 'Academic and Administrative Audit' conducted

For the A.Y: (2022-23)

Department of Civil Engineering

S No	Observation made by the team	Action taken	Remarks
Concerns			
1	Vision, Mission needs approval of external stakeholders	Feedback will be taken from external stake holders as suggested.	
2	In the mid question papers date are not mentioned	This is the practice being followed at the college level. However, it will be discussed in the College Academic Committee meeting and an appropriate decision will be taken.	
3	For weak and backlog students, remedial classes are advised.	Remedial classes are already being conducted	
4	Consultancy services	MoUs signed with two reputed Construction industries and consultancy services offered by the department are expected to improve from this year.	
5	Research publications	All the faculty members are strongly encouraged to publish Scopus indexed journals. Incentives are also being given for them.	
6	Rubrics for project continuous assessment / Evaluation can be done	Available and documented	
7	Explanation of CO-PO mapping for all the courses is required	The justification of CO-PO mapping of all the courses in the Program is well known to all the course instructors. It is discussed in the faculty meetings before the revision of curriculum design.	
Weakness			
1	Blooms level for tutorials / Assignments questions are to be mentioned	Blooms level for tutorials assignment questions will be included	

included.

included.

2	Internal BOS MOM is required (to be documented)	Will be documented as suggested.	
3	ICT tools other than smart board are suggested.	LCD Projectors also available in labs and Will be further improved as suggested.	

Recommendations			
1	Encourage faculty / students to develop working models based on projects	Initiated efforts to develop the working models with the help of students	
2	Industry supported laboratories	We are making MOUs with some reputed industries through which we will make efforts to establish the same	

V.V. Praveen
HOD-CED

Civil Engrg Dept.
 Prof. R. Srinivasa Kumar
 GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
 Cheeryal(V), Keesara (M), Medchal (D), Telangana state - 501 301

CEI
 A - 91-100
 B - 75-90
 C - 60-74
 D - <60

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT AY. 2021-22

* Grade: A: Very Good, B: Good, C: Adequate, D: deficient

S. No	Criterion	Status		Grade	Exhibits observed	Remarks of Audit Team
		As assessed by department/institution	As observed by Audit Team			
I.	Vision, Mission and PEOs,					
A	1. Are vision and mission statements of the department available?	yes	yes	A	shown	
	2. Are department vision and mission statements consistent with institute statements?	yes	yes	A	shown	
	3. Are the PEOs available?	yes	yes	A	shown	
	4. Does the department follow a defined process for defining vision, mission and PEOs with the participation of all stakeholders-internal and external stake holders?	yes	yes	B	shown partially	Feed back from state holders Need more proof. As per the year related academic activities.

	5. Are the vision, mission and PEOs made available on college website, department notice boards, HoD's chamber, laboratories, lab manuals, course files, and curriculum books etc?	Yes	yes	A	Shown correctly	
	6. Are the PEOs consistent with the mission of the department indicated in matrix form with proper justification of correlation parameters?	Yes	Need feedback summary			2017-2020 need report
Program curriculum and Teaching-Learning (T and L) Process						
Program Curriculum						
II. A	1. Does a defined process exist for design of program curriculum?	Yes	yes	A	shown PEO	
	2. Are the structure and components of curriculum well balanced and appropriate (as per AICTE Guidelines)?	Yes	yes	A	shown PEO 2020	need net book
	3. Is a valid process followed for mapping of curriculum with PEOs and PSOs?	Yes	yes	A	Shown need flow chart	Shown upto 2016-2017 Need 2017 onwards PF
	4. Is Employability a major consideration in the overall development of the curriculum	Yes	yes	A ✓	Shown course lab & webj	* Curricula Transg unit ✓
B. Teaching - Learning Process						
	1. Is an Academic Calendar prepared and adhered to?	Yes	yes	A	Shown scheduled tests	T.T. Almaral
	2. Is evidence of pedagogical initiatives taken, such as collaborative learning, ICT supported teaching etc available?	Yes	yes	A		1. Feint 2. Related env

3. Does a process exist to identify bright and weak students?		yes	A	shown	
4. Does the department have measures to encourage bright students with more complex tasks and motivate weak students to perform better?		yes	A		1. BSE cheques books given 2. remedial class 3. PBL work load allotment
5. Does a process exist to allocate teaching load to faculty in the department?	yes	yes	A*		work load allotment
6. Do faculty in the department practice innovative TL practices such as					
• Collaborative Learning Yes/No		yes			exit
• Interaction with student in and outside of class obtaining Feedback Yes/No		yes			Feedback
• Group Learning, Developing Professional Competences. Yes/No		yes			PBL
• Teaching through value added courses Yes/No		yes			Time use
• Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning Yes/No		yes			
• Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. Yes/No		yes		✓	only 2 lectured 20-21 & FDP 20-22
7. Is student feedback on T and L process collected and	yes	yes	A		conceding give to faculty 3

acted upon?					
8. Do the experiments in laboratory support higher level of Bloom's Taxonomy?	Yes	yes	A-		Pool Test exp. Final Test exp.
9. Is continuous assessment in the laboratory done systematically?	Yes	yes	A+		day to day evaluated project
10. Is a well-defined process followed in the design and validation of question papers as well as for scheme of evaluation of mid-term and semester end examinations?	Yes	yes			question paper not complete
11. Are questions mapped with course outcomes, and Blooms Taxonomy levels?	Yes	yes			B.P.
12. Do the assignments given to students facilitate attainment of COs as well as higher levels of Bloom's Taxonomy?	Yes	yes		shown	
13. Is a well-defined process followed for identification of student projects and allocation of guide(s)?	Yes	yes	A+	shown	
14. Are the projects relevant to the POs and PSOs and do they contribute to their attainments?	Yes	yes	✓	✓	POs del.
15. Is a well-defined process followed for monitoring and evaluation of the projects and for assessing individual and team performance?	Yes	yes			Review Report
16. Are efforts made to encourage students to develop working prototypes based on projects and/or to	Yes	yes			idea for (7E) * Model 14

	publish papers?					1 page shown
	17. Particulars of industry supported laboratories established, if any. Is impact analysis of industry interaction made and if, so, is action taken based on the results of the analysis?	Yes	NO			No specific lab established.
	18. Are students encouraged to undergo internships or summer training? If so, what is the minimum duration of internship?	Yes	yes	A		10 days 1 month (summer pop)
	19. Is student feedback taken on the internship experience?	Yes	yes	A		shown
	20. Is Impact analysis of internship made and action taken on the basis of the results of the analysis?	Yes	yes	A		Some candidates are failed if absent *
	21. Average number of days from the date of last semester-end examination till the declaration of results	1 month	yes	A		1 month
	22. Average percentage of student complaints / grievances about evaluation against total number of students appeared in the examination during last academic year	Nil				* Revaluation No go Re counting
	III. Course Outcomes and Program Outcomes					
A	1. Are COs defined for every course?	Yes	yes.			
	2. Are COs embedded in syllabus?	Yes	yes.			
	3. Are course articulation matrix, program articulation	Yes				

	matrix tables prepared?		yes	A		given course files
	4. Is appropriate assessment process for attainment of course outcomes followed including data collection, verification, analysis and decision making?	yes	yes	A		Excellently
	5. Is a well-defined process followed for determining attainment of POs and PSOs?	yes	yes	A		Excellently
	6. Are the records of computation of attainment of POs and PSOs maintained?	yes	yes	A		Show
	Students' Performance					
	1. Enrollment ratio (2021-22)	$\frac{36.66}{100} \times 100$	36.66			22+
*	2. Percentage of students who graduate the program in four years, without repeat of any course? (2018) = 111	$\frac{33.33}{100} \times 100$	33.33			$\frac{37 \times 100}{111} = 33.33\%$
IV	3. Percentage of students graduating the program with backlogs within 4 years?	45.94%	45.94			$\frac{51}{111} \times 100$ need
C	4. Mean CGPA of students (who were promoted to 3 rd year) at the end of 2 nd year	4.79	4.79			* Need improvement
	5. Percentage of students placed in companies through on and off-campus recruitment.	41.4	41.4%		Show	$\frac{46 \times 100}{111} = 41.4\%$
	6. Percentage of final year students admitted to higher studies	2.702	2.7%		Show	$\frac{3}{111} \times 100 = 2.7\%$
	7. Number of students turned entrepreneurs in Engineering and Technology	1	0.9%		Show	$\frac{1}{111} = 0.9\%$
	8. Number of Professional societies/chapters in the	Nil	Nil			at present

	department				
	9. Number of Engineering events organized at institute at:				
	a. Institute Level	2 EL	2 EL - B		5
	b. State Level	1 FDP	1 FDP - A		Brochure shown
	c. National Level	+ 1 Bhaskara	- college art - A		shown
	d. International Level				
	10. Does the department publish technical magazines and Newsletters?	Yes	yes A		shown
	11. Are students associated in the above publications?	Yes	yes A		Need more (63 papers)
	12. Number of students who participated in inter-institute events				
	• Within state	5	5		Five student
	• Outside state	Nil	Nil B		only particip
	• Number of prizes/ awards received in the events.	3	3		* Need 5 year
V	A. Faculty Information and Contribution				
	1. Student faculty ratio	15:1	16.63	A	(65+63+65+63+60) = 316 / 24
	2. Faculty cadre proportion	Prof: A.Mo: Ass: 2:3:18	0:1:18		316 / 19 = 16.63
	3. Number of Faculty with PhD qualification	04	11+11+11		
	4. Number of Faculty with PG Degree qualification	19	19	A	
	5. Faculty retention (%) in the Current Academic Year?	84.21	84.21	B	2021-19 / 2020-16 = 16 / 100
	6. Number of research publications of faculty in the year	01	01	D	*

*
B

(scope)

7

	7. Number of faculty who participated in FDPs, and duration of the programs.	17	15			>5 days
	B. Research and Development					
	1. Number of quality research publications in refereed/Scopus indexed journals.	01	01			Scopus
	2. Number of faculty awarded PhD during the current academic year	0	0			
	3. Sponsored research (funded) undertaken and its value in Lakhs of Rupees.	0	0			
	4. Number of development activities undertaken by faculty: • Product development • Working models	0	0			
	5. Consultancy services offered and their value in Lakhs of Rupees.	0	0			
	6. Does a well-defined faculty performance appraisal and development system exists and implemented?	Yes	yes	A		each
VI	Facilities & Technical Support					
*	1. Are well-equipped labs and technical supporting staff available?	Yes	yes	A.		
	2. Are labs well maintained?	Yes	yes	A		
	3. Are safety measures followed in the lab?	Yes	yes	A		
	4. Is a project laboratory together with necessary	No	NIL			

6

	facilities available in the department?	NIL	NIL		
VII	Continuous Improvement				
	1. Are short falls and weaknesses in the program identified from the analysis of POs and PSOs attainment?	yes	yes	A	Summary report of subject attainment
	2. Are action plans to bridge the shortfalls prepared and implemented? If so, what is the impact of the said implementation with respect to previous academic year?	yes	yes	B	1. Guest lecture 2. Tutorial classes 3. * Need of more
	3. Does a criterion exist for conducting academic and administrative audit?	yes	yes	A	shown
	4. Frequency of audit	1 year	yes	B	* 2 times to 3000
	5. Are actions taken based on audit report?	yes	yes*	B	* need models. * see D
	6.				
	a. Percentage of placements in current Academic Year	yes 20%	$\frac{49}{123} = 36\%$		Need Improvement
	b. Percentage of placements in the previous Academic Year		$\frac{32}{144} = 22\%$	B	
	c. Is there any improvement?	→	yes = 14%		
	7.				
	a. Median salary offered to students in the current academic year	3 lakhs	3 lakhs		Need Input not done
	b. Median salary offered to students in the previous academic year		→ 2 lakhs	B	

c. Is there any improvement?		yes	10th in 2018		
8.					
a. Best rank of the students admitted in the current academic year	→				
b. Best rank of the students admitted in the previous academic year	→				
c. Is there any improvement?					

9.					
a. Highest rank (in the qualifying examination) of student admitted in the current Academic Year	→				
b. Highest rank (in the qualifying examination) of student admitted in the previous Academic year?	→				
c. Is there any improvement?					

VIII

First Year Academics

1. First year student faculty ratio					
2. Number of faculty teaching first year, with PhD qualification					
3. Number of faculty teaching first year with PG qualification					
4. Percentage of students who qualified for promotion to 2 nd year from end examinations of first year					
5. Mean CGPA/percentage of students (who were					

	promoted to Second year) at the end of First year.					
	6. Is a proper assessment process used for determining the attainment of course outcomes?					
	7. Is a proper assessment process used for determining the attainment of relevant POs and PSOs					
	8. Are records of computation of attainment of COs of all first-year courses available?					
	9. Are records of computation of attainment of relevant POs & PSOs of all first-year courses available?					
	10. Are actions taken based on the results of evaluation of POs and PSOs?					
IX	Student Support Systems					
	A. Mentoring System					
	1. Is a comprehensive mentoring system at individual level in place for professional guidance, career advancement and all-round development?		mentoring yes		shown	1. 1 mentor/20 stud. 2. 1 class in charge.
	2. Is the mentoring system implemented? If yes, Number of students per mentor		yes 20/m.			1hr/mentoring hr. weekly.
	3. Is the mentoring system effective?		A++			M. during/candidate.
	B. Student feedback on faculty and facilities.					
	1. Does a student feedback system exist?		yes			2 times/semester
2. Are the records of action taken on the results of feedback (on faculty) analysis available?		yes	B++		on rolling done	

3. Is the feedback system effective?					
4. Are records of action taken on feedback on facilities available?	yes			Summary shown	CRC Chair
C. Facilities for Self-Learning					
1. Does the department provide scope for self-learning?	yes				NPTL
2. Are all required facilities, materials, for learning beyond syllabus etc. provided to the students?	yes	B			Library
3. Are the facilities effectively utilized by the students?	yes			date book	Logbook
D. Career guidance, Training and Placement					
Career Guidance					
1. Does the college have a Career Guidance or Counseling Cell?	yes				
2. If yes, how many students have been utilizing these services?	All				
3. How many Career Guidance programs have been conducted in each year?	2				
4. How many number of students attended these career guidance programs?	45 no				
5. Are students counseled for higher studies?	yes				
6. Does the College have Academic links/collaborations/MoU, etc with other institutes of higher learning?	yes				Contra (A) C.A.S. C-well
Training and Placements					

1. Does the college conduct any pre placement training for students' placements?		yes			
2. Is effective placement policy framed and implemented?					
3. If yes, then specify the number of hours, areas in which training is imparted.					
4. Does the placement cell maintain the record of job opportunities available for students?					
5. Did the college organize any company/Industrial visits or guidance camp for students?		2 visits 1. C complex 2. PRC			
6. If yes, number of such visits/camps organized					
7. Are the students provided computers and Internet to search for job, to download application forms or to register for placements drive of the companies etc?		yes			printer or change
8. Does the college subscribe to magazines like Employment News, Rojgar Samachar etc? If yes, give names of magazines.		yes. 1. 2. 3.			
9. Does the college have a system of registering students at the Employment office of the GoI?		?			
NSS Activities/Student Clubs/Alumni Association					
1. Are clubs and NSS effectively functioning?		yes			
2. Do students conduct and participate in annual co-curricular and extra-curricular activities.		yes do			1. Robotics 2. math club 3. etc.

	If yes, please mention % of students participate in such activities:					
	3. Does the college have a registered and functional Alumni Association? If yes, give number of students enrolled		YES 25 th Dec.			
	4. Specify Activities of Alumni Association		Alumni meets yes			
X	Governance, Institutional Support and Financial Resources					
	A. Governance, Institutional Support					
	1. Are vision and mission statements of Institution available on college website, Principal's Chamber, Library, Conference rooms etc?					
	2. Are the vision and mission statements appropriately defined and relevant?					
	3. Is institutional strategic plan (5 years) available?					
	4. Is there an implementation plan towards achieving the strategic objectives?					
	5. Is the strategic plan monitored effectively?					
	6. Is a Governing Body duly constituted and its meetings held regularly?					
	7. Are service rules, policies, procedures, functions and responsibilities published and uploaded on the website?					
	8. Are Minutes of Meetings of Governing Body and					

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Strengths, if any

1. well maintained ^{equipd.} labs, Quality of Question papers.
2. CO-PO attainment
3. Feedback system. (Identified bright/weak students) \Rightarrow mentoring system.
4. Good Departmental library facility
5. Good faculty with co-operation.

Weaknesses, if any

1. Student Faculty ratio. > 16
2. Research & development
3. Consultancy.
4. Lower quality of students (Ranks on higher)

Concerns, if any

1. No desktops given to each faculty.
2. Encouragement to improve in attendance for Tutorial/compensating classes
3. placements
4. Less no. of Admitted students in 2022.

Deficiencies, if any

1. Student's performance.
2. No professor satisfied.
3. No sponsored projects/consultancy projects.

Recommendations, if any

1. R&D activities should be explored with ~~no~~ concerned Institutions/MOU's
2. 'consultancy / sponsored, projects with ATM C @ other
3. Conduct more number of guest lectures (say 1 per month); 2 Training program/yr.

Brief report, if any

I visited the Civil Engg Dept and Labs. The concerned faculty have shown documented evidences for the criteria. The summary of assigned grades for each criteria as given below: I=A; II=A; III=~~A~~; IV=C; V=B; VI=A; VII=B; (80%)

The no. of faculty attended FDP is good. The % placement is increasing but need atleast 5.

The CRC practice is good. The training program offered to the students are good.

The process of calculation of co-go attainment is satisfactory. The process of collaborative learning with specific research institutions should be envisaged. The average pass percentage should be improved.

Suggestions for improvising the academic quality:

1. Paper publications / students should be improved.
2. Establish Professional Societies/Chapters.
3. Organise National Seminars → increase participation of students/faculty.
4. Subscribe more e-journals & encourage faculty to present their research papers.

Signature of audit committee member:

R. Srinivasa Kumar

Name of the audit committee member:

Prof. R. Srinivasa Kumar

Affiliation of the audit committee member:

Professor → Director (Ext. Ed.) Osmania University, Hyd.
CID ph. 949112424

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12.01.2023

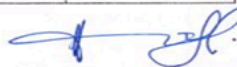
Geethanjali College of Engineering and Technology
(Autonomous)

Department of Civil Engineering

Action Taken Report of the External Academic Audit conducted for AY 2021-22

S.No	Observation Made by the Audit Team	Action Taken	Remarks
1.	<u>A: Concerns</u> No desktops given to each faculty	We will request management to facilitate some of systems, mean while faculty will use the huge number of desktops available in the computer labs, during free slots of laboratories.	
2.	Improvement of attendance for tutorials / compensatory classes.	We will motivate them by telling the consequences of missing such classes through classes teachers and mentors.	
1.	<u>B:Weaknesses</u> Number of students who participated in inter-institute events <i>outside the state</i>	This number is nil in the present year. Students are not shown interest to go out due to COVID problems, This time we will motivate them and make them to participate in more numbers.	
2.	Number of development activities undertaken by faculty : working models	This number is nil in the present year. We will motivate the faculty and bright students to develop such models once we get sponsorship or budget from	

		the institute.	
3	Is a project laboratory together with necessary facilities available in the department?	Since it involves with huge budget, we will initiate to get research funded projects, as the department got NBA accredited recently. We will establish laboratory with the research funding as well as from the institute funding.	
1.	C: Recommendations No sponsored projects / Consultancy projects	Senior faculties who are having research exposure will be requested to focus more on this area to get funded projects.	



HOD-CED

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
 Cheeryal(V), Keesara (M), Medchal (D), Telangana state – 501 301

ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

AY 20-21

* Grade: A: Very Good, B: Good, C: Adequate, D: deficient

S. No	Criterion	Status		Grade	Exhibits observed	Remarks of Audit Team
		As assessed by department/institution	As observed by Audit Team			
I.	Vision, Mission and PEOs,					
	1. Are vision and mission statements of the department available?	Yes	✓✓	B	Vision, Mission, PEOs adopted	
	2. Are department vision and mission statements consistent with institute statements?	Yes	✓	B		
	3. Are the PEOs available?	Yes	✓	✓ Yes		
	4. Does the department follow a defined process for defining vision, mission and PEOs with the	Yes	✓	✓ Yes		

	participation of all stakeholders-internal and external stake holders?		✓	B		
	5. Are the vision, mission and PEOs made available on college website, department notice boards, HoD's chamber, laboratories, lab manuals, course files, and curriculum books etc?	Yes	✓	Yes.		
	6. Are the PEOs consistent with the mission of the department indicated in matrix form with proper justification of correlation parameters?	Yes	✓	C		considering power some may calculate it with the justification can be better
Program curriculum and Teaching-Learning (T and L) Process						
Program Curriculum						
II.	1. Does a defined process exist for design of program curriculum?	Yes	✓	good B		
	2. Are the structure and components of curriculum well balanced and appropriate (as per AICTE Guidelines)?	Yes	✓	moderate C		

3. Is a valid process followed for mapping of curriculum with PEOs and PSOs?	Yes	✓	B		Skills adjust weight
4. Is Employability a major consideration in the overall development of the curriculum	Yes	✓ Adequately	B.		Adequate
B. Teaching – Learning Process					
1. Is an Academic Calendar prepared and adhered to?	Yes	-	B.		Some deviations due to pandemic
2. Is evidence of pedagogical initiatives taken, such as collaborative learning, ICT supported teaching etc available?	Yes	Tutorials via collaborative	C.		Not all CR are digital Can make all CR digital
3. Does a process exist to identify bright and weak students?	Yes	✓ good	B.		Based on mid sem! course + Attendance + mark (OK)
4. Does the department have measures to encourage bright students with more complex tasks and motivate weak students to perform better?	Yes	?	C.		Pandemic
5. Does a process exist to allocate teaching load to faculty in the department?	Yes	✓ good	A.		
6. Do faculty in the department practice innovative TL practices such as	Yes	Site visit Participatory or			P

<ul style="list-style-type: none"> • Collaborative Learning Yes/No • Interaction with student in and outside of class obtaining Feedback Yes/No • Group Learning, Developing Professional Competences. Yes/No • Teaching through value added courses Yes/No • Experiential Learning that facilitates development of Problem-Solving Skills in the students through project based learning Yes/No • Facilitating interaction with various experts in the field through Guest Lectures, Industrial Visits, Field trips thereby making them familiar with occupational awareness. Yes/No 	<p>Yes</p> <p>Yes</p> <p>///</p> <p>Revised & E-libs ✓</p> <p>✓ only some students.</p>		<p>C.</p> <p>C.</p> <p>C.</p> <p>B.</p> <p>C.</p> <p>B.</p>		<p>Can involve max number of students.</p>
7. Is student feedback on T and L process collected and acted upon?	Yes	✓ good	B.		
8. Do the experiments in laboratory support higher level of Bloom's Taxonomy?	Yes	no books	C.		
9. Is continuous assessment in the laboratory done systematically?	✓	✓	B		

10. Is a well-defined process followed in the design and validation of question papers as well as for scheme of evaluation of mid-term and semester end examinations?	Yes	✓	C.		
11. Are questions mapped with course outcomes, and Blooms Taxonomy levels?	Yes	✓ good	B.		
12. Do the assignments given to students facilitate attainment of COs as well as higher levels of Bloom's Taxonomy?	Yes	✓	C.		
13. Is a well-defined process followed for identification of student projects and allocation of guide(s)?	Yes	✓ after the student has started	C.		adequate
14. Are the projects relevant to the POs and PSOs and do they contribute to their attainments?	Yes	✓	C.		
15. Is a well-defined process followed for monitoring and evaluation of the projects and for assessing individual and team performance?	Yes	✓	B.		3 reviews
16. Are efforts made to encourage students to develop working prototypes based on projects and/or to publish papers?	Yes		A.		for funding they have had prototype 1740/-
17. Particulars of industry supported laboratories established, if any.	No	No	-		

	Is impact analysis of industry interaction made and if, so, is action taken based on the results of the analysis?	no		-	
	18. Are students encouraged to undergo internships or summer training? If so, what is the minimum duration of internship?	Yes	100% ✓ Year	B	
	19. Is student feedback taken on the internship experience?	Yes		B.	the feedback ✓
	20. Is Impact analysis of internship made and action taken on the basis of the results of the analysis?	No	(N)	-	
	21. Average number of days from the date of last semester-end examination till the declaration of results	3 - 4 weeks	digital eval.	C	Can do files 2 weeks Can do with 2 weeks.
	22. Average percentage of student complaints / grievances about evaluation against total number of students appeared in the examination during last academic year	5 - 10%	✓	-	
	Course Outcomes and Program Outcomes				
III.	1. Are COs defined for every course?	Yes	✓	C	Asyete can improve in some cases.
	2. Are COs embedded in syllabus?	Yes	✓	Yes.	
	3. Are course articulation matrix, program articulation matrix tables prepared?	Yes	✓	Yes.	CO-PO matrix need to be in the syllabus to put in syllabus also

	4. Is appropriate assessment process for attainment of course outcomes followed including data collection, verification, analysis and decision making?	Yes	✓	C	simple data	Adverse to Metro from Avg to the grade of Attainment
	5. Is a well-defined process followed for determining attainment of POs and PSOs?	Yes	✓	C.		
	6. Are the records of computation of attainment of POs and PSOs maintained?	Yes	✓	B.		
	Students' Performance					
IV	1. Enrollment ratio	55/60	✓	-		
	2. Percentage of students who graduate the program in four years, without repeat of any course?	42/139=30.21%		-		depend on student who but try to improve ..
	3. Percentage of students graduating the program with backlogs within 4 years?	89/139=64.02%		-		
	4. Mean CGPA of students (who were promoted to 3 rd year) at the end of 2 nd year	5.42	✓	-		
	5. Percentage of students placed in companies through on and off-campus recruitment.	32/144=22.22%	✓	-		
	6. Percentage of final year students admitted to higher studies	08/144=5.55%	✓	-		will be increasing.
	7. Number of students turned entrepreneurs in Engineering and Technology	Nil		-		

	8. Number of Professional societies/chapters in the department	02 (IGBC, ISTE)	✓	-		IGBC ISTE
	9. Number of Engineering events organized at institute at: a. Institute Level b. State Level c. National Level d. International Level	1 <i>month held</i>		-		<u>online</u>
	10. Does the department publish technical magazines and Newsletters?	Yes <i>newsletters</i>		good B.		good. Pl. add small writing for journal & student
	11. Are students associated in the above publications?	No				Make them write short essays.
	12. Number of students who participated in inter-institute events • Within state • Outside state • Number of prizes/ awards received in the events.	04 07 ✓		-		due to pandemic
V	A. Faculty Information and Contribution					
	1. Student faculty ratio	16.57		B.		✓
	2. Faculty cadre proportion	2 (Prof.)+ 3 (Assoc.pro) + 14 (Assis.pro)	✓	B		✓
	3. Number of Faculty with PhD qualification	4		B		

4. Number of Faculty with PG Degree qualification	15	✓	→		
5. Faculty retention (%) in the Current Academic Year?	74.16	✓	C		
6. Number of research publications of faculty in the year	4		C.		can improve (sel)
7. Number of faculty who participated in FDPs, and duration of the programs.	14	✓	B		
B. Research and Development					
1. Number of quality research publications in refereed/Scopus indexed journals.	1		D		can improve. should improve.
2. Number of faculty awarded PhD during the current academic year	0		-		
3. Sponsored research (funded) undertaken and its value in Lakhs of Rupees.	0		D.		costly ✓
4. Number of development activities undertaken by faculty: • Product development • Working models	0		-		
5. Consultancy services offered and their value in Lakhs of Rupees.	0.3		-		land survey
6. Does a well-defined faculty performance appraisal and development system exists and implemented?	Yes		B		API based

Facilities & Technical Support					
VI	1. Are well-equipped labs and technical supporting staff available?	Yes	/	B	
	2. Are labs well maintained?	Yes	/	B	
	3. Are safety measures followed in the lab?	Yes		B	Fire extinguishers, mask.
	4. Is a project laboratory together with necessary facilities available in the department?	No (Additional equipment & softwares are available in existing labs to perform project work)		-	
Continuous Improvement					
VII	1. Are short falls and weaknesses in the program identified from the analysis of POs and PSOs attainment?	Yes		C	Individual CO Shortfalls were addressed.
	2. Are action plans to bridge the shortfalls prepared and implemented? If so, what is the impact of the said implementation with respect to previous academic year?	Yes		-	No shortfall observed. Needs set the bar high. Individual COs deficiency addressed by expert lecture were COs, forecast syllabus.
	3. Does a criterion exist for conducting academic and administrative audit?	Yes	/	✓	/
	4. Frequency of audit	1 per year	/	-	
	5. Are actions taken based on audit report?	Yes	/	/	

Strengths, if any

1. Availability of committed faculty trained at reputed institutions such as NITs.
2. Good laboratories with latest equipment.
- 3.

Weaknesses, if any

1. Churn in the faculty \rightarrow could destabilize the set processes.
2. Intake of not so bright students.
- 3.

Concerns, if any

1. ~~There is a significant gap between the faculty and the students in terms of knowledge and skills.~~
2. ~~The infrastructure is not up to the mark.~~
- 3.

Deficiencies, if any

1. All the class rooms need to be digitally enabled (Projectors in all the CRs).
- 2.
- 3.

Recommendations, if any

1. Pl. equip classrooms with projectors.
2. After the pandemic improve physical interactions with CIVIL Engg companies.
- 3.

Brief report, if any Followed by a brief report by the HOD, faculty of the department presented various files pertaining to the audit items. The dept follows set procedure for UGs, M.Techs, POs, PEOs, PSOs etc. The dept also follows set procedure for teaching being focus, starting from subject allocators, to evaluation process. checked some mid. scripts evaluated. As these scripts are shared with students lets, it's better to mark mistakes, suggestions etc on the script by the faculty so that the student realises what was wrong in his answers. The dept has bright faculty therefore it should encourage externally funded project and good quality (Scopus/Elsevier) publications.

Suggestions for improvising the academic quality:

1. Improve project based learning such as making a laboratory project for ^{small} groups of 2-3 compulsory for each lab.
2. Include more CIVIL Engg software in the laboratory courses to improve employability.
3. The above measures can also improve interest levels of less studious students.

Signature of audit committee member:

K V Seetharam

Name of the audit committee member:

DR K. V. SEETHARAM.

Report of Academic Audit of
Githanjali College of Engg & Technology

①
A.Y. 2020-21

Date 8th Jan. 2022

Academic Audit of Githanjali College of Engg & Tech. was conducted on 8th Jan 22 along with Departmental Experts by

1. Visiting the departments, central facilities, Laboratories
2. Verifying all Academic / Admn. records Course Files, Reports, Files & Statistics presented by HOD's / Deans / Principal
3. Individual Reports by Departmental Experts are enclosed.
4. Overall summary, observations, recommendations concerns are listed below:

- * Infrastructure is excellent. Classrooms, Labs are well maintained / well equipped
- * Computational facilities / required softwares are available for students / faculty
- * Teaching learning Process / Students Faculty ratio is satisfactory
- * Academic / Administrative discipline is maintained. Records are properly maintained
- * Professional Society activities, / extra curricular activities / Counselling / Feedback mechanism are satisfactory
- * Qualified & sincere faculty, dynamic & effective leadership visible.
- * Many hardware (working models) projects are implemented by students. Encourage this...
- * Various students / clubs are active

(Contd..)

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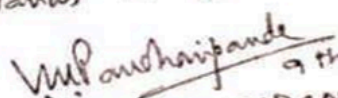
(2)

- * Academic Autonomy is not fully, effectively implemented.
- * Quality of Question papers/evaluation/assessment process needs drastic improvement.
- * Quality of B Tech / M Tech thesis not Satisfactory.
- * Instt should prepare well defined strategy plan by individual staff / individual Dept which will lead to clear road map for Instt.
- * Research publications / Consultancy / sponsored projects by faculty needs drastic improvement.
- * Use of ICT to be improved
- * Strengthen Alumni Network
- * Aim for 'Quality' placement-
- * Strengthen inter disciplinary Academic activities / projects
- * Concentrate on 'Project Based / Activity based / Self Study based Learning.
- * Concentrate on Skill Development programmes
- * Increase number of E-Class rooms with Smart Boards.
- * Involve students in Instt-Development Activities
- * Focus on Life Long Learning & Character / personality Development.
- * Create Question Bank / Tutorial & Bank /

5

Viva & Bank for effective assessment/
Steps on Continuous evaluation through
Quiz, Group Discussions, Seminars, Vivas
with transparent evaluation.
* Involve all stakeholders in major decision
making.
(Contd...)

- * Evolve full proof procedure to recruit young, talented, sincere & dedicated Faculty.
 - Update the faculty with state of the Art Technology & Teaching Methodology (in current situation).
 - * Upgrade the Laboratories with state of the Art Equipments & Software.
 - * Move emphasis of 'Character' Development & Professional Ethics, Moral Values, Importance of Art & Culture, through Lectures from experts & Group discussions, social activities. Give extra credits for this work. (May be Non Audit).
 - * 'Credit Based Grading' should be implemented in 'Letter & spirit' with cafeteria Approach, giving more choice to students about 'What / When / How' they want to 'Learn'. (Less Teaching, more 'Learning'.
 - * Expts in Lab should be more design / testing oriented rather than simply 'measurements'.
 - * Link the expts to the theory taught.
 - * "WHY" we learn the topic / course should be explained by teacher in the beginning.
 - * Cultivate habit of 'Good Reading' among Students.
- Experts & my own observations by Departmental grading of the College stands at B+ with 70% ~~max~~ score.


 (Prof V. M. PANDHARIPANDE)
 9th Jan 2022

To: Principal
Gitanjali College of Engg & Tech.

19/01/2022

**Geethanjali College of Engineering and Technology
(Autonomous)**

Department of Civil Engineering

Action Taken Report of the External Academic Audit conducted for AY 2020-21

S.No	Observation Made by the Audit Team	Action Taken	Remarks
	<u>Weaknesses</u>		
1.	Churn in the faculty could destabilize the set processes.	Faculty members are encouraged, motivated and also given incentives for publications. College also sponsors faculty for attending FDPs/STTPs etc.,	Hence destabilization of the process won't happen.
2.	Intake of not so bright students	In view of the increased intake in CSE and allied branches, decreased employment opportunities in core branches of Engineering, the quality of intake is low. Similar situation is prevailing all over the country with respect to quality of intake in core branches of engineering.	
1.	<u>B: Deficiencies</u> All the class rooms need to be	Yes, Efforts are made to provide projectors in all the class rooms.	

[Signature]
19/01



	digitally enabled. (projectors in all the class rooms)		
1.	<u>Recommendations</u> Equip all the class rooms with projectors.	Yes, Efforts are made to provide projectors in all the class rooms	
2.	After the pandemic, Improve physical interaction with Civil Engineering companies.	Will be planned and implemented after the pandemic is over.	
	Suggestions for improving the academic quality		
1.	Improve Project Based Learning (PBL) such as making a laboratory project with a group of two to three compulsory for each lab.	We are planning to increase number of projects in PBL and more efforts will be made in this direction.	
2.	Include more Civil Engineering software in the laboratory courses to improve employability.	In the revised curriculum MX roads software is introduced as part of Pavement Analysis and Design Lab. Training is given to students on GIS software beyond curriculum.	

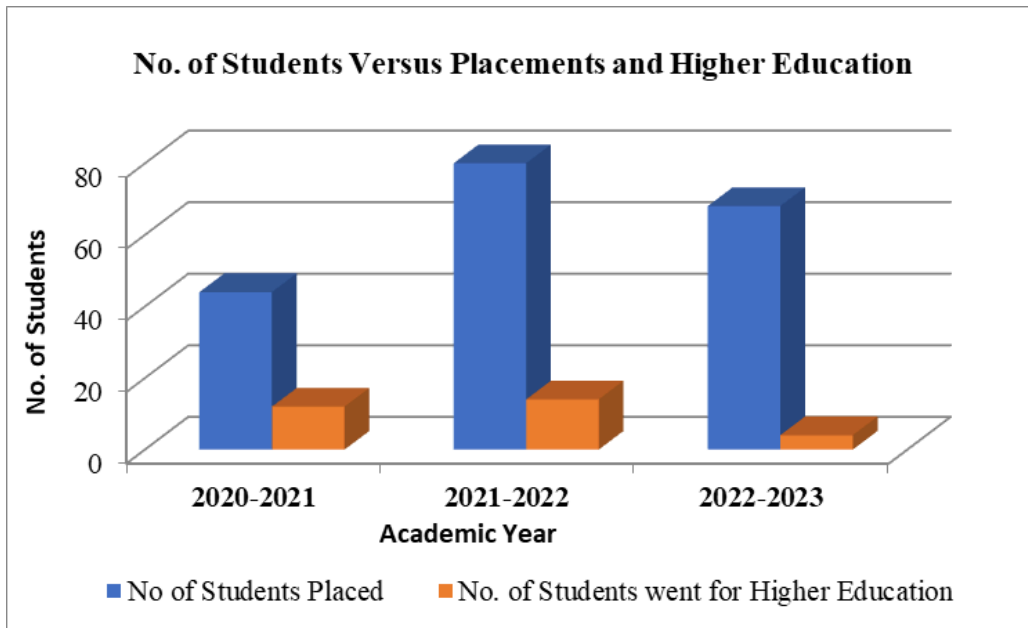
*Review
9/10/2022*

7.3 Improvement in Placement, Higher Studies and Entrepreneurship (10)

Total Marks 10.00

a. Placement and Higher Studies

S. No.	Academic Year	No of Students Placed	No. of Students went for Higher Education	No. of student Entrepreneur s
1	2020-2021	44	12	0
2	2021-2022	80	14	1
3	2022-2023	68	4	0



b. Quality of Placements: Minimum, Maximum, Average and Median Salary

Placement SALARY Summary (LPA)					
S. No.	Academic Year	Minimum Salary	Maximum Salary	Average Salary	Median Salary
1	2019-2020	1.22	3.4	2.0	2.0
2	2020-2021	1.44	4.19	2.84	3
3	2021-2022	1.44	4.19	2.84	3
4	2022-2023	1.44	5	3.13	3.2

Observations:

1. Number of students getting placed is increased
2. The median salary offered per annum is increasing consistently which indicates that the quality of placements has been increased over these years.
3. The average salary offered per annum is increasing consistently which indicates that the quality of placements has been increased over these years

7.4 Improvement in the quality of students admitted to the program (20)

Total Marks 18.00

Institute Marks : 18.00

Item		2023-24	2022-23	2021-22
National Level Entrance Examination Nil	No of students admitted	0	0	0
	Opening Score/Rank	0	0	0
	Closing Score/Rank	0	0	0
State/ University/ Level Entrance Examination/ Others EAMCET	No of students admitted	0	4	22
	Opening Score/Rank	33940	60903	54409
	Closing Score/Rank	156434	124340	121290
Name of the Entrance Examination for Lateral Entry or lateral entry details ECET	No of students admitted	13	22	11
	Opening Score/Rank	89	154	116
	Closing Score/Rank	3273	605	633
Average CBSE/Any other board result of admitted students(Physics, Chemistry&Maths)		72.94	80.65	71.24

8 FIRST YEAR ACADEMICS (50)

Total Marks 44.76

8.1 First Year Student-Faculty Ratio (FYSFR) (5)

Total Marks 5.00

Please provide First year faculty information considering load

Name of the faculty member	PAN No.	Qualification	Date of Receiving Highest Degree	Area of Specialization	Designation	Date of joining	Teaching load (%)			Currently Associated (Yes / No)	Nature Of Association (Regular / Contract)	Date Of leaving(In case Currently Associated is 'No')
							CAY	CAYm1	CAYm2			
Dr. G. Neeraja	ABMPN9307N	M.Sc. and PhD	17/02/1995	Physics	Professor	11/06/2014	100	100	100	Yes	Regular	
Dr. J. Anjaiah	AFEPJ0244E	M.Sc. and PhD	20/10/2005	Physics	Professor	01/10/2005	100	100	100	Yes	Regular	
Dr. J. Shankar	AGQPJ0848P	M.Sc. and PhD	16/04/2012	Physics	Professor	01/06/2016	100	100	100	Yes	Regular	
Dr. B. Mamath	ASPPB3101J	M.Sc. and PhD	30/10/2015	Physics	Associate Professor	29/04/2016	100	100	100	Yes	Regular	
Dr. Sk. Maham	AKBPM7096F	M.Sc. and PhD	29/09/2016	Physics	Associate Professor	01/08/2013	100	100	100	Yes	Regular	
Dr. P. Raju	CCLPP7682Q	M.Sc. and PhD	16/06/2017	Physics	Associate Professor	09/09/2017	100	100	100	Yes	Regular	
Dr. M. Kanaka	AIYPM5316P	M.Sc. and PhD	12/07/2017	Physics	Associate Professor	08/09/2021	100	100	100	Yes	Regular	
Dr. S. Rajeshar	EKUPS1725N	M.Sc. and PhD	05/03/2024	Physics	Assistant Professor	12/08/2011	100	100	100	Yes	Regular	
C. Kalyani	AQAPC0241R	M.Sc.	01/05/2008	Physics	Assistant Professor	01/08/2013	100	100	100	Yes	Regular	
A. Shiva Kuma	BDEPA4750K	M.Sc.	31/07/2006	Physics	Assistant Professor	23/02/2016	100	100	100	Yes	Regular	
T V Prasanthi	CUHPP9661B	M.Sc.	01/07/2007	Physics	Assistant Professor	08/12/2014	100	100	100	Yes	Regular	
Dr. T. Suneeth	ANCPT9222E	M.Sc. and PhD	04/11/2017	Physics	Assistant Professor	07/12/2023	50	0	0	Yes	Regular	
Dr. G. Srinivas	BHUPG9605B	M.Sc. and PhD	19/10/2017	Physics	Assistant Professor	21/12/2023	50	0	0	Yes	Regular	
Dr. V. S. Triven	BNVPS4741M	M.Sc. and PhD	14/03/2013	Mathematics	Professor	30/06/2014	100	100	100	Yes	Regular	
Dr. Sk. Nuslin	BUSPS8987H	M.Sc. and PhD	27/12/2013	Mathematics	Associate Professor	01/07/2016	100	100	100	Yes	Regular	
Dr. N. Subadra	AFUPN7648Q	M.Sc. and PhD	03/02/2018	Mathematics	Professor	09/07/2007	100	100	100	Yes	Regular	
Dr. C. Gangad	CLZPG4975Q	M.Sc. and PhD	01/10/2017	Mathematics	Associate Professor	03/08/2021	0	0	100	No	Regular	05/09/2022

Dr. T. Deepthi	AGUPT8370N	M.Sc. and PhD	17/09/2018	Statistics	Associate Professor	01/09/2021	100	100	100	Yes	Regular	
Dr. Ajantha Ruc	ATYPR7898G	M.Sc. and PhD	16/03/2019	Statistics	Assistant Professor	16/08/2021	0	0	100	No	Regular	30/08/2022
Dr. P. Rahira	AUMPR6798N	M.Sc. and PhD	22/08/2019	Mathematics	Associate Professor	19/05/2022	100	100	0	Yes	Regular	
Dr. P. Sarada E	DDRPP8109Q	M.Sc. and PhD	02/02/2010	Mathematics	Associate Professor	01/09/2022	100	100	0	Yes	Regular	
Dr. N. Nagiredc	AFTPN6577P	M.Sc. and PhD	29/09/2023	Mathematics	Associate Professor	01/10/2005	100	100	100	Yes	Regular	
Dr. A. Ramesh	AJYPA8527H	M.Sc. and PhD	08/09/2022	Mathematics	Associate Professor	29/06/2012	100	100	100	Yes	Regular	
Dr. P. Sailaja	AJCPP4727E	M.Sc. and PhD	28/05/2023	Mathematics	Associate Professor	20/06/2013	0	100	100	No	Regular	13/09/2023
M P Moli Mol	CDPPM8099B	M.Sc.	24/10/2011	Mathematics	Assistant Professor	02/02/2015	100	100	100	Yes	Regular	
Dr. S. Lalitha	CJRPS5494L	M.Sc. and PhD	08/02/2024	Mathematics	Associate Professor	14/12/2016	100	100	100	Yes	Regular	
Dr. G. Padma	AQNPG3901F	M.Sc. and PhD	18/11/2023	Mathematics	Associate Professor	29/08/2018	100	100	100	Yes	Regular	
G Durga Priyac	AJAPG5954E	M.Sc.	30/06/2010	Mathematics	Assistant Professor	11/04/2022	100	100	0	Yes	Regular	
B. Linga Swam	AFMPL6706P	M.Sc.	31/05/2008	Mathematics	Assistant Professor	27/10/2022	0	100	0	Yes	Regular	
Dr. M. Hemantl	BDAPM3312D	M.Sc. and PhD	20/06/2022	Mathematics	Associate Professor	31/08/2023	100	0	0	Yes	Regular	
Dr. B. S. S. Pre	BPYPP0810H	M.Sc. and PhD	03/04/2023	Mathematics	Assistant Professor	03/07/2023	100	0	0	Yes	Regular	
Dr. G. Srinivas	ALRPG2510P	M.Sc. and PhD	06/03/2006	Mathematics	Professor	28/08/2023	100	0	0	Yes	Regular	
Dr. G. Murali	ATYPG0942J	M.Sc. and PhD	10/01/2014	Mathematics	Professor	04/12/2023	50	0	0	Yes	Regular	
P Kumara Swa	BFXPP8582F	M.Sc.	28/07/2007	Mathematics	Assistant Professor	28/08/2023	100	0	0	Yes	Regular	
Dr. P. Venkata	ASIPP7394J	M.Sc. and PhD	30/10/2006	Mathematics	Professor	14/09/2023	50	0	0	No	Regular	31/01/2024
Dr.R.Sanjeev	AFUPR8379E	M.Sc. and PhD	20/09/2001	Chemistry	Professor	06/07/2016	100	100	100	Yes	Regular	
Dr.J.V.Madhuri	AIIPJ6667L	M.Sc. and PhD	21/07/2006	Chemistry	Associate Professor	09/04/2015	100	100	100	Yes	Regular	
Dr.Anurag Gau	BSBPG2159N	M.Sc. and PhD	18/08/2008	Chemistry	Associate Professor	04/01/2020	0	100	100	No	Regular	16/05/2023

Dr.K.Shashikal	DJIPS1905L	M.Sc. and PhD	23/06/2018	Chemistry	Associate Professor	13/06/2012	100	100	100	Yes	Regular	
Dr.P.Sreedhar	ATDPP8450D	M.Sc. and PhD	17/11/2020	Chemistry	Associate Professor	29/07/2009	100	100	100	Yes	Regular	
Dr.K.Santhosh	ATXPk4354R	M.Sc. and PhD	03/11/2017	Chemistry	Assistant Professor	16/08/2021	100	100	100	Yes	Regular	
Dr.A.Anil Kumar	AOJPA1002P	M.Sc. and PhD	16/06/2020	Chemistry	Assistant Professor	16/08/2021	100	100	100	Yes	Regular	
Dr.B.Sushrutha	BFNPB4851B	M.Sc. and PhD	26/07/2014	Chemistry	Assistant Professor	07/11/2022	100	100	0	Yes	Regular	
Dr.B.Srinu	BAQPB3931C	M.Sc. and PhD	09/06/2022	Chemistry	Assistant Professor	20/03/2022	100	100	0	Yes	Regular	
K.Satheesh	CSNPK7304Q	M.Sc	03/08/2009	Chemistry	Assistant Professor	25/11/2020	100	100	100	Yes	Regular	
J.Bhargavi Lak	ALBPL2701M	M.Sc	01/04/2009	Chemistry	Assistant Professor	20/02/2020	100	100	100	Yes	Regular	
M.Murali	CRXPM1193G	M.Sc	01/04/2012	Chemistry	Assistant Professor	28/11/2014	100	100	100	Yes	Regular	
Dr.K.Kamalaka	EREPK8871C	M.Sc. and PhD	21/09/2016	Chemistry	Assistant Professor	07/02/2024	50	0	0	Yes	Regular	
Dr. A. Uma Devi	ABAPA0190N	M.A and Ph.D	27/01/2010	English	Professor	27/06/2016	100	100	100	Yes	Regular	
Dr. B. Nagama	AOJPB5155Q	M.A and Ph.D	24/08/2015	English	Professor	04/12/2013	100	100	100	Yes	Regular	
Dr. T. Sridevi	AIFPT4994H	M.A and Ph.D	13/12/2019	English	Associate Professor	24/11/2021	100	100	100	Yes	Regular	
Dr. Rajitha Nair	ASKPP0943M	M.A and Ph.D	08/11/2021	English	Associate Professor	03/03/2022	100	100	100	Yes	Regular	
Dr. Pramodini F	BSFPP4701F	M.A and Ph.D	16/05/2017	English	Associate Professor	06/12/2021	100	100	100	Yes	Regular	
Dr. C. Goverdh	ABBPC4770B	M.A and Ph.D	05/08/2005	English	Associate Professor	31/01/2022	100	100	100	Yes	Regular	
Dr. K. Shoba R	AQDPK2336G	M.A and Ph.D	13/02/2020	English	Associate Professor	19/10/2022	100	100	0	Yes	Regular	
P. Mercy Kavitt	ASRPP5893M	MA	01/07/2004	English	Associate Professor	06/08/2007	100	100	100	Yes	Regular	
Y Anil	ACSPY8107E	MA	16/08/2011	English	Assistant Professor	19/08/2019	100	100	100	Yes	Regular	
Dr. M. Venkanr	AWVPV2225R	M.A and Ph.D	26/06/2018	English	Assistant Professor	10/08/2021	0	0	100	No	Regular	15/07/2022
V R Chary	AWWPV5943P	MA	10/08/2010	English	Assistant Professor	28/02/2020	0	0	100	No	Regular	25/01/2022

T. Nagaraju	ASCPN0859Q	MA	05/09/2012	English	Assistant Professor	21/02/2022	100	100	100	Yes	Regular	
G Sunil	BIHPG3319L	MA	01/04/2009	English	Assistant Professor	19/10/2012	50	100	100	No	Regular	31/01/2024
R Ramesh	AULPR5065R	MA	01/05/1994	English	Assistant Professor	13/12/2023	50	0	0	Yes	Regular	
S Sudha	BHRPS8177F	M.E/M.Tech	12/01/2012	Computer Science Engineering	Assistant Professor	12/11/2018	100	100	100	Yes	Regular	
E Swapna	NSXPS6508D	M.E/M.Tech	01/10/2019	Computer Science Engineering	Assistant Professor	08/01/2021	0	0	100	Yes	Regular	
K Durga Kalya	AXYPK7321F	M.E/M.Tech	01/07/2007	Computer Science Engineering	Assistant Professor	20/02/2020	0	0	100	Yes	Regular	
S Radha	CFLPS6718F	M.E/M.Tech	01/11/2010	Computer Science Engineering	Assistant Professor	01/06/2016	0	0	100	Yes	Regular	
A Chandrakala	BGGPC4924E	M.E/M.Tech	01/04/2015	Computer Science Engineering	Assistant Professor	20/02/2020	0	0	100	Yes	Regular	
C Ester Verma	APJPC4025R	M.E/M.Tech	18/12/2010	Software Engineering	Assistant Professor	16/11/2013	0	50	0	No	Regular	31/03/2023
P Lalitha	AJSPP2901L	M.E/M.Tech	01/10/2010	Computer Science Engineering	Assistant Professor	20/06/2018	100	100	0	Yes	Regular	
K Prathima	AVBPP2112N	M.E/M.Tech	30/11/2011	Computer Science Engineering	Assistant Professor	07/03/2022	100	100	0	Yes	Regular	
M Vijay Bhask	ASKPM4639D	M.E/M.Tech	30/06/2006	Computer Science Engineering	Assistant Professor	08/04/2015	100	100	0	Yes	Regular	
P Shoba Rani	BEQPP2176B	M.E/M.Tech	01/12/2011	Computer Science Engineering	Assistant Professor	02/05/2022	100	0	0	Yes	Regular	
D Savitri Vishw	BVAPD8741H	M.E/M.Tech	01/03/2013	Software Engineering	Assistant Professor	08/10/2021	100	0	0	Yes	Regular	
D Beekya	ATQPD6042A	M.E/M.Tech	01/07/2009	Computer Science Engineering	Assistant Professor	05/01/2023	100	0	0	Yes	Regular	
P Sudheer Rac	ASBPP2711L	M.E/M.Tech	01/06/2006	Thermal Engineering	Associate Professor	11/06/2015	0	0	100	Yes	Regular	
P Laxmi Reddy	AWUPP2192C	M.E/M.Tech	01/12/2013	Thermal Engineering	Assistant Professor	02/06/2014	0	0	100	Yes	Regular	

N Venkateswar	ADMPN8368H	M.E/M.Tech	01/02/2000	Production Engineering	Assistant Professor	06/07/2021	100	100	100	Yes	Regular	
J Ashok Babu	AIFPJ6590D	M.E/M.Tech	01/04/2017	CAD CAM	Assistant Professor	05/07/2021	0	0	100	Yes	Regular	
B Bhav Singh	ERTPB5820H	M.E/M.Tech	25/10/2021	Engineering Design	Assistant Professor	11/01/2022	0	0	100	Yes	Regular	
Ch Praveen Sr	AVJPC3677P	M.E/M.Tech	30/06/2016	Thermal Systems and Design	Assistant Professor	11/01/2022	100	100	0	Yes	Regular	
Dr. N. Mahindr	AJJPN1624K	M.Sc. and PhD	22/11/2016	Geology	Assistant Professor	01/11/2018	100	100	100	Yes	Regular	
K Keerthi	BQYPK5941B	M.E/M.Tech	30/12/2015	Water and Environmental Technology	Assistant Professor	18/02/2021	0	50	0	No	Regular	31/05/2023
Dr. K. Sri Laksh	ARAPK3933D	M.Sc. and PhD	26/02/2022	Environmental Science and Technology	Associate Professor	22/04/2022	100	0	0	Yes	Regular	
V Navneetha	AFNPV0633A	M.E/M.Tech	10/11/2014	Structural Engineering	Assistant Professor	25/02/2020	0	0	100	No	Regular	30/09/2022
K Murali	BEMPK9461G	M.E/M.Tech	01/12/2012	Power Electronics	Assistant Professor	20/06/2019	100	100	100	Yes	Regular	
K Jayakar Babu	DUUPK5979M	M.E/M.Tech	01/11/2013	Power and Industrial Drives	Assistant Professor	21/12/2020	0	0	100	No	Regular	29/08/2022
Manjul Khare	AMZPG8189P	M.E/M.Tech	01/05/2006	Electrical Power Systems	Assistant Professor	15/04/2015	0	0	100	No	Regular	01/11/2022
G Bhagath	AYHPG7788C	M.E/M.Tech	01/12/2020	Electrical Power Systems	Assistant Professor	04/03/2022	100	100	100	Yes	Regular	
Md. Hafeezudc	AUEPM3035B	M.E/M.Tech	30/06/2015	Industrial Drives and Control	Assistant Professor	26/09/2022	0	100	0	Yes	Regular	
S Poomachand	CTQPS1013J	M.E/M.Tech	19/02/2013	Electrical Power Systems	Assistant Professor	06/06/2014	100	100	0	Yes	Regular	
V Rakesh	BYOPR9390F	M.E/M.Tech	31/10/2014	Power Electronics	Assistant Professor	06/12/2014	100	100	0	Yes	Regular	
K Nagaraju	AOFPN7558B	M.E/M.Tech	30/11/2014	Electrical Power Systems	Assistant Professor	10/11/2016	100	100	0	Yes	Regular	
J Kishore Babu	AVRPJ1040K	M.E/M.Tech	01/12/2013	Power Electronics	Assistant Professor	07/02/2024	50	0	0	Yes	Regular	

J Sravana	APEPJ8772M	M.E/M.Tech	01/12/2011	VLSI SD	Assistant Professor	19/03/2022	0	0	50	No	Regular	15/05/2023
V V S V S Rarr	ABEPV4068N	M.E/M.Tech	01/05/2016	VLSI SD	Assistant Professor	14/02/2022	0	0	50	Yes	Regular	
N Naga Lakshu	AHYPL0432E	M.E/M.Tech	30/11/2011	VLSI SD	Assistant Professor	06/07/2021	50	100	0	Yes	Regular	
B Sumitra	BMYPB0077K	M.E/M.Tech	30/09/2011	Embedded Systems	Assistant Professor	24/08/2022	0	100	0	Yes	Regular	
A R L Padmaja	AMKPA1276E	M.E/M.Tech	01/10/2016	Embedded Systems	Assistant Professor	11/11/2008	50	0	0	Yes	Regular	
Dr. S. Sapthagi	CEQPS3843M	ME/M. Tech and PhD	01/07/2018	Production Engineering	Professor	05/12/2018	0	0	100	No	Regular	18/10/2023
Dr. R. Sudarsh	AIIPR2572F	ME/M. Tech and PhD	01/10/2022	production Engineering	Associate Professor	15/06/2015	0	0	100	Yes	Regular	
Dr. Ch. Suresh	BUWPV6205M	ME/M. Tech and PhD	12/07/2019	Nano Materials	Assistant Professor	24/01/2022	0	0	100	No	Regular	31/10/2022
A Sarath Kuma	BDIPA4187N	M.E/M.Tech	01/11/2019	Advanced Design of Manufacturing	Assistant Professor	05/07/2021	0	0	100	No	Regular	24/01/2022
K Venkatesh	BDSPK8522K	M.E/M.Tech	20/10/2012	CAD CAM	Assistant Professor	02/06/2016	0	0	100	Yes	Regular	
B Bhaskar	ANPPB8966N	M.E/M.Tech	01/03/2014	Thermal Engineering	Assistant Professor	13/07/2015	0	0	100	No	Regular	30/08/2022
M Ravi Kumar	CIEPK2150B	M.E/M.Tech	01/11/2016	Thermal Engineering	Assistant Professor	12/06/2017	100	100	100	Yes	Regular	
J Nithin Kumar	AKQPJ0754J	M.E/M.Tech	01/01/2015	Advanced Manufacturing Systems	Assistant Professor	25/08/2015	0	0	100	No	Regular	09/09/2023
A Santhosh	AWZPA6680P	M.E/M.Tech	25/10/2015	Machine Design	Assistant Professor	01/12/2015	100	100	100	Yes	Regular	
P Sandeep Kur	BMQPP1282A	M.E/M.Tech	01/05/2010	Manufacturing Engineering	Assistant Professor	28/12/2016	100	100	100	Yes	Regular	
P Mahesh	COMPP7993B	M.E/M.Tech	22/09/2018	Engineering Design	Assistant Professor	06/07/2021	100	100	100	Yes	Regular	
P V R Girish	BVXPP3342M	M.E/M.Tech	22/11/2012	CAD CAM	Assistant Professor	06/09/2014	100	100	100	Yes	Regular	
Dr. A S Madhus	AFLPA0835M	ME/M. Tech and PhD	29/03/2014	Physics	Professor	10/04/2023	100	100	0	Yes	Regular	
K Swarupa	BYPPK4920B	M.Sc	01/04/2009	Chemistry	Assistant Professor	08/12/2014	0	100	100	Yes	Regular	
M Raju	CCQPM3012A	M.Sc	20/10/2011	Chemistry	Assistant Professor	20/10/2012	0	100	100	No	Regular	01/06/2023

G Karuna Kum	AEWPG2000C	MA	01/01/1985	English	Professor	15/09/2014	0	100	100	No	Regular	03/04/2023
G Praveen Kur	ALYPG6382L	M.E/M.Tech	10/12/2011	Computer Science Engineering	Associate Professor	24/06/2019	0	0	100	Yes	Regular	
M Ravinder	BVWPM1053M	M.E/M.Tech	01/12/2012	Computer Science Engineering	Assistant Professor	15/07/2015	0	0	100	No	Regular	16/06/2022
Daraqushan Fe	AAFPP7788P	M.E/M.Tech	01/07/2007	Computer Science Engineering	Assistant Professor	02/11/2020	0	0	100	No	Regular	30/08/2022
B Neeraja	FSXPB8171H	M.E/M.Tech	01/04/2021	Computer Science Engineering	Assistant Professor	09/07/2021	100	100	100	Yes	Regular	
M Akhila Reddy	DKZPM8732F	M.E/M.Tech	14/07/2021	Computer Science Engineering	Assistant Professor	07/07/2021	0	0	100	Yes	Regular	
W Kavya	ADLPW8375L	M.E/M.Tech	05/10/2022	Computer Science Engineering	Assistant Professor	23/10/2021	100	100	100	Yes	Regular	
Ramavath B	ATXPR8959B	M.E/M.Tech	10/08/2010	Computer Science Engineering	Assistant Professor	31/01/2022	100	100	100	Yes	Regular	
M Keerthi	AUOPM0024A	M.E/M.Tech	01/10/2012	Computer Science Engineering	Assistant Professor	01/04/2021	0	0	100	Yes	Regular	
D Sudheer Rec	ALGPD5551N	M.E/M.Tech	01/12/2012	DS AIML	Assistant Professor	05/11/2021	0	0	100	Yes	Regular	
Divya Bharathi	DABPS3891B	M.E/M.Tech	20/05/2021	Computer Science Engineering	Assistant Professor	08/04/2021	0	0	100	No	Regular	23/06/2023
G Vimala	ANTPV8085G	M.E/M.Tech	20/03/2020	Structural Engineering	Assistant Professor	31/01/2022	0	100	100	Yes	Regular	
Dr P Sakuntala	DBFPS7735K	M.Sc. and PhD	15/09/2021	Physics	Associate Professor	22/11/2022	100	100	0	Yes	Regular	
Dr V Manjula	ALRPV7321G	M.Sc. and PhD	07/09/2022	Physics	Associate Professor	26/09/2013	100	100	100	Yes	Regular	
G Kalpana	HHYPK3958R	M.Sc	24/12/2020	Mathematics	Assistant Professor	01/12/2023	100	0	0	Yes	Regular	
Dr K Yugandha	ALBPK2380H	M.A and Ph.D	01/12/2010	English	Professor	17/08/2023	100	0	0	Yes	Regular	
Md Sabir Huss	BCRPH6358E	M.Phil	28/01/2015	English	Assistant Professor	15/02/2022	100	100	100	Yes	Regular	

Dr Mudassir Al	AFTPL6220R	M.A and Ph.D	26/10/2021	English	Assistant Professor	05/08/2023	100	0	0	Yes	Regular	
Dr K Maria Das	CSTPK2459N	M.A and Ph.D	17/12/2020	English	Assistant Professor	24/07/2023	100	0	0	Yes	Regular	
Dr Imtiaz Ahmæ	FKRPD5264F	M.A and Ph.D	23/05/2022	English	Assistant Professor	07/02/2024	50	0	0	Yes	Regular	
Dr Yasir Ahmac	FOGPD3875H	M.A and Ph.D	03/01/2022	English	Assistant Professor	06/02/2023	100	100	0	Yes	Regular	
B Mamatha	CHXPB4378J	M.E/M.Tech	01/04/2015	Software Engineering	Assistant Professor	02/12/2015	0	0	100	Yes	Regular	
R Mahipal Red	BRQPR9324A	M.E/M.Tech	01/01/2016	Advanced Manufacturing Systems	Assistant Professor	01/07/2016	100	100	100	Yes	Regular	

Year	Number Of Students(approved intake strength) N	Number of Faculty members(considering fractional load) F	FYSFR (N/F)	*Assessment=(5*20)/FYSFR(Limited to Max.5)
2021-22(CAYm2)	1080	92	12	5
2022-23(CAYm1)	1080	82	13	5
2023-24(CAY)	1200	88	14	5
Average	1120	87	13	5

AverageFYSFR: 0.00

Assessment [(5 * 15) / AverageFYSFR]: 5.00

8.2 Qualification of Faculty Teaching First Year Common Courses (5)

Total Marks 4.33

Institute Marks : 4.33

Year	x (Number Of Regular Faculty with Ph.D)	y (Number Of Regular Faculty with Post graduate Qualification)	RF (Number Of Faculty Members required as per SFR of 20:1)	Assessment Of Faculty Qualification [(5x + 3y) / RF]
2021-22	23	43	54	4.00
2022-23	27	38	54	4.00
2023-24	41	37	60	5.00

Average Assessment: 4.33

8.3 First Year Academic Performance (10)

Total Marks 5.43

Academic Performance	CAYm1(2022-23)	CAYm2(2021-22)	CAYm3 (2020-21)
Mean of CGPA or mean percentage of all successful students(X)	7.14	4.94	4.21
Total Number of successful students(Y)	4.00	21.00	56.00
Total Number of students appeared in the examination(Z)	4.00	21.00	56.00
API [$X*(Y/Z)$]	7.14	4.94	4.21

Average API[(AP1+AP2+AP3)/3] : 5.43

Assessment = Average API : 5.43

8.4 Attainment of Course Outcomes of first year courses (10)

Total Marks 10.00

8.4.1 Describe the assessment processes used to gather the data upon which the evaluation of Course Outcomes of first year is done (5)

Institute Marks : 5.00

8.4.1 Describe the assessment processes used to gather the data upon which the evaluation of course outcomes of first is done (5)

(Example of data collection processes may include, but are not limited to, specific exam questions, laboratory tests, internally developed assessment exams, oral exams, assignments, presentations, tutorial sheets etc.)

Procedure for measuring the attainment of Course Outcomes (Cos)

(From Academic Year 2022-2023 onwards)

For measuring the attainment of COs of a theory course, the **targets** for the attainment are fixed as indicated below:

- **Mid Paper -Subjective:** 60% of maximum marks
- **Assignments and Tutorials** (if any): 60% of maximum marks (3 marks out of 5)
- **Mid Paper -Objective:** 60% of maximum marks (6 marks out of 10) (Should consider all the students who attended the exam)
- **Semester End Examination:** 60% of maximum marks
- With the above fixed target levels, the attainment levels are specified as follows:

Semester End Exam	
Target is 60% of Max Marks	
Level 1	If 50% to 59% of Students attain the Average Marks
Level 2	If 60% to 69% of Students attain the Average Marks
Level 3	If more than 69% of Students attain the Average Marks

Mid-term Exams – Subjective, Objective and Assignments	
Target is 60% of Max Marks	
Level 1	If 60% to 69% of students attain the target
Level 2	If 70% to 79% of students attain the target
Level 3	If more than 80% of students attain the target

1. For Theory courses, in measuring the overall course attainment,

- 80% weightage is given for the direct measurement that includes attainments in mid-term examinations (both subjective and objective), semester end examinations, assignments and tutorials.

and

- 20% weightage is given for the Indirect measurement that includes Students' online feedback on TLP (10% weightage) and Course End Survey (10% weightage).

1.1. In the Direct Attainment

- 50% weightage is given for the Semester End Examination and

- 50% weightage is given for the internal marks that includes
- Mid-term examinations subjective (20%),
- Mid-term examinations objective (10%),
- Assignments (10%) and
- Projects and Presentations (10%).

1.2. Both mid-1 and mid -2 should be considered together in measuring the attainment levels.

Direct Attainment of CO =

0.2* Mid-term Subjective + 0.1* Mid-term Objective + 0.1* Assignment + 0.1* Projects+ 0.5* End Sem. Exam

Indirect Attainment of CO = 0.5* Course End Survey + 0.5* Feedback on TLP

Overall CO Attainment = 0.8* Direct Attainment Level + 0.2* Indirect Attainment Level

2. In the case of laboratory courses, 60% of marks awarded in internal (Mid Term) examinations and 40% of the marks awarded in semester End Examination are considered for attainment calculation.

Internal Attainment of CO= 0.15*Day to Day+0.1*Viva-Voce+0.1*Internal Practical Exam+0.25*Laboratory Project

Direct Attainment of CO = 0.6*Internal+ 0.4* End Semester Exam

Indirect Attainment of CO = 0.5* Feedback on TLP +0.5* CRC feedback

Overall CO Attainment = 0.8* Direct Attainment Level + 0.2* Indirect Attainment Level

NOTE:

- In the Mid Term or End semester Examinations of a particular Theory course, the question paper comprises two questions Question1 (Q1) or Question2 (Q2) from each unit of the syllabus.
- Each of the two may have sub parts also.
- A Student is supposed to answer any three out of six questions in case of mid-term examinations.
- The students who attempted questions based on COs will be considered for mid-term examinations.

For End Term Examinations

Case 1: If Student answers both Q1 and Q2, then the question awarded with more marks between the two will be considered for the calculation of attainment, making other one as 'NA' (Not Applicable).

Case 2: If Student fails to answer both Q1 and Q2, then one of the questions will be awarded zero marks (0) and other as 'NA'.

- If student answers a question having two sub parts (a) and (b),

Case 1: If both (a) and (b) are mapped to same CO, the total marks awarded for that question will be sum of the marks allotted for (a) and (b) and will be considered for the calculation of attainment.

Case 2: If student answers any of the parts of a question only, the remaining unanswered part/s of the question will be awarded zero (0) marks.

Procedure for measuring the attainment of Course Outcomes (Cos)

(From Academic Year 2019-2020 onwards)

For measuring the attainment of COs of a theory course, the **targets** for the attainment are fixed as indicated below:

- **Mid Paper -Subjective:** 60% of maximum marks
- **Assignments and Tutorials** (if any): 60% of maximum marks (3 marks out of 5)
- **Mid Paper -Objective:** 60% of maximum marks (6 marks out of 10) (Should consider all the students who attended the exam)
- **Semester End Examination:** 60% of maximum marks

- With the above fixed target levels, the attainment levels are specified as follows:

Semester End Exam

Target is 60% of Max Marks

Level 1	If 40% to 49% of Students attain the Average Marks
Level 2	If 50% to 59% of Students attain the Average Marks
Level 3	If more than 59% of Students attain the Average Marks

Mid-term Exams – Subjective, Objective and Assignments	
Target is 60% of Max Marks	
Level 1	If 60% to 69% of students attain the target
Level 2	If 70% to 79% of students attain the target
Level 3	If more than 80% of students attain the target

1. For Theory courses, in measuring the overall course attainment,

- 75% weightage is given for the direct measurement that includes attainments in mid-term examinations (both subjective and objective), semester end examinations, assignments and tutorials.

and

- 25% weightage is given for the Indirect measurement that includes Students' online feedback on TLP (10% weightage), CRC (10% weightage) and Course End Survey (5% weightage).

1.1. In the Direct Attainment

- 60% weightage is given for the Semester End Examination and
- 40% weightage is given for the internal marks that includes
 - Mid-term examinations subjective (20%),
 - Mid-term examinations objective (10%),
 - Assignments (5%) and
 - Tutorials (5%).
 - If tutorials are not conducted in any course, a total of 10% weightage will be given to Assignments only.

1.2. Both mid-1 and mid -2 should be considered together in measuring the attainment levels.

Direct Attainment of CO =

$$0.2* \text{Mid-term Subjective} + 0.1* \text{Mid-term Objective} + 0.05* \text{Assignment} + 0.05* \text{Tutorial} + 0.6* \text{End Sem. Exam}$$

Indirect Attainment of CO = 0.2* Course End Survey + 0.4* Feedback on TLP +0.4*CRC (Class review Committee) feedback

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

2. In the case of laboratory courses, 60% of marks awarded in internal (Mid Term) examinations and 60% of the marks awarded in semester End Examination are considered for attainment calculation.

Direct Attainment of CO = 0.4* Mid-term Exam + 0.6* End Semester Exam

Indirect Attainment of CO = 0.2* Course End Survey + 0.4* Feedback on TLP +0.4* CRC feedback

Overall CO Attainment = 0.75* Direct Attainment Level + 0.25* Indirect Attainment Level

NOTE:

- In the Mid Term or End semester Examinations of a particular Theory course, the question paper comprises two questions Question1 (Q1) or Question2 (Q2) from each unit of the syllabus, with internal choice.
- Each of the two may have sub parts also.
- A Student is supposed to answer either Q1 or Q2.

Case 1: If Student answers both Q1 and Q2, then the question awarded with more marks between the two will be considered for the calculation of attainment, making other one as 'NA' (Not Applicable)

Case 2: If Student fails to answer both Q1 and Q2, then one of the questions will be awarded zero marks (0) and other as 'NA'.

- If student answers a question having two sub parts (a) and (b),

Case 1: If both (a) and (b) are mapped to same CO, the total marks awarded for that question will be sum of the marks allotted for (a) and (b) and will be considered for the calculation of attainment.

Case 2: If student answers any of the parts of a question only, the remaining unanswered part/s of the question will be awarded zero (0) marks.

2022-23 onwards:

- For Theory Courses Internal Attainment: $0.4 \cdot S + 0.2 \cdot O + 0.2 \cdot A + 0.2 \cdot P$
- For Lab Courses Internal Attainment: $0.15 \cdot \text{Day to Day} + 0.1 \cdot \text{Viva} + 0.1 \cdot \text{Mid} + 0.25 \cdot P$
- Direct Attainment for Theory: $0.5 \cdot \text{Internal Attainment} + 0.5 \cdot \text{External Attainment}$
- Direct Attainment for Lab: $0.6 \cdot \text{Internal Attainment} + 0.4 \cdot \text{External Attainment}$
- Indirect Attainment: $0.5 \cdot \text{TLP} + 0.5 \cdot \text{CES}$
- Overall CO Attainment: $0.8 \cdot \text{Direct Attainment} + 0.2 \cdot \text{Indirect Attainment}$

2019-20 onwards:

- For Theory Courses Internal Attainment: $(0.5 \cdot S + 0.25 \cdot O + 0.125 \cdot A + 0.125 \cdot T) / (0.5 \cdot S + 0.25 \cdot O + 0.25 \cdot A + 0 \cdot T)$
- For Lab Courses Internal Attainment: $0.5 \cdot \text{Day to Day} + 0.5 \cdot \text{Mid}$
- Direct Attainment: $0.4 \cdot \text{Internal Attainment} + 0.6 \cdot \text{External Attainment}$
- Indirect Attainment: $0.4 \cdot \text{TLP} + 0.4 \cdot \text{CRC} + 0.2 \cdot \text{CES}$
- Overall CO Attainment: $0.75 \cdot \text{Direct Attainment} + 0.25 \cdot \text{Indirect Attainment}$

Table 8.4.2.a refers CO attainment values for the academic year 2022-23

Course/ Attainment	Course Codes	Intern al	Extern al	Dire ct	CE S	TL P	Indire ct	Overall Attainment
20PH11002(EP)	C101	1.72	2.60	2.16	3.0 0	3.0 0	3.00	2.33
20MA11001(BEM)	C102	1.96	1.60	1.78	3.0 0	3.0 0	3.00	2.02
20CS11001(PPS I)	C103	1.28	0.00	0.64	3.0 0	3.0 0	3.00	1.11
20ME11002(EG)	C104	2.60	0.20	1.40	3.0 0	3.0 0	3.00	1.72
20CE11001(EMSD)	C105	2.40	2.60	2.50	3.0 0	3.0 0	3.00	2.60
20PH11L02(EP lab)	C106	3.00	3.00	3.00	3.0 0	3.0 0	3.00	3.00
20CS11L01 (PPS I Lab)	C107	3.00	3.00	3.00	2.8 0	2.0 0	2.40	2.88
20EN12001(Eng.)	C108	1.60	2.40	2.00	3.0 0	3.0 0	3.00	2.20
20MA12001(MVC)	C109	1.88	1.80	1.84	2.6 0	3.0 0	2.80	2.03
20CS12001(PPS II)	C110	2.00	2.00	2.00	3.0 0	3.0 0	3.00	2.20

20CH12001(EC)	C111	1.28	1.20	1.24	3.00	3.00	3.00	1.59
20CE12001(E Geo)	C112	2.16	0.20	1.18	2.60	3.00	2.80	1.50
20EN12L01 (ELCS Lab)	C113	2.56	3.00	2.73	3.00	3.00	3.00	2.79
20CS12L01 (PPS II Lab)	C114	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20CH12L01 (EC Lab)	C115	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20CE12L01 (E Geo Lab)	C116	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20ME11L01 (EWS)	C117	3.00	3.00	3.00	2.80	3.00	2.90	2.98

Table 8.4.2.b refers CO attainment values for the academic year 2021-22

Course/ Attainment	Course Codes	Internal	External	Direct	CE S	TL P	CR C	Indirect	Overall Attainment
20PH11002 (EP)	C101	1.70	1.80	1.76	3.00	3.00	3.00	3.00	2.07
20MA11001(BEM)	C102	1.30	0.00	0.52	3.00	3.00	3.00	3.00	1.14
20CS11001 (PPS-I)	C103	2.00	1.00	1.40	3.00	3.00	3.00	3.00	1.80
20CE11001 (EMSD)	C104	0.75	2.80	1.98	3.00	3.00	3.00	3.00	2.24
20ME11002 (EG)	C105	3.00	1.80	2.28	3.00	3.00	3.00	3.00	2.46
20PH11L02 (EP Lab)	C106	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20CS11L01 (PPS-I Lab)	C107	3.00	2.00	2.40	3.00	3.00	3.00	3.00	2.55
20EN12001 (Eng.)	C108	1.35	1.80	1.85	3.00	3.00	3.00	3.00	2.14
20MA12001 (MVC)	C109	1.45	0.00	0.58	3.00	3.00	3.00	3.00	1.19
20CS12001 (PPS-II)	C110	2.05	0.00	0.82	3.00	3.00	3.00	3.00	1.37
20CH12001 (EC)	C111	0.85	1.20	1.06	3.00	3.00	3.00	3.00	1.55

20CE12001 (Eng. Geo)	C112	1.00	2.80	2.08	3.00	3.00	1.80	2.52	2.19
20EN12L01 (ELCS Lab)	C113	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20CS12L01 (PPS-II Lab)	C114	1.50	3.00	2.40	3.00	3.00	3.00	3.00	2.55
20CH12L01 (EC Lab)	C115	1.50	3.00	2.40	3.00	3.00	3.00	3.00	2.55
20CE12L01 (Eng. Geo Lab)	C116	3.00	2.00	2.40	3.00	3.00	2.20	2.68	2.47
20ME11L01 (EWS)	C117	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Table 8.4.2.c refers CO attainment values for the academic year 2020-21

Course/ Attainment	Course Codes	Internal	External	Direct	CE S	TL P	CR C	Indirect	Overall Attainment
20PH11002(EP)	C101	1.65	1.20	1.38	3.00	3.00	2.00	2.80	1.74
20MA11001(BEM)	C102	0.85	1.00	0.94	3.00	3.00	2.00	2.60	1.36
20CS11001(PPS-I)	C103	0.75	1.40	1.14	3.00	3.00	1.80	2.76	1.55
20ME11002(EG)	C104	2.75	1.80	2.18	2.80	3.00	2.00	2.92	2.37
20CE11001(EMSD)	C105	1.50	2.00	1.80	3.00	3.00	3.00	3.00	2.10
20PH11L02(EP Lab)	C106	2.50	3.00	2.80	3.00	3.00	2.00	2.80	2.80
20CS11L01(PPS-I Lab)	C107	3.00	3.00	3.00	3.00	3.00	2.20	2.84	2.96
20ME11L01(EW)	C108	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20EN12001(English)	C109	1.18	2.80	2.15	3.00	3.00	2.00	2.80	2.32
20MA12001(MVC)	C110	1.50	0.00	0.60	3.00	2.50	2.00	2.40	1.05
20CS12001(PPS-II)	C111	2.25	2.20	2.22	3.00	3.00	2.60	2.92	2.40
20CH12001(EC)	C112	1.15	2.20	1.74	3.00	2.00	1.80	2.36	1.90

20CE12001(E. Geo)	C113	1.15	3.00	2.28	3.00	2.00	1.00	2.20	2.26
20EN12L01(ELCS lab)	C114	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
20CS12L01(PPS-II Lab)	C115	3.00	2.20	2.52	3.00	3.00	2.60	2.92	2.62
20CH12L01 (EC Lab)	C116	3.00	3.00	3.00	3.00	3.00	2.00	2.80	2.95
20CE12L01 (E. Geo. Lab)	C117	3.00	2.00	2.40	3.00	3.00	2.00	2.80	2.50

Table 8.4.2.d Course Outcomes of First Year Courses

I Year I Sem	
Course Name: Basic Engineering Mathematics	
Years of study: 2020-21, 2021-22, 2022-23	
Course Outcomes:	
At the end of the course completion, student will be able to:	
C102.1	Write the matrix representation of a set of linear equations and analyze solutions of a system of equations.
C102.2	Deduce eigenvalues and eigenvectors of a matrix and apply the same to reduce quadratic form into a canonical form through linear and orthogonal transformations.
C102.3	Identify the type of differential equation and use the appropriate method to solve the same.
C102.4	Apply differential equations to solve engineering problems particularly, electrical circuits and simple harmonic motion.
C102.5	Solve ordinary differential equations of second and higher order using Laplace Transform techniques.

I Year II Sem	
Course Name: Multivariable Calculus	
Years of study: 2020-21, 2021-22, 2022-23	
Course Outcomes:	
At the end of the course completion, student will be able to:	
C102.1	Apply the method of Lagrange Multipliers to solve such constrained optimization problems, evaluate improper integrals
C102.2	Compute surface areas and volumes of revolutions of curves using definite integrals, multiple (Double and Triple) integrals and apply the concepts of same to find the areas and volumes
C102.3	Calculate scalar potential for a vector and directional derivative of a scalar point function.

C102 .4	Compute length of a curve, area between the surfaces and volumes of solids using vector integrations.
C102 .5	Apply method of separation of variables to solve problems like one dimensional wave and heat equations that arise in engineering branches

8.5 Attainment of Program Outcomes from first year courses (20)

Total Marks 20.00

8.5.1 Indicate results of evaluation of each relevant PO and/or PSO if applicable (10)

Institute Marks : 10.00

POs Attainment:

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C101	2.33	2.33	PO3	PO4	PO5	PO6	PO7	PO8	2.33	PO10	PO11	2.33
C102	2.02	2.06	2.06	PO4	PO5	2.02	PO7	PO8	PO9	PO10	PO11	1.99
C103	1.11	1.11	PO3	1.11	1.11	PO6	PO7	1.11	1.11	PO10	PO11	1.11
C104	1.72	1.72	PO3	PO4	PO5	PO6	PO7	PO8	1.72	PO10	PO11	PO12
C105	2.59	2.58	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	2.60
C106	3.00	3.00	PO3	PO4	PO5	PO6	PO7	PO8	3.00	PO10	PO11	3.00
C107	2.88	2.88	PO3	PO4	PO5	PO6	PO7	PO8	2.88	PO10	PO11	2.88
C108	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	2.20	2.20	PO11	PO12
C109	2.03	2.03	2.02	PO4	PO5	2.03	PO7	PO8	PO9	PO10	PO11	2.05
C110	2.20	2.20	PO3	PO4	2.20	PO6	PO7	PO8	2.20	PO10	PO11	2.20
C111	1.59	1.59	1.59	PO4	PO5	1.59	1.59	PO8	PO9	PO10	PO11	1.59
C112	1.50	PO2	PO3	1.50	PO5	1.50	1.50	PO8	1.50	1.50	PO11	1.50
C113	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	2.79	2.79	2.76	PO12
C114	3.00	3.00	PO3	PO4	PO5	PO6	PO7	PO8	3.00	PO10	PO11	3.00
C115	3.00	3.00	3.00	PO4	PO5	PO6	PO7	3.00	3.00	PO10	PO11	3.00
C116	3.00	PO2	PO3	3.00	PO5	3.00	3.00	PO8	3.00	3.00	3.00	3.00
C117	2.98	2.98	2.98	2.98	2.98	2.98	2.98	PO8	2.98	2.98	PO11	2.98

PO Attainment Level**PSOs Attainment:**

Course	PSO1	PSO2	PSO3
C101	2.33	PSO2	PSO3
C102	PSO1	2.02	PSO3
C103	1.11	1.11	1.11
C104	1.72	PSO2	PSO3
C105	2.56	PSO2	PSO3
C106	3.00	PSO2	PSO3
C107	2.88	PSO2	PSO3
C108	PSO1	PSO2	PSO3
C109	PSO1	2.03	PSO3
C110	2.20	PSO2	PSO3
C111	PSO1	PSO2	PSO3
C112	1.50	1.50	1.50
C113	PSO1	PSO2	PSO3
C114	3.00	PSO2	PSO3
C115	PSO1	PSO2	PSO3
C116	3.00	3.00	3.00
C117	2.98	PSO2	2.98

PSO Attainment Level

Course	PO1	PO2	PO3
Direct Attainment	2.39	1.93	2.15
PSO Attainment	2.39	1.93	2.15

8.5.2 Actions taken based on the results of evaluation of relevant POs and PSOs (10)

Institute Marks : 10.00

POs Attainment Levels and Actions for Improvement- (2022-23)

POs	Target Level	Attainment Level	Observations
PO 1 : Engineering Knowledge			
PO 1	2.1	2.33	Target Achieved
Nil			
PO 2 : Problem Analysis			
PO 2	2.1	2.34	Target Achieved
Nil			
PO 3 : Design/development of Solutions			
PO 3	2.1	2.33	Target Achieved
Nil			
PO 4 : Conduct Investigations of Complex Problems			
PO 4	2.1	2.15	Target Achieved
Nil			
PO 5 : Modern Tool Usage			
PO 5	2.1	2.10	Target Achieved
Nil			
PO 6 : The Engineer and Society			
PO 6	2.1	2.19	Target Achieved
Nil			
PO 7 : Environment and Sustainability			
PO 7	2.1	2.27	Target Achieved
Nil			
PO 8 : Ethics			
PO 8	2.1	2.06	Target not Achieved The attainment is low for the below mentioned course: Programming for Problem Solving-I: Students are unable to solve the problems because lack of basic concepts in Programming. Consequently, students do not have the confidence to apply their knowledge.
Action 1: Extra classes to be conducted for slow learners beyond the regular planned classes Action 2. After every internal assessment, additional classes were conducted during the semester			
PO 9 : Individual and Team Work			
PO 9	2.1	2.44	Target Achieved
Nil			
PO 10 : Communication			
PO 10	2.1	2.49	Target Achieved
Nil			
PO 11 : Project Management and Finance			

PO 11	2.1	2.88	Target Achieved
Nil			
PO 12 : Life-long Learning			
PO 12	2.1	2.37	Target Achieved
Nil			

PSOs Attainment Levels and Actions for Improvement- (2022-23)

PSOs	Target Level	Attainment Level	Observations
PSO 1 : Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.			
PSO 1	2.1	2.39	Target Achieved
Nil			
PSO 2 : Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.			
PSO 2	2.1	1.93	Target not Achieved The attainment is low for the following courses: Basic Engineering Mathematics: Students are unable to understand the principles of mathematical fundamentals and difficult to apply real-life civil engineering problems. Programming for Problem Solving-I: Students are unable to understand the principles & fundamentals and difficult to apply real-life mechanical engineering problems. Multi Variable Calculus: Students are unable to understand the principles of mathematical fundamentals and difficult to apply real-life civil engineering problems. Engineering Geology: Students were facing difficult to identify the minerals and their uses.
Basic Engineering Mathematics: Action 1: Guest lectures were conducted where the students are facing difficulty understanding the concept of Mathematics. Programming for Problem Solving-I: Action 1: Guest lectures were conducted where the students are facing difficulty understanding the concept of Problem solving Multi Variable Calculus: Guest lectures were conducted where the students are facing difficulty understanding the concept of Mathematics. Engineering Geology: Action 1: Group wise topics given to the students for categorize the minerals based on their uses. Action 2: Students were able to find out the minerals and their uses in domestic life.			
PSO 3 : Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.			
PSO 3	2.1	2.15	Target Achieved
Nil			

9 STUDENT SUPPORT SYSTEMS (50)

Total Marks 50.00

9.1 Mentoring system to help at individual level (5)

Total Marks 5.00

Mentoring system:

- Mentoring plays a crucial role in the holistic development of a student and helps the student in realizing his/her career aspirations and goals.
- The role of a mentor is centered on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience, and expertise.
- Each mentoring relationship has been tailored to the student's goals, needs, and learning style, but the core principles apply across the board. Mentor and mentee share and adhere to a commitment towards the goals of the scholarly enterprise and of course a burning desire to succeed in achieving the goals.
- Mentor aims for bringing a holistic development in student mentees.

Mentoring Process:

- Allotment of faculty mentors is done before the beginning of a semester by the mentoring coordinator with the approval of the Head of the Department.
- In general faculty members who take either theory or laboratory courses for students of a particular section would be allotted as mentors for that section for better guidance and monitoring. Each faculty member will be allotted 17 to 20 student mentees. Since last year the faculty mentor will continue to mentor the same set of student mentees right from second year to fourth year for bringing better coordination between a mentor and mentee.
- Before beginning of each academic year Principal addresses all the faculty members explaining to them about the importance of mentoring and how it should be carried out for bringing a holistic development in the students.
- One period per week is specifically allotted in time-table for carrying out mentoring.
- When the student is in the first year a mentor diary is opened for each student.
- Mentor diaries are verified by the mentoring coordinator, Group Head and Head of the Department twice in a semester. The mentor diaries are verified by IQAC member at the end of the semester.
- Impact of mentoring is carried out at the end of each semester by the faculty mentors.

Mentoring Aspects:

- Mentor discusses and records the student's immediate and long range goals and explores background of the student in the light of these goals.
- Mentor explains the importance of being regular to the classes, regular study of about three hours/per day, submission of assignments in time, active participation in class activities, performance in examinations, current situation of jobs, importance of acquiring employability skills for getting good jobs and on other academic matters that help the students in their academic pursuit. To monitor the progress in attendance and academics, slot-wise attendance will be updated in the mentor diary along with the mid-term examination marks.
- Mentor also explains the importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, etc. and how they help the student in his / her performance in examinations and also in career
- Mentor talks about the importance of laboratory exercises and how they reinforce theoretical concepts, in particular the requirement of acquiring programming skills, and logical thinking skills which would facilitate landing in a good job.
- Parents of the students having less than 65% of attendance and/or having mid marks less than 50% will be informed of the same and would be advised to meet the Head of the Department for necessary remedial measures/counseling. An undertaking letter will also be collected from the student along with parent's signature, if the attendance is less than 65%.
- Where there is divergence between the student's academic progress, regularity of attendance, attitude and behavior on one side and the stated goals and appropriate conduct which facilitate to the achievements of the goals on the other side, the mentor counsels the student appropriately with a view to bringing about positive changes in the student to put him/her on the right track.
- A parent-teacher meeting is conducted twice in a semester for facilitating the parents to meet the Head of the department and the mentors of their wards to discuss on various aspects about the academic progress of their children.

Type of mentoring: Course work – specific, all round development

Number of mentors allotted for the last 3 years is indicated in the table given below.

Parameter	A.Y 2020-2021		A.Y 2021-2022		A.Y 2022-2023	
	Sem I	Sem II	Sem I	Sem II	Sem 1	Sem II
Number of mentors	12	11	10	11	10	11

Number of students per mentor:

- 17 – 20 students per mentor for II, III & IV year B. Tech.

Frequency of meeting: One period /week is allotted for mentoring session (incorporated in time table)

A **Mentor Diary** is maintained by the faculty mentor for each of his/her student mentee. The diary records the following information relating to the students

Personal information (Family Background)

1. Academic History up to Intermediate/Diploma
2. Hobbies and extra-curricular activities
3. Up-to-date academic progress in the college
4. Acts of indiscipline, if any.

Mentor -Mentee List**Mentors List for the Academic Year 2022-2023 (II-Semester)**

S. No.	Name of The Faculty	Year/ Section	Roll. No	No. of Students
1	Reena Rana	II-CE	21R11A0101-121	21
2	N. Kranthi Kumar		22R15A0101-122	22
			Total No. of students : 43	
3	D.Varun Kumar	III-CE	19R11A0182,20R11A0101-106, 108-110,112-115, 117-118 21R15A0101-104	20
4	N. Mahendra		20R11A0119-129, 131,133-137 21R15A0105-108	21
5	G. Raju		20R11A0138-145, 147-155, 21R15A0109-111	20
			Total No. of students : 61	
6	V. Navaneetha	IV-A-CE	19R11A0101-121	21
7	V. Goutham		19R11A0122-142	21
8	M. Srujan Kumar		19R11A0143-146 20R15A0101-117	21
			Total No. of students: 63	

9	G. Sampath Kumar	IV-B-CE	18R11A0162, 183,185 &190 19R11A0147-163	21
10	G.Vimala		19R11A0164-169, 71,72, 19R11A0174-181,183-187	21
11	K.Keerthi		19R11A0188-190, 20R15A0118-135	21
			Total No. of students: 63	

Typical mentoring analysis report

Methodology: Each faculty member is allotted 17 to 20 students. A separate period is allocated in the weekly time-table for mentoring of the students by the faculty. The faculty mentor closely monitors the attendance and other academic aspects of the student mentees and counsels the students accordingly, to improve their academic performance. To analyze the impact of mentoring, the Slot attendance (slot 4 and slot 8) and the mid-term examination marks (mid 1 and mid 2) are compared as given below.

Impact analysis

The mentoring system is found to be very effective from the analysis carried out and presented above. The following positives changes are distinctly visible in the performance of students that include:

- Improvement in attendance
- Improvement in marks secured
- Improvement in pass percentage

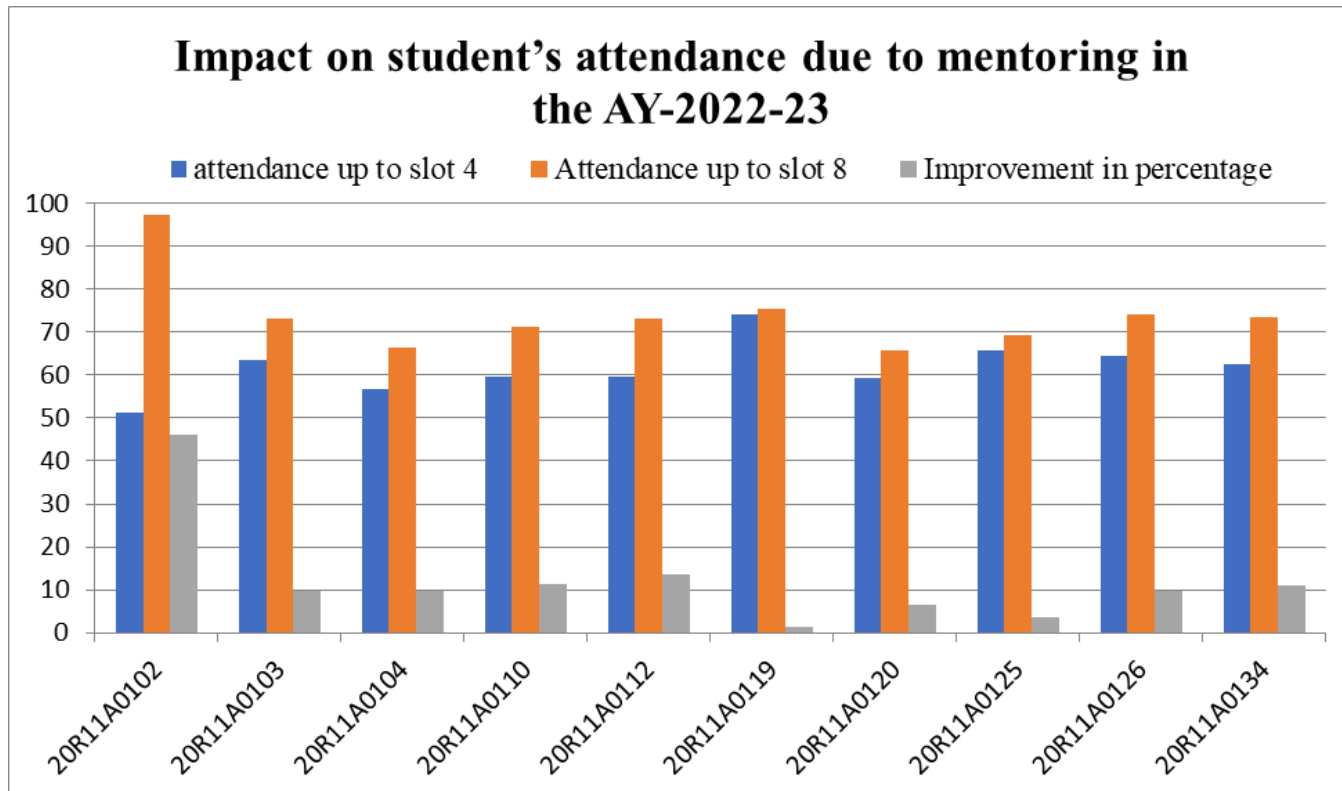
Improvement in Attendance:

Impact on student's attendance due to mentoring in the academic year 2022-23

S. No.	Roll No	Name of the student	Cumulative attendance up to slot 4*	Cumulative attendance up to slot 8*	Improvement in percentage
1	20R11A0102	B Devendar	51.39	97.40	46.01
2	20R11A0103	B Vardhan Naik	63.54	73.30	9.76
3	20R11A0104	B Praveen	56.60	66.30	9.7
4	20R11A0110	B Rahul Goud	59.72	71.12	11.4
5	20R11A0112	D Dasharath	59.72	73.30	13.58

6	20R11A0119	G Dhanush	73.96	75.27	1.31
7	20R11A0120	G Prashanth	59.38	65.86	6.48
8	20R11A0125	K Nikhil Kumar	65.63	69.15	3.52
9	20R11A0126	K Archana	64.58	74.18	9.60
10	20R11A0134	N Srikanth Reddy	62.50	73.52	11.02

* Each semester having 16 weeks of instruction is divided into 8 slots and each slot will be for a period of fifteen days.

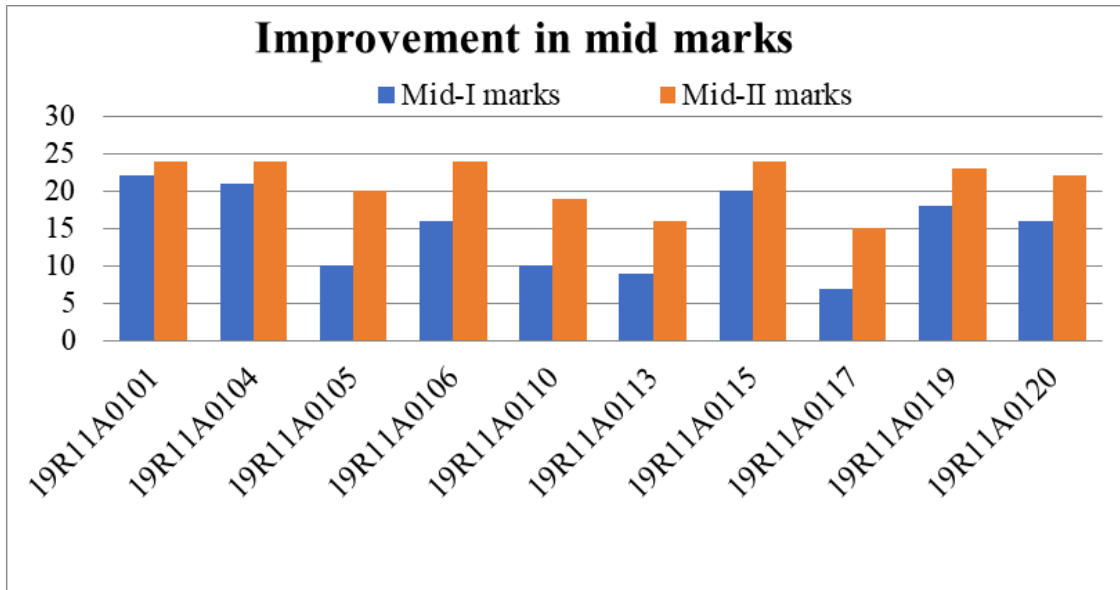


Improvement in Mid marks:

Impact on midterm marks for the academic year 2021-22

Subject: Design of Reinforced Concrete Structures Year& Semester: III-II

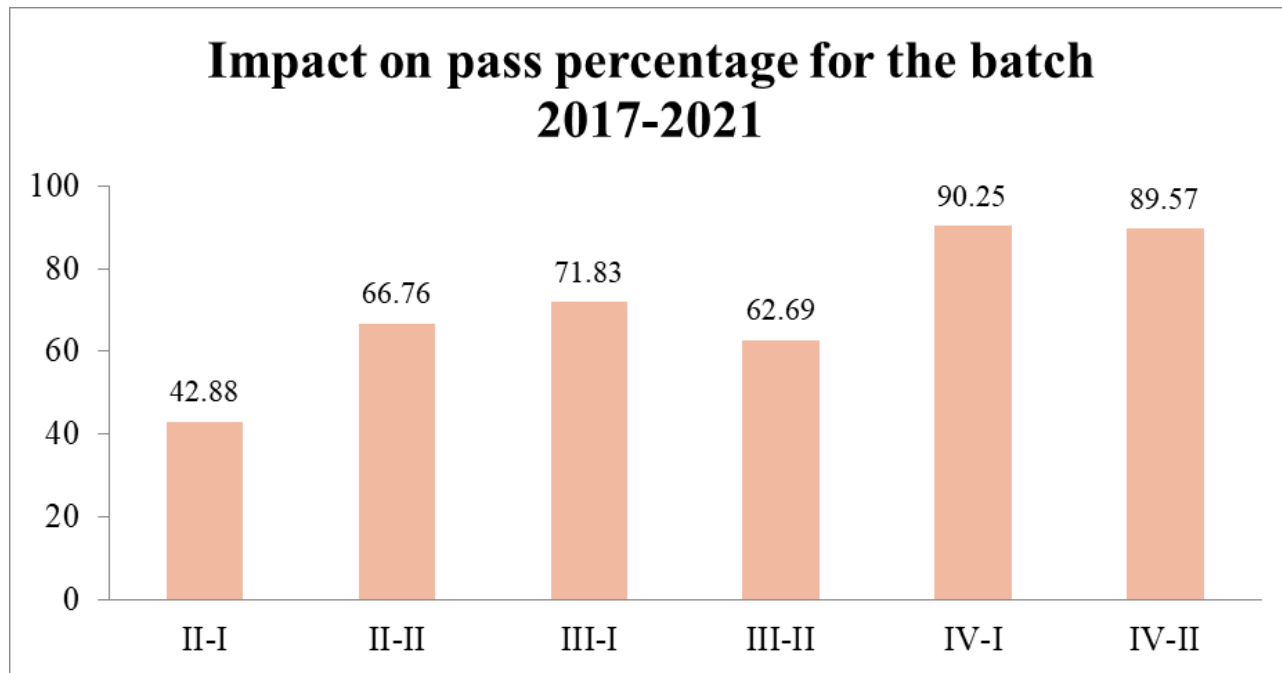
S.No	Roll Number	MID-I Marks	MID-II Marks	Improvement (Y/N)
1	19R11A0101	22	24	Y
2	19R11A0104	21	24	Y
3	19R11A0105	10	20	Y
4	19R11A0106	16	24	Y
5	19R11A0110	10	19	Y
6	19R11A0113	09	16	Y
7	19R11A0115	20	24	Y
8	19R11A0117	07	15	Y
9	19R11A0119	18	23	Y
10	19R11A0120	16	22	Y



Improvement in semester wise pass percentage:

Impact on pass percentage for the batch 2017-2021

	II-I	II-II	III-I	III-II	IV-I	IV-II
Appeared	147	145	142	142	144	144
Passed	63	97	102	89	133	129
Percentage	42.88	66.76	71.83	62.69	90.25	89.57



Placements and Higher Education

S. No.	Academic Year	Number of Students got placed	Number of Students for higher Studies
1	2020-2021	44	12
2	2021-2022	80	14
3	2022-2023	68	4

9.2 Feedback analysis and reward /corrective measures taken, if any (10)

Total Marks 10.00

Three forms of feedbacks are collected from the students during the course of a semester and one just before the students get graduated from the college. The details are mentioned below:

1. Online feedback on Teaching–Learning –Process (TLP): Feedback is collected for all the courses that are offered in a semester. This provides a feedback on the pedagogical practices adopted by the teacher and reflects more on the capabilities of a teacher in making the students understand the course.
2. Class Review Committee Feedback: This provides a feedback about the assignments, tutorials and on the expected attainments of the specified course outcomes as stipulated in the curriculum. Feedback is collected for all the courses that are offered in a semester
3. Course End survey: This survey is conducted to determine the quality of the course by various outcomes that the course tries to satisfy and the level of achievement of the outcomes. Feedback is collected at the end of a semester for all the courses that are offered in a semester
4. Graduate Exit Survey Feedback: To evaluate the success of the program in providing students with opportunities to achieve program outcomes.

1) Online TLP feedback: Feedback Collection process and the participation of students: As part of TLP, student feedback is collected twice in a semester; one after four weeks from the commencement of the semester, and the other, at the end (one week before the closure) of the semester, addressing various aspects about the pedagogical practices followed in the class and the efforts put in to provide quality teaching to students. Feedback is collected from the students using Google forms. About 75% of the students participate in providing the feedback.

Feedback Analysis:

The feedback analysis is performed by Central IQAC committee and this feedback is communicated to the respective Head of the Department for further course of action.

In the online feedback system the questions related to following aspects are posed to students to ascertain the performance of teachers.

The questionnaire for theory and lab courses is given below:

Questionnaire for Theory Courses:

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 & uniform coverage of syllabus
8. Discipline and control over the class
9. Promoting student thinking
10. Encouraging student effort & inviting student interaction

Questionnaire for Lab Courses:

1. The lab instructor explained objectives and outcomes of lab experiments clearly well before the commencement of the lab
2. The lab instructor explained the procedures involved to perform the lab experiments/algorithms clearly well before the commencement of the lab.
3. The laboratory assignments/discussion questions given after the completion of the experiment are interesting and reinforce what I have learned in the lab and its corresponding theoretical concepts.
4. The lab instructor is impartial in dealing with all students and was regularly available for consultation during the lab.
5. The lab instructor evaluated my work promptly, provided helpful feedback on my progress and offer specific advice to promote improvement.
6. The lab instructor encourages me to work better with others in the lab.
7. The lab instructor helps me learn important techniques associated with this lab course.
8. Experiments/Algorithms detailed in the lab course have enhanced my critical thinking ability.

Modified questionnaire in view of the online courses:

1. Passion and enthusiasm to teach
2. Subject knowledge
3. Clarity and emphasis on concepts
4. Motivate the student to explore the concepts in depth on his/her own
5. Quality of PPTs, visuals, examples and applications shared on the screen
6. Regularity, punctuality and uniform coverage of the syllabus
7. Clarity of voice

8. Adeptness at handling technical glitches
9. Promoting student thinking
10. Encouraging student effort and inviting student interaction

Feedback Analysis process:

The scores obtained on the parameters are measured on a 5 - point scale (Poor, Satisfactory, Fair, Good and Excellent). These are the basis for rewarding or initiating corrective measures. The rewards are in the form of commendation and appreciation letters to the faculty members if feedback is more than 90%. The corrective measures include counseling, conducting additional sessions by other senior faculty members, recommendation for FDPs/Workshops/Up-gradation programs etc.

Indices used for measurement of teaching evaluation:

A teacher who is awarded an overall aggregate rating of 3.5 and above on a 5 – point scale (at least 70%) is considered good. Teacher gets appreciation letter if the feedback is more than 90%.

Teacher who gets less than 70% of feedback (less than 3.5 score on a scale of 5) will be counseled by the Head of the department appropriately after going through the individual feedback obtained in each of the parameters of the feedback.

Faculty whose feedback is poor, are counseled by Head of the Department and respective Mentor group head for improvement in their teaching process. Format of counseling for theory and lab courses are indicated below:

Online feedback report for 2022-2023 for III B. Tech I semester

S. No	Name of the Subject	Name of the Faculty	Term -1	Term-2
1	Design of Reinforced Concrete Structures	D Varun Kumar	83.54	88.45
2	Transportation Engineering	M Srujan Kumar	83.35	85.74
3	Geotechnical Engineering	V Abdul Raffi	79.09	89.80
4	Statistical Applications in Civil Engineering	Dr. Rahira	81.67	86.90
5	Logical Reasoning – I	N Nagi Reddy	76.45	74.64
6	English for Professional Success	Dr.P. Rajitha	81.61	80.58
7	Introduction to Artificial Intelligence	S Gopi Nayak	82.7	80.64
8	Geotechnical Engineering Lab	V Abdul Raffi/G. Raju	80.00	86.37
9	Highway Engineering and Concrete Technology Lab	M Srujan Kumar/ Dr.N.Mahendra	86.77	89.43
10	Statistical Applications in Civil Engineering Lab	Dr. Rahira/S. Lalitha	87.09	86.45

Impact of Counseling of Faculty on TLP feedback

- Each faculty member is evaluated (on all the courses the faculty member is taking in the semester) by the students on the teaching-learning aspects mentioned above. Feedback is taken two times during the semester, namely Term – 1 and Term –2.

- Faculty members who get less than 70% of feedback in Term-1 are counseled by the Head of the department to enable them to improve/modify their teaching methodologies for better understanding of the course by the students which facilitates improving the feedback on them in Term-2.
- It can be inferred from the table showing the report of online feedback on TLP for the academic year 2022-2023 for III B. Tech I semester that, the counseling by the senior faculty to junior faculty and attending a few classes of senior faculty by junior faculty as resulted in achieving more than 70 % of feedback for all the faculty members of the department.
- This clearly indicates the efficacy of the faculty counseling/ Group head system.
- It also worth mention here that many of the faculty members have also attended faculty development programs organized by reputed institutions through online/ offline mode in identified areas as suggested and discussed respective mentor faculty, resulted in improved quality of delivery in their teaching.

2) Class Review Committee Feedback:

Class Review Committee consists of HoD or his nominee, Section coordinator and 7 to 8 students per class, among which 3 are boys and 3 are girls, preferably one lateral entry student. The students are selected in such a way that two students are from above average, two students are average and two students are from below average category. On behalf of lateral entry students, one lateral entry student will be added in the committee.

The meeting will be conducted 5 times after completion of each unit by Head of the Department and a senior faculty of department who is not taking any course for that class.

CRC feedback is taken from the identified group of students representing the class. CRC feedback is taken after completion of each unit on following aspects for both Theory and Laboratory courses, addressing various points about faculty performance in the classes and their efforts to provide quality teaching to students. The feedback report is prepared by the concerned HoD or his nominee along with the class teacher. Based on the feedback, counseling is done to the faculty members depending upon the necessity by the Head of the Department.

Percentage of students who participated: Group of 6 students per class

In the feedback system questions related to the following aspects are posed to students to ascertain the performance of teachers.

The questionnaire will be given to the students (offline) and feedback will be collected for each course.

The following questions are mentioned in the questionnaire.

- Were the learning objectives and learning outcomes clearly mentioned for the unit?
- Were the learning objectives achieved?
- Do you think enough time was spent in teaching all concepts involved in the unit?
- Did the Teacher address the needs of all students in the class?
- Were tutorial classes conducted to the satisfaction of all the students?
- Did the teacher give assignments for the unit?
- Were the teaching aids effectively used for the unit?
- Was Teacher's interaction in the class with students fruitful?
- Feedback on general facilities.

- For the Lab courses all the above questions are covered except,

Question v and vi of the above should be marked as Not Applicable as assignments and tutorials are not conducted for Lab courses.

Feedback Analysis Process:

The scores obtained on the parameters are measured on a 5 - point scale (Poor, Satisfactory, Fair, Good and Excellent). These are the basis for corrective measures. If the feedback scored by the faculty is less than 75%, the corrective measure will be taken by the Head of the Department and the action taken reports are maintained in the department. The corrective measures include counseling, conducting additional sessions by other senior faculty members, recommendation to attend FDPs/Workshops/Up-gradation programs etc.

Class Review Committee – Consolidated Report

B. Tech II Year I Semester, Section-A

Academic Year: 2020-21

Batch: 2019-23

S. No	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)

1	Surveying	75	75	75	75	75
2	Strength of Materials– I	75	75	75	75	75
3	Fluid Mechanics	100	75	100	75	75
4	Building Materials and Construction Planning	75	75	75	75	100
5	Basic Electrical Engineering	100	100	75	75	75
6	Surveying lab	100	100	75	75	100
7	Strength of Materials Lab	75	75	75	100	100
8	Basic Electrical Engineering Lab	100	75	75	100	100

B. Tech II Year I Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Surveying	100	100	75	75	75
2	Strength of Materials– I	75	75	75	75	75
3	Fluid Mechanics	75	75	75	75	75
4	Building Materials and Construction Planning	100	75	75	75	75
5	Basic Electrical Engineering	100	75	75	75	75
6	Surveying lab	100	100	75	75	100
7	Strength of Materials Lab	100	100	75	75	100
8	Basic Electrical Engineering Lab	100	100	75	100	100

Academic Year: 2020-21

Batch: 2019-23

B. Tech II Year II Semester, Section-A

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Computational Mathematics	75	75	75	75	75
2	Engineering Geology	75	75	75	75	75
3	Strength of Materials-II	100	75	75	75	75

4	Hydraulics and Hydraulic Machines	75	75	100	100	75
5	Engineering Economics and Accounting	75	75	75	75	75
6	Computational Mathematics Lab	100	100	100	75	75
7	Engineering Geology Lab	100	100	100	100	75
8	Hydraulics and Hydraulic Lab	100	75	75	100	100

B. Tech II Year II Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Computational Mathematics	75	75	100	100	100
2	Engineering Geology	75	75	100	75	100
3	Strength of Materials-II	100	75	75	75	75
4	Hydraulics and Hydraulic Machines	75	75	100	100	100
5	Engineering Economics and Accounting	75	75	100	100	100
6	Computational Mathematics Lab	75	75	100	100	100
7	Engineering Geology Lab	75	100	100	100	100
8	Hydraulics and Hydraulic Lab	100	100	75	75	100

Academic Year: 2021-22

Batch: 2019-23

B. Tech III Year I Semester, Section-A

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Structural Analysis	75	100	75	75	100
2	Concrete Technology	75	100	75	75	100
3	Geo Technical Engineering	75	75	75	75	75
4	Engineering Hydrology	75	75	75	75	100
5	Industrial Safety Hazards	75	75	75	75	75
6	CADB Lab	75	75	100	100	100
7	Concrete Technology Lab	100	100	100	100	75
8	Geo Technical Engineering Lab	100	100	100	75	75

B. Tech III Year I Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Structural Analysis	75	75	100	75	100
2	Concrete Technology	75	100	75	75	100
3	Geo Technical Engineering	75	75	75	75	75
4	Engineering Hydrology	75	75	75	100	75
5	Industrial Safety Hazards	75	75	75	75	75
6	CADB Lab	100	100	75	75	75
7	Concrete Technology Lab	75	75	100	100	100
8	Geo Technical Engineering Lab	75	75	100	100	100

Academic Year: 2021-22
Batch: 2019-23

B. Tech III Year II Semester, Section-A

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Design Reinforced Concrete Structures	75	75	75	75	100
2	Transportation Engineering	75	100	100	75	75
3	Foundation Engineering	75	75	75	75	75
4	Construction Engineering Management	100	75	75	100	75
5	Digital Fabrication	75	75	75	100	75
6	Knowledge Management	75	75	75	100	100
7	Structural Drafting Lab	100	100	75	75	100
8	Transportation Engineering Lab	75	75	100	100	100
9	Advanced English Communication Skills Lab	100	100	100	75	75

B. Tech III Year II Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Design Reinforced Concrete Structures	75	100	75	75	100

2	Transportation Engineering	75	75	75	75	75
3	Foundation Engineering	100	75	75	100	75
4	Construction Engineering Management	75	75	75	75	75
5	Digital Fabrication	75	75	75	100	75
6	Knowledge Management	100	100	75	75	75
7	Structural Drafting Lab	100	100	100	75	75
8	Transportation Engineering Lab	100	100	75	75	75
9	Advanced English Communication Skills Lab	75	75	75	100	100

Academic Year: 2022-23

Batch:

2019-23

B. Tech IV Year I Semester, Section-A

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Design of Steel Structures	75	75	100	75	75
2	Environmental Engineering	75	75	100	75	75
3	Climate Change and Adaptation	75	100	75	75	75
4	Solid Waste Management	75	75	75	75	75
5	Operations Research	75	75	100	75	75
6	Structural Analysis and Design Lab	100	100	75	75	100
7	Environmental Engineering Lab	75	75	75	100	75
8	Operations Research Lab	75	75	75	75	100

B. Tech IV Year I Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Design of Steel Structures	75	75	75	100	100
2	Environmental Engineering	75	75	75	75	100
3	Climate Change and Adaptation	75	75	75	75	75
4	Solid Waste Management	75	75	75	75	75

5	Operations Research	75	75	75	100	100
6	Structural Analysis and Design Lab	100	100	75	75	100
7	Environmental Engineering Lab	75	100	75	75	75
8	Operations Research Lab	75	100	75	75	75

Academic Year: 2022-23

Batch: 2019-23

B. Tech IV Year II Semester, Section-A

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Estimation and Costing	75	75	75	100	75
2	Railways and Airport Engineering	75	100	75	100	75
3	Industrial Wastewater Management	75	75	100	75	75
4	Entrepreneurship	75	75	75	75	75

B. Tech IV Year II Semester, Section-B

S. No.	Name of the Course	CRC-1 (%)	CRC-2 (%)	CRC-3 (%)	CRC-4 (%)	CRC-5 (%)
1	Estimation and Costing	75	75	100	75	75
2	Railways and Airport Engineering	75	75	100	100	75
3	Industrial Wastewater Management	75	75	75	100	75
4	Entrepreneurship	75	75	75	75	75

3) Course end survey: This survey is conducted to determine the quality of the course by various outcomes that the course tries to satisfy and the level of achievement of the outcomes. The course end survey is taken at the end of the semester for each course. A typical Course End Survey form is provided below.

Sample Course End Survey form

Geethanjali College of Engineering and Technology											
Department of Civil Engineering											
Course End Survey Analysis											
CAY:2023-24		Branch:CE		Year:IV		Semester:Odd		Section:A		Date:20/12/2023	
Course:Estimation & Costing						Faculty:D. Varun Kumar					
S.No.	Questionnaire	E	G	A	P	NC	Avg Score	Avg %			
		5	4	3	2	1					
General Objectives											
1	Did the course achieve its stated objectives?	12	27	6	2	0	4.0	80.9%			
2	Have you acquired the stated skills?	12	26	7	2	0	4.0	80.4%			
3	Whether the syllabus content is adequate to achieve the objectives?	18	18	11	0	0	4.1	83.0%			
4	Whether the instructor has helped you in acquiring the stated skills?	13	27	5	2	0	4.1	81.7%			
5	Whether the instructor has given real life applications of the course?	19	21	7	0	0	4.3	85.1%			
6	Whether tests, assignments, projects and grading were fair?	19	20	8	0	0	4.2	84.7%			
7	The instructional approach(es) used was(were) appropriate to the course.	18	24	3	2	0	4.2	84.7%			
8	The instructor motivated me to do my best work.	19	23	3	2	0	4.3	85.1%			
9	I gave my best effort in this course.	12	23	8	4	0	3.9	78.3%			
10	To what extent you feel the course outcomes have been achieved.	12	26	5	4	0	4.0	79.6%			
Course Outcomes											
CO1	Explain various estimation methods and standard princ	14	28	4	1	0	4.2	83.4%			
CO2	Perform detailed estimation of buildings and Reinforce	16	24	4	3	0	4.1	82.6%			
CO3	Demonstrate and Calculation of earthwork quantity for	14	23	7	2	1	4.0	80.0%			
CO4	Analyze rates for various items of works in civil constru	13	21	10	2	1	3.9	78.3%			
CO5	Evaluate the valuation of building.	16	21	7	3	0	4.1	81.3%			

4. Graduate and Exit Survey:

This survey evaluates the success of the program in providing students with opportunities to achieve program outcomes. A typical survey form is provided below.

Geethanjali College of Engineering and Technology
Department of Civil Engineering

GRADUATE SURVEY

NAME: <u>M. Manikanda</u>	ROLL NO: <u>20R15A0131</u>
GRADUATED YEAR: <u>2023.</u>	DATE: <u>26/08/2023</u>
PROGRAM OF STUDY: <u>B.Tech.</u>	BRANCH: <u>(CV)</u>

Please evaluate on the following Scale:

Excellent(E)	Good(G)	Average(A)	Poor(P)	No Comment(NC)
5	4	3	2	1

SNO	QUESTIONNAIRE	E 5	G 4	A 3	P 2	NC 1
SECTION 1: PROGRAM EVALUATION						
1)	What is your perception of the academic expectations of your program vis-à-vis your achievements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	How would you rate your program's performance in keeping pace with recent trends and developments in CE discipline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	How would you rate your professional training and research opportunities your program provided to graduate students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	How would you rate the adequacy of space, facilities and equipment in your program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	Indicate your level of satisfaction with the supervision and guidance you received during your study.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	What is your perception of the quality of the faculty vis-à-vis qualifications, experience and teaching expertise in your program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	How would you rate the overall quality of your program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 2: POST-GRADUATE PLANS						
1a) What are your immediate plans after graduation? <u>1) Postgraduate study</u> 2) Employment in business or industry 3) Government service 4) Employment in a non-profit organization 5) Self employment/ Entrepreneur 6) Defence service						
1b) If you have selected postgraduate study, where do you plan to study						
2. Have you already secured employment or been admitted for further Postgraduate study 1) YES <u>2) NO</u>						
3. If you answered yes to question 2 please provide further information about your employer or your Postgraduate school and program of study.						

A handwritten signature in black ink, consisting of several stylized, overlapping strokes.

Signature

Geethanjali College of Engineering and Technology
Department of CE

Graduate Survey Report on Program Evaluation and Post Graduate Plans ~~2019-20~~ **2019-23**

S.NO.	Questions	E	G	A	P	NC	% of Attainmen
		5	4	3	2	1	
Section-1: Program Evaluation							
1	What is your perception of the academic expectations of your program vis-à-vis your achievements?	24	44	6	0	0	84.86%
2	How would you rate your program's performance in keeping pace with recent trends and developments in CE discipline?	29	32	13	0	0	84.32%
3	How would you rate your professional training and research opportunities your program provided to graduate students?	32	27	15	0	0	84.59%
4	How would you rate the adequacy of space, facilities and equipment in your program?	27	38	9	0	0	84.86%
5	Indicate your level of satisfaction with the supervision and guidance you received during your study.	35	27	12	0	0	86.22%
6	What is your perception of the quality of the faculty vis-à-vis qualifications, experience and teaching expertise in your program?	28	37	7	2	0	84.59%
7	How would you rate the overall quality of your program?	27	34	10	2	1	82.70%

S.NO.	Questions	No. of Students	% of Students
Section-2: Post Graduate Plans			
1a	What are your immediate plans after graduation?		
	1. Post graduate study	6	8.11%
	2. Employment in business or industry	4	5.41%
	3. Government service	9	12.16%
	4. Employment in a non-profit organization	36	48.65%
	5. Self employment / Entrepreneur	19	25.68%
	6. Defence service	0	0.00%
2	Have you already secured employment or been admitted for further postgraduate study	Yes	22 29.73%
		No	52 70.27%


Program Coordinator


HOD

9.3 Feedback on facilities (5)

Total Marks 5.00

Student feedback is collected twice every semester on the facilities provided by the college. While feedbacks on class room and laboratory facilities are collected by the respective academic departments, the IQAC department collects the feedback on other facilities. The students rate the facilities on a 5-point scale. The aggregate of the score for each facility, expressed as a percentage, is indicative of the degree of satisfaction of the students with the facility.

A score of 65 percent or less is taken to represent dissatisfaction of the students, calling for a more detailed analysis to determine the underlying causes.

In respect of library, transport, sports/games, canteen facilities, maintenance and upkeep of college premises, including washrooms, the departments concerned also collect the student feedbacks separately, analyze them and take corrective action, where found necessary. It is found that during the last three years, the student feedbacks on facilities have been quite satisfactory, overall. However, the surveys have thrown up some suggestions for improvement made by a few students. Even though such students were quite small in number, cognizance was taken of such suggestions also. The departments considered the suggestions and, where warranted, took appropriate measures to address the students' concerns.

The rating of facilities by the students in the last three years is presented in the following table

AY: 2022-2023					
S. No.	Questionnaire	I-Sem	II-Sem	Avg	
1	Employability Skills	77.43	79.84	78.63	
2	Mentoring support	77.44	80.48	78.96	
3	Campus Placement Efforts	73.88	78.27	76.07	
4	Career and academic guidance	75.04	78.29	76.66	
5	Leadership of the college	69.36	75.45	72.40	
6	Soft skills and Personality Development	74.37	77.82	76.09	
7	Library Facilities	75.19	78.93	77.06	
8	Extracurricular activities	81.62	81.34	81.48	
9	Co-curricular activities	71.61	74.98	73.29	
10	If using college transport, college transport facilities	70.99	74.85	72.92	
11	Service in Academic Section	73.04	76.99	75.01	
12	Service in Exam Branch	74.33	77.33	75.83	

13	Service in Accounts Section	74.31	77.29	75.80
14	Physical Education Facilities	72.13	75.27	73.70
15	Quality of food in Canteen	69.21	73.22	71.21
16	Service in the Canteen	70.48	74.47	72.47
17	Overall opinion of GCET in comparison to other colleges	72.70	76.48	74.59

Corrective Actions Taken:

A sample of corrective actions taken, based on specific suggestions, or concerns of the students is provided herein.

- o Canteen facilities:
 - o Menu is changed once in a fortnight.
 - o Increased the staff strength resulting in faster service, and improved hygiene.
 - o Provided additional ceiling fans and light fittings.
- o Transport facilities:
 - o Preventive maintenance of buses is undertaken strictly according to planned schedules.
 - o Inventory of spares providing for buffer stock, is maintained resulting in reduced downtime of buses
 - o The number of students allotted to a bus is maintained to be less than its seating capacity.
- o Sports:
 - o The management has decided that the existing sports room may not be adequate for the existing strength. So, it is planned to allocate more space in the New Building complex for the modern GYM and some more in door games.
 - o Apart from this, the management has procured some place for spacious Cricket ground.
- o Class rooms, Laboratories and other Infrastructure facilities:
 - Fixed extra exhaust fans in the wash rooms wherever found necessary.
 - Renovated all the seminar halls, repaired and replaced with duct air conditioners.
 - All the faulty projectors were repaired and a few were replaced with new projectors.
 - Replaced damaged washroom doors and plumbing system checked regularly.
 - Constructed new CC road outside the campus and linked with the main road providing a large vehicle parking space for students.

Impact of Corrective Actions: Improvement in student's feedback is visible over these years.

1	CSE	3938	Sway am Portal	26462	150	487	92	1098	182	140	387	
2	CSE-AIML	1783		7354	125	-	-	-	-	-	-	-
3	CSE-CS			-	-	-	-	-	-	-	-	-
4	CSE-DS			-	-	-	-	-	-	-	-	-
5	CSE-IOT			-	-	-	-	-	-	-	-	-
2	IT	797		9609	125	-	-	-	-	-	--	--
3	ECE	4012		23165	120	665	269	526	112	112	477	
4	EEE	1018		15394	110	142	-	951	142	255	7	
5	ME	771		13939	120	171	-	552	348	181	129	
6	CIVIL	807		10339	135	224	43	148	138	70	--	
7	FE	1328		29136	90	616	-	68	664	1	310	
8	MBA	318		10339	110	32	-	-	113	-	36	

2. INDEST and National & International Technical Journals- GCL/SL/FileNo.2

S. No.	Department	2022-2023	2021-22			2020-2021			2019-2020		
		IEEE-ASPP-197 IEEE-CSDL-42 KHUB-7778 DELNET-1729 NLIST-2881	IEE E	K-HUB	Delnet	IEE E	K-HUB	Delnet	IEE E	K-HUB	Delnet
1	CSE	409	65	239	137	65	421	114	50	353	313
2	CSE-AIML	172	-	-	-	-	-	-	-	-	-
3	CSE-CS	59	-	-	-	-	-	-	-	-	-
4	CSE-DS	61	-	-	-	-	-	-	-	-	-
5	IOT	59	-	-	-	-	-	-	-	-	-
6	IT	75	16	126	326	-	-	-	-	-	-
7	ECE	834	73	179	25	93	335	17	45	123	17
8	EEE	1382	37	923	46	33	607	30	45	218	59
9	ME	3533	22	1009	107	17	942	127	5	193	114
10	CIVIL	1744	4	1523	77	8	1148	137	5	562	210

11	FE	1914	13	1028	172	12	899	294	30	2421	91
12	MBA	851	-	22	227	-	-	329	-	-	229

3. Audio-Visual Materials (GCL/SL/File No.3)

S. No.	Department	Up to 2013-14	2015-2022	2022-2023	Total
1	CSE	74	14	-	88
2	IT	02	-	-	02
3	ECE	25	12	-	37
4	EEE	6	07	-	13
5	ME	6	05	-	11
6	CIVIL	-	-	-	-
7	FE	142	4	-	146
8	MBA	03		-	03
Total		258	42	-	300

4. NPTEL Videos & Downloaded Video Lessons from YouTube -GCL/SL/FileNo.4

S. No.	Department	Up to 2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	TOTAL
1	CSE	756	373	388	182	92	58	53	1902
2	IT	-	-	-	-	-	-	-	0
3	CSE-AIML	-	-	-	-	-	-	100	100
4	CSE-CS	-	-	-	-	-	-	100	100
5	CSE-DS	-	-	-	-	-	-	100	100
6	CSE-IOT	-	-	-	-	-	-	100	100
7	ECE	480	622	477	112	269	67	94	2121
8	EEE	153	-	7	142	-	58	63	423
9	ME	153	1287	128	348	-	-	130	2046
10	CIVIL	89	28	29	170	43	50	127	536
11	FE	377	143	318	664	--	91	-	1593
12	MBA	122	40	36	113	--	52	313	676

5. Reputed University Download Learning Materials (GCL/SL/File no.5)

S. No.	Department	MIT Open University Learning Materials Courses			
		Up to 2020-21	2021-22	2022-2023	Total
1	CSE	65	12	48	125
2	CSE-AIML	-	15	103	118
3	CSE-CS	-	-	76	76
4	CSE-DS	-	-	53	53
5	CSE-IOT	-	-	60	60
6	IT	-	10	6	16
7	ECE	38	15	-	53
8	EEE	13	13	-	26
9	MECH	05	10	-	15
10	CIVIL	25	15	77	117
11	FE	23	15	--	38
12	MBA	30	15	321	366

6. Lecture Notes of Faculty, PPT & Web Materials –GCL/SL/File No.6

S. No.	Department	Up to 2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
1	CSE	38	15	6	48	-	-	-	107
2	CSE-CS	-	-	-	-	-	-	-	-
3	CSE-DS	-	-	-	-	-	-	-	-
4	CSE-CS	-	-	-	-	-	-	-	-
5	CSE-IOT	-	-	-	-	-	-	-	-
6	IT	-	-	-	-	-	-	-	0
7	ECE	44	20	3	33	-	-	-	100
8	EEE	59	-	9	45	-	-	-	113
9	ME	63	8	3	39	-	-	-	113
10	CIVIL	44	-	-	35	-	-	-	79
11	FE	38	4	-	58	50	107	49	306
12	MBA	-	-	-	-	-	10	-	10

7. Suitable Additional Topics from National and International Journals & Downloads –GCL/SL/File No.7

S. No.	Department	Up to 2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
1	CSE	18	15	26	-	1046	200	76	1381
2	CSE-AIML	-	-	-	-	-	-	69	69
3	CSE-CS	-	-	-	-	-	-	69	69
4	CSE-DS	-	-	-	-	-	-	69	69
5	CSE-IOT	-	-	-	-	-	-	69	69
6	IT	-	-	-	-	-	15	-	15
7	ECE	111	7	28	303	582	150	73	1254
8	EEE	64	29	15	750	106	150	85	1199
9	ME	67	4	9	357	161	89	65	752
10	CIVIL	--	-	-	75	80	32	52	239
11	FE	53	-	-	-	-	61	-	114
12	MBA	7	1	5	7	-	21	75	116

8. E-Books & CD's given Along with Text Books –GCL/SL/File No.8

S. No.	Department	Up to 2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		Total	
		e-Books	CDs	e-Books	CDs	e-Books	CDs	e-Books	CDs	e-Books	CDs	e-Books	CDs
1	CSE	853	1274	152	8	305	-	159	6	100	14	1569	1302
2	CSE-AIML	-	-	-	-	-	-	50	-	65	1	115	1
3	CSE-CS	-	-	-	-	-	-	-	-	80	1	80	1
4	CSE-DS	-	-	-	-	-	-	-	-	50	1	50	1
5	CSE-IOT	-	-	-	-	-	-	-	-	85	1	85	1
6	IT	-	-	-	-	-	-	119	-	-	1	119	1
7	ECE	397	793	167	-	83	-	182	4	200	16	1029	813
8	EEE	349	74	137	1	36	9	111	-	31	-	664	84
9	MECH	419	102	145	1	162	-	122	6	120	-	968	109
10	CIVIL	301	61	100	1	224	-	122	1	189	-	936	63
11	FE	3197	544	143	6	519	-	103	22	-	22	3962	594

12	MBA	297	153	110	-	12	-	45	-	250	-	714	153
13	M.Tech	655	-	95	-	30	-	82	-	250	-	1112	-

9. Previous Question Papers- GCL/SL/FileNo.09

S. No.	Department	No of Question Papers
1	CSE	657
2	IT	74
3	ECE	648
4	EEE	563
5	ME	613
6	CIVIL	495
7	FE	283
8	MBA	147

10. Textbooks and Reference books GCL/SL/FileNo.10

Academic Year		2022-2023		2021-2022		2020-2021		2019-2020	
Course	Department	Titles	Volumes	Titles	Volumes	Titles	Volumes	Titles	Volumes
UG	CSE	107	371	54	495	14	84	57	286
UG	AIML	75	321	36	272	3	50	0	0
UG	CYBER SECURITY	40	136	13	84	4	50	0	0
UG	DATA SCIENCE	50	150	13	77	3	50	0	0
UG	IOT	50	173	19	69	4	50	0	0
UG	ECE	35	128	31	145	2	11	39	262
UG	EEE	28	109	26	120	3	21	29	131
UG	MECH	57	194	51	200	12	95	55	

13. Journal Back Volumes GCL/SL/File.No.11

S. No.	Department	No of Back Volumes Up to 2021-2022	2022-2023	Total
1	CSE	658	127	785
2	CSE-AIML	-	47	47
3	CSE-CS	-	38	38
4	CSE-DS	-	26	26
5	CSE-IOT	-	39	39
6	M.TECH.	-	29	29
7	ECE	464	93	557
8	EEE	391	90	481
9	ME	272	75	347
10	CE	205	78	283
11	FE	348	60	408
12	MBA	710	114	824

14. Student Seminars/Paper Presentations& contests- GCL/SL/FileNo.12/D1

S. No.	Department	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
1	CSE	-	-	-	242	231	-
2	ECE	-	-	-	55	-	-
3	EEE	-	-	-	74	43	31
4	ME	-	-	-	21	68	6
5	CE	-	-	58	28	23	17
6	FE	-	-	-	14	18	6
7	MBA	-	-	-	-	-	-

15. Student Professional Associations Activities GCL/SL/File. No 13/D2

Department	Professional Organization	No of Faculty and Students Registered
CSE	IEEE-CSI	23
EEE	IEEE,ISTE,IETE	-
ECE	IEEE,ISTE,IETE	76

ME	-	-
CE	ISTE,IGS,IRC,IE,,ICI,ISWE,IS ET	47
FE	-	-
MBA	-	-

16. Industrial Visit & Tours GCL/SL/File.No 14/D3

Department	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
CSE	-	-	7	2	1
ECE	3	-	7	7	8
EEE	-	-	19	13	13
ME	-	-	5	4	3
CE	-	1	4	5	4
FE	-	-	-	-	-
MBA	-	-	-	-	-

17. FDP/Workshops/Guest Speakers GCL/SL/File. No 15/D4

Department	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
CSE	-	1	15	14	14
ECE	15	45	11	24	-
EEE	-	-	-	-	-
ME	-	116	-	-	-
CE	-	4	6	7	-
FE	-	-	14	18	6
MBA	-	-	-	-	-

18. Online Journals and Conferences Contributions GCL/SL/File No. 16/D5

Department	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
CSE	15	19	20	13	21
IT	-	02	-	-	-
ECE	-	25	09	14	35

EEE	-	04	27	13	15
ME	-	06	09	12	22
CE	-	02	04	05	03
FE	-	40	24	04	22
MBA	-	09	--	---	01

19. Projects/mini projects/Live Projects GCL/SL/File No.17/D6

Department	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
CSE	-	-	242	236	76
ECE	-	-	101	82	87
EEE	-	-	40	22	17
ME	-	-	29	29	26
CE	-	-	38	34	21
MBA	-	-	-	-	-

20. Assignments GCL/SL/FileNo.18/D7

Department	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
CSE	Available				
ECE					
EEE					
ME					
CE					

21. News Letters –GCL/SL/File no.19/D8

Department	2021-2022	2020-2021	2019-2020	2018-2019	2018-2019
CSE	1	1	-	-	-
ECE	1	1	2	2	2
EEE	-	-	-	-	-
ME	-	-	-	-	-
CE	1	1	2	2	2

Item	2019-20	2020-21	2021-22	2022-23	2023-24
Visit Library	126205	14358	126356	203692	87967
Circulation	41670	6416	20464	19824	10584
Digital Library	6228	2290	8359	7935	7429
Reprographic Service	142071	2068	3992	10678	8385
Periodical Section	16917	1065	11072	25291	7625
Reference service	24887	2520	82469	15961	15318

Expenditure

YEAR	Books	Print Journals	e-Resources	Total
2023-2024	1,04,402.00	37,800.00	70,000.00	2,12,202.00
2022-2023	1,12,640.00	65,253.00	68,767.00	2,46,660.00
2021-2022	2,40,620.00	61,106.00	80,514.00	3,82,240.00
2020-2021	77,939.00	59,835.00	76,748.00	2,14,522.00

Internships:

Internships provide an opportunity for the student to work independently on sophisticated equipments and on live projects which enhance knowledge. To equip themselves with practical applications in the field, students are encouraged to undergo internships in industries. Internship is made mandatory under AR18 Regulations.

S. No.	Academic Year	Total Number of students undergone Internship
1	2020-2021	123
2	2021-2022	127
3	2022-2023	61

Industrial Visits:

Industrial visits provide ample scope for the students to observe experience and enable them to gain knowledge on real time applications. Students get exposed to the industrial culture. Summary of the industrial visits made during the last 3 years are provided below.

S. No.	Academic Year	No. of Industrial Visits Arranged	No. of CE Students Participated
1	2020-2021	Nil	Nil

2	2021-2022	2	100
3	2022-2023	2	103

Webinars/ Guest lectures:

One of the best opportunities provided to the students in expanding their knowledge, especially on the latest developments that are happening around the world in science and technology, is to attend the webinars or guest lectures regularly. As the Resource Persons would be from industries or reputed organizations, this provides an important platform for the students to enhance their knowledge. The summary of the guest lectures conducted are indicated below:

S. No.	Academic year	No. of Guest lectures conducted
1	2020-2021	7
2	2021-2022	8
3	2022-2023	9

9.5 Career Guidance, Training, Placement (10)

Total Marks 10.00

The College gives at most importance to improve the quality of the graduate student as this is an important aspect of the mission of the college. To that end, we spend considerable amount of time talking with students about their career and professional goals, concerns, and suggestions for improving their learning experience. Since its inception, the college has been continuously striving towards enhancing the professional culture to serve the needs of an ever-changing and dynamic learning community in an exemplary manner.

Centre for Advancement of Career and Human Excellence (CACHE) is a department of the college responsible for career guidance, training, placement and entrepreneurship development. It is a unique initiative of Geethanjali. Its features are:

- It was started in 2005
- It deals with Career Guidance, Training, Placements and Entrepreneurship
- It enhances the students' understanding of employability.
- Training is imparted to students from their first year onwards.
- The student is trained to be an asset to his/her employer.
- Various innovative methods of teaching are implemented
- A special syllabus is planned keeping in view the industry requirements and constraints of regular syllabus.
- Focus is on Communication Skills, Aptitude, and Soft Skills, developing the Confidence of students, improving their Body Language, inculcating Creativity and making them responsible individuals
- Forging fruitful and mutually beneficial linkages with industries and professional organizations
- Getting live projects as well as providing placement assistance to its students.
- Organizing key guest lectures and seminars.

The objectives of the cell are:

- a. To offer career guidance programs and provide assistance and resources to support students in making real life connections to academic learning.
- b. To enable students to gain the skills, ability and confidence to transit successfully to further studies/work/self-employment or any other activity in which he/she lands deliberately or unwittingly.
- c. To provide services which expose students to infinite possibilities available in their future; to equip them with the tools they need to plan for future endeavors and to provide continued support and encouragement that they need to be successful in career as well as life.
- d. To enable students to evaluate various career options and embark on their career path to meet their interests by showing them how to assess their interests and talents.
- e. To help find answers to the following questions which pester students:
 - What am I going to do when I leave college?
 - Do I meet the entrance requirements of places of higher education?
 - Can I afford to study further?
 - Will I find a job in my chosen field and place?
 - Should I take a gap/break after college?
 - Are some places better to study than others?
 - Is my degree internationally recognized?
 - Will my job earn me the money to live the lifestyle I desire?

Finding answers to these questions is easy if one has a good understanding of himself/herself and his/her choice of careers. It is possible to find a career path for each individual which draws on their strengths and builds on areas requiring improvement. These facilitates realize their career priorities and goals.

Number of CACG activities performed during various Academic Years

2020-2021	2021-2022	2022-223
10	10	15

CACG activities for the Academic Year: 2022-23

S. No.	Name of the Event	Date	No of Students Attended	Resource Person
--------	-------------------	------	-------------------------	-----------------

1	Opportunities in Department of Atomic Energy	4th August, 2022	237	Pasupathi,
2	Career Labs	23&24 August	650	Team From Career Labs
3	Education Fair – on Campus Study Abroad Fair	20th September 2022	400	University delegates and Team from education matters
4	Study in USA	21 st September 2022	250	Mr. Tze Teck Sim, Deputy Director, State University of Newyork, Albany and i20fever
5	Education matters interaction at CACG office	21 st October 2022	30	Education matters team with Ms.G.Kavitha
6	Career Opportunities for study abroad aspirants	11 November 2022	250	Delegates from Illinois Institute of Technology, Chicago, USA
7	Career Opportunities for study abroad aspirants by Shorelight	9 th February 2023	300	Ms. Sukruthi Sharma
8	Career Options and study abroad by Canum Consultants Limited	15 th February 2023	650	Presented by Senior Counsellor, Manishanker Bernard Valentine, Marketing Manager
9	Maanya team interaction at CACG office	24 th February 2023	25	Maanya Team
10	EDUCOG team interaction at CACG office	10 th March 2023	20	EDUCOG Team
11	Interaction with GCET Alumni with students of ECE, EEE & CSE	14 th March 2023 and 16 th March 2023	200	-
12	EDUCOG Team interaction class to class	17 th March 2023	600	Team from EDUCOG headed by Mr. Sandeep
13	Interaction by Dr. Madhuri Bayya, In-charge CACG with the team from University of Leicester at Park Hyatt	17 th March 2023	-	-
14	Interaction with Ohm Institute	20 th March 2023	48	Mr. Surendra Reddy
15	Career guidance and profile building seminar by college pond	29 th March 2023	300	Mr. Jimeet Sanghavi, Head Counsellor, College Pond

Cantilever Training

Department of Civil Engineering provides a Cantilever Training for the 3rd year students to equip with essential non-technical skills crucial for personal and professional success. The aim of this training is to foster the development of intellectual aptitude skills, quantitative skills, Verbal and soft-skills, aptitude skills and competitive programming so as to prepare personality that would crack any interviews, alongside with, Profile-building with radical thinking to crack any question with varied level of difficulty.

Training carried out during the last two academic years is summarized below:

Batch	Academic Year and Semester	Class	Type of Training	Training Facilitator	Schedule/ Number of Days	No. of CE Students Participated
2020-2024	2022-2023	III CE	Training on Coding & Aptitude	Cantilever Labs	19 th Oct. 2022 to 15 th , July 2023	40
2019-23	2021-2022	III CE	Training on Coding & Aptitude	Cantilever Labs	17 th Jan. to 29 th June, 2022	

Impact: Impact of these trainings is visible through more number of students getting placed or going for higher education.

S. No.	Academic Year	Number of Students got placed	Number of Students went for higher Studies
1	2020-2021	29	8
2	2021-2022	50	14
3	2022-2023	54	4

Impact/Achievements:

The EDC of the college was successful in assisting a few students to set up start-up ventures. These are described below.

List of Entrepreneurs supported by/passed out from Geethanjali College of Engineering and Technology:

S. No.	Name	Branch	Year of Passing
1	K. Rakesh	CE	2023

Geethanjali College of Engineering and Technology [GCET] has its Entrepreneurship Development Cell [EDC] popularly known as IDEA DIMENSION in the campus since the A.Y 2008-09.

Idea Dimension was supported by the National Entrepreneurship Network (NEN), a Wadhvani foundation. Idea Dimension, in turn, builds institutional capacity for creating entrepreneurs. It also develops and inspires a pool of aspiring entrepreneurs; through exposure to leadership and skills-building programs providing access to experts and mentors. The college management provides the necessary financial support for the smooth conduct of all the NEN-Idea Dimension activities. Idea Dimension has its own premises guided by faculty with rich industrial experience, externally supported by NEN and all the activities are financed by management. Idea Dimension can be visited at <http://nen.gctc.in/> (<http://nen.gctc.in/>)

Objectives of Entrepreneurship Development Cell

- To provide information on all aspects of enterprise building to the students of Geethanjali College of Engineering and Technology.
- To organize training programs, competitions, awareness camps etc. to promote entrepreneurship among the students of Geethanjali College of Engineering and Technology.
- To assist prospective entrepreneurs in the preparation of project reports.

Nurturing the Entrepreneurial Spirit

We move forward into the 21st Century it is important to reflect on the great contributions that entrepreneurs have made to the well-being of our people and the wealth of our economy. Where would we be without the persistence and creativity of such notable entrepreneurs as Henry Ford, Bill Gates, and Joe Dudley? Educators have created a wide variety of programs and activities to provide students with the experiences that nurture the spirit of entrepreneurship everywhere. "Entrepreneurs are not born....rather they become through the experiences of their lives."

We recognize the importance of nurturing the entrepreneurial spirit from early ages, and continuing it right through their stay here. Entrepreneurship education means many different things to educators from vocational education to a university. At each level of education, it is reasonable to expect different outcomes as students mature and build on previous knowledge. But the overall purpose remains to develop expertise as an entrepreneur.

Functioning of EDC in the campus



Fig: Idea Dimension team hierarchy

The Team Members are recruited as per the guidelines provided by the NEN viz., communication skills, entrepreneurship ideas, etc. After serving for one year they are promoted as team leaders based on individual contribution and performance in the selection process. On successful completion of one year as team leaders similar selection process is conducted and promoted as E- Leaders.

There are four departments in Idea Dimension. They are as follows:

Department	Functions
Human Resource	The human resources department recruits the eligible members for the college E-cell and managing the team leaders in their efficient working.

Creative	Generates ideas for innovations for the theme – “Innovating for India”. Manages the college start-ups. Start-ups are considered to be great learning experiences to be a part of
Marketing	Market the activities and products of the E-cell. Create awareness and publicize.
Online Technical Support	Maintains and updates the website to keep all the students of the college on the same page regarding the events of the E-cell. Provide the required technical support for the marketing of the products

Team members are allocated to perform the above mentioned major functions based on their skill and aptitude of individual member. Team member's performance is guided and supervised by their respective Team Leaders and E-Leaders.

AICTE Grant for EDC:

The college received a grant of Rs. 6.0 lakhs from AICTE for promotion of entrepreneurial development activities. The types of programs conducted and the number of persons exposed to these programs using the last installment of "recurring expenditure" of the grant are as follows:

Programs conducted under AICTE grant for EDC:

A. Entrepreneurship Awareness Camps (EACs) – 25 conducted

B. Core Faculty Training at EDC, JNTUH

Two faculty members were trained in a workshop conducted by JNTUH

C. Expert Talks

No. of programs conducted : 12

No. of Persons Trained : 50 (Students & staff)

EDC Events for the Academic Year 2022-2023

S. No.	Name of the Event	Description	Date of the Event	Chief Guest / Speaker	Location	Usage	POs Strengthened	No. of students/ Faculty attended
1	Team Members Recruitment (2022-23)	Team Members and Team Leaders were added in to the team	27/12/2022 to 29/12/2022	-	Online	Building Team	PO8, PO9, PO10	24
2	Field Trip to T-Hub 2.0	To gain exposure and to realize working of startups	12/1/2023	Sai Abhinaya Chepuri	T-Hub	Skill Development	PO1, PO6, PO8, PO10, PO12	11
3	Ideathon	Evaluation of Startup ideas with business models.	31/1/2023	-	GCET	Skill Development	PO1, PO6, PO8, PO10, PO12	33

4	Interaction Session with BITS EDC Team	Interaction with intercollege EDC teams for better learning	21/3/2023	-	Online	Building Team	PO8, PO9, PO10	5
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E-Week 2023								
5	3..2..1.. SALE	Designing best out of waste	15/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
6	Brandstorm	Debates on major rival companies	16/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
7	Game of Entrepreneurs	Analyzing a failed startup	17/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
8	Mindspark	Ideas of Investing on a product	18/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
9	Thrill and Grill	Creating necessity for a product	19/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
10	Start 2 End	Ideation to prototyping Discussions	20/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
11	Auct and Act	Enterprise bidding to form their squads	20/5/2023	-	Online	Skill Development	PO1, PO6, PO8, PO10, PO12	29
12	My Story Session	Journey of an Entrepreneur	20/6/2023	Mr. Akshay Krishna, CEO Descu	GCET	Skill Development	PO1, PO6, PO8, PO10, PO12	20

Participation in Hackathons / JHUB:

Students are encouraged to participate in Hackathons/ JHUB activities that provide an opportunity for the students to work independently and explore various things that enhance their innovation and creativity. A good number of students participate in Hackathons/ JHUB activities. Following is the list of activities organized and the details of the students participated.

List of events organized from 1st September 2023 - 30th November 2023(Quarter 1 IIC6.0 calander activities for AY 2023-24)

S.NO	Date of Organizing event	Title of the Event/ Celebration activity	No. Of Contact Hours (1 to 3hrs, 3 to 6hrs)	Name of Resource Person	Number of Students Participated	Number of Faculty Participated	Expenditure incurred(Amount paid to Resource Person and certificates, any other)
1	3/11/2023	THUB Kick Start Program	6	Mr. Srinath, CEO TechEdge solutions	800	15	NIL
2	14/10/2023	Flashmob at THub	6	---	24	0	NIL
3	16-09-2023, 23-09-2023, 24-09-2023, 1-10-2023 and 2-10-2023	Problem Statement Identification Towards Innovation and Startup Development	40	Mr. Manoj Kumar Badagharwala	101	5	97,200/-
4	12/2/2024	Institute's Innovation Day - Intercollegiate Discussion	1	Mr. Arun	17	1	NIL
5	16 Nov 2023	Patent Drafting and Registration	6	Dr. Dilip Sharma	107	4	5000
6	20/01/20204	"Navarith Pradarshan 2K24 – innovation as an act to exhibit	3		150	20	5080
7	Calender Activity	My story - motivational seesion by sucessful Innovators	1	Ch. Shiva Kumar, Environmental Engineer, Suryapet Municipality	27	4	5000
8	Celebration Activity	National Entrepreneurship Day	2	Dr B Nagamani	29	4	Nil
9	25-09-24 to 26-09-24	SIH SMART INDIA HACKATHON	36	Mr. Chitti Badrinath, Mr. Manoj Kumar	321	8	35000
10	22-11-2023	Visit to SNIST's Roboveda event organized by Robotics club of SNIST	3	-----	11	1	Nil
11	11/12/2023	Viksit Bharat	2	PM Modi Live Event	81	7	Nil
12	1/6/2024	Innovation Development, Technology Readiness Level (TRL)	2	Mr. Chaitanya Shravan	40	1	Nil
13	1/8/2024	Workshop on Problem solving and Ideation	2	Mr. P Saiesh	40	5	3000/-
14	10/02/2024	Incubator Capacity Building Program JHub Incubators meet	4		0	4	

15	01/12-2023 to 15-02-2024	Python Programming and Arduino programming Robotics Club students	16	M.Anand G.Praveen Kumar	64	2	Nil
16	11th December, 2023 (https://www.facebook.com/geethanjaliinstitutions)	IIC- Regional Meet	8	Mr. Dipan Sahu and Ms. Seema Silchar	2	2	Nil
17	14/12/2023 & 15/12/2023	DEMO DAY/ Workshop and Project Exhibition	14	Mr.Baradwaj Arvapally	180	2	18,000
18	16/12/2023 (https://twitter.com/geethanjaliinstitutions)	Workshop on Design Thinking Critical Thinking and Innovation Design	6	Mr. C. Arun Mentor THUB	120	11	Nil
19	20-2-2024	Workshop on Entrepreneurship skill, Attitude and Behavior Development	3	Mr.Sarvesh Sharma	39	5	Nil
20	20/01/2024 (https://www.instagram.com/geethanjaliinstitutions/)	Internal Hackathon DPHB	6	Mr.Srinivas Duvvuri & Mr P.Mohan	100	6	10000
21	22-2-2024	Visit to THub	6	NIL	176	5	64074
22	22/12/2023 (https://www.geethanjaliinstitutions.com/engineering/announcements.html)	Seminar on "The Applications of computer vision in AI"		Mr Tapas Saini, Joint Director , CDAC	116	4	Nil
23	23.12.23	Innovation & Entrepreneurship Outreach Program	6	M. Hari Shanker	32	5	4900/-
24	28/12/2023	Telangana Incubators and Accelerators Meeting	3	Dr. Sharath Chandra	0	2	NIL

9.7 Co-curricular and Extra-curricular Activities

Total Marks 10.00

Bhaswara: College organizes a National Level Technical and Management Fest every year. Common events, such as, Paper Presentation, Poster Presentation and Project Exhibition would be conducted during this fest. A good number of students participated in the events organized during the academic year 2020-21, 2021-22 and 2022-2023 are detailed below.

Dept. Name	Event Name	Venue	Faculty Coordinator	Student Coordinator	Contact No
CIVIL ENGINEERING	Paper Presentation	CAD Lab-314, Block-III, 3 rd floor	Dr.V.V.Praveen Kumar/ Reena Rana	V.Aruna/ N.Swetha	7330736105 / 7386409111
	Poster Presentation	N-209, Block-III, 2 nd floor	Dr.K.Srilaxmi/ N. Kranthi Kumar	B. Harshitha/ Roopa Chandrika	739696403/ 9246288176
	Technical Quiz	N-209, Block-III, 3 rd floor	G.Raju / P.Supriya	P.Lahari/ S.Sanjeev	7842000742 / 9652207674
	CAD Champ	CAD Lab, 314, Block-III, 3 rd floor	D.Varun Kumar/ G.Vimala	A.Bhuvan Chandra / D.Sairam	8374786993 / 9014468728
	Treasure Hunt	Block-III, 3 rd floor	M.Srujan Kumar/ G.Sampath	R.Sai Chethan/ B.Devendar	8106839618 / 9989934068
	A Minute to Win It	Geology lab -301, Block-III, 3 RD Floor	V.Navaneetha / Reena Rana	R.Sai Chaitan / B. Devendar	8106839618 / 9989934068

Faculty co coordinators: N KRANTHI KUMAR, K. KEERTHI

S. No.	Event name	Faculty Coordinator	Mail id	Mobile
1	Registration	Mr.G Raja	guggillaraju.ce@gcet.edu.in	94922132 63
		Mr. Srujan Kumar / Sowmya	msrujanumar.ce@gcet.edu.in (mailto:msrujanumar.ce@gcet.edu.in)	89787840 74 98499856 03
2	Paper presentation	Dr.V.V.Praveen Kumar	vpraveenkumar.ce@gcet.edu.in	96421995 75
		Ms.Reena rana	reenarana.ce@gcet.edu.in	79835361 01
3	Poster presentation	Dr.K.Srilakshmi	ksrilakshmi.ce@gcet.edu.in	77021395 55
		Mr.N.Kranthi Kumar	nkranthi.ce@gcet.edu.in	93901844 65

4	Cad Champ	Mr.D.Varun Kumar	Varunkumardevulapalli.ce@gcet.edu.in	96035183 07
		Ms.G.Vimala	gvimala.ce@gcet.edu.in	95734565 54
5	Treasure Hunt	Mr. Srujan Kumar	msrujan Kumar.ce@gcet.edu.in (mailto:msrujan Kumar.ce@gcet.edu.in)	89787840 74
		Mr.G.Sampth Kumar	sampthkumar.ce@gcet.edu.in	99661076 16
6	Project Exhibition	Mr.V.Gowtham	vanngoetha.ce@gcet.edu.in	99856651 0
		Ms.V.Navaneetha	navaneetha.ce@gcet.edu.in	95426718 24
7	Technical Quiz	Mr.G Raja	guggillaraju.ce@gcet.edu.in	94922132 63
		Ms.P.Supriya	supriya.ce@gcet.edu.in	88012117 27
8	A minute to win it	Ms.V.Navaneetha	navaneetha.ce@gcet.edu.in	95426718 24
		Ms.Reena rana	reenarana.ce@gcet.edu.in	79835361 01

Academic Year 2022-2023

Bhaswara 2023

The Bhaswara fest was held on 3, 4 & 6th April, 2023. The department of CE has organized six events. The particulars of various events conducted and the winners are indicted below:

1) Event Name: Paper Presentation

Date of Event Organized: 03 April 2023

Organising Department: CE

Total no. of Registrations: 07

Names of the Event Coordinators and Volunteers:

V.Aruna , N.Swetha

Names of Faculty Coordinators :

Dr. V.V. Praveen Kumar & Reena Raana



2) Event Name : Poster Presentation

Date of Event Organized:03/04/2023

Organising Department : CE

Total no. of Registrations: 15

Names of the Event Coordinators and Volunteers: B.Harshitha & Goud, Roopa Chandrika

Name of the Faculty Coordinators: Dr.K.Sreelaxmi & N.Kranthi Kumar



3) Event Name: CAD CHAMP

Date of Event Organized:03 April 2023

Name of event coordinators and volunteers:

Bhuvana Chandra , D.Sai ram

Names of Faculty Coordinators:

Mr. D.Varun kumar & Mrs. G.Vimala



4)Event Name: TECHNICAL QUIZ

Date of Event Organized:4-04-2023

Organising Department: CE

Total no. of Registrations: 08



Names of the Event Coordinators and Volunteers:

P.Lahari , S.Sanjeev

Names of Faculty Coordinators:

G.Raju & P.Supriya



<p>5)Event Name: A MINUTE TO WIN IT</p> <p>Date of Event Organized:04-04-2023</p> <p>Total no. of Registrations: 10</p> <p>Names of the Event Coordinators and Volunteers:</p> <p>R.Sai Chetan , B. Devendar</p> <p>Names of Faculty Coordinators:</p> <p>V.Navaneetha & Reena Raana</p>	
<p>6) Event Name: TREASURE HUNT</p> <p>Date of Event Organized: 03/4/2023</p> <p>Organising Department: CE Total no. of Registrations:03</p> <p>Name of the Event Coordinators and Volunteers: A.Praveen , K.Pawan</p> <p>Names of the Faculty Coordinators:</p> <p>M.Srujan Kumar & G.Sampath kumar</p>	

The **AICTE Vishwakarma Awards 2020** is being organized by All India Council for Technical Education (AICTE) on India's Economic Recovery Post Covid; Reverse Migration and Rehabilitation Plan to support **"Atmanirbhar Bharat"**. The process followed for the CVA nominations are as follows.

The students were motivated to come up with their ideas under the following themes.

- Reskilling or up skilling for ensuring livelihood.
- Promote micro, small and medium enterprises to achieve the mission of Atmanirbhar Bharat.
- Promote value added agricultural Processes, Products and Handicrafts.
- Mental Health and psychosocial support.
- Gender-Responsive mechanism to combat Domestic violence.
- Barriers in accessing adequate health care services.
- Working conditions; ensuring occupational health and safety issues.
- And any other necessary support.

Two students from Department of CE have been selected for participation of AICTE Chaatra Vishwakarma Awards on October 17th, 2020

S. No.	Name	Team Members
1	A Sri Charan	Team Lead
2	Ch Kalyani	Team Member

National Service Scheme (NSS):

The National Service Scheme (NSS) is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing students personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage. NSS Unit has been established in Geethanjali College of Engineering and Technology for the Academic Year of 2018-2019.

NSS Activities List from January 2023-January 2024

S. No.	Date of Activity	Name of the Activity	Organized by/ Collaborating Agency	Number of Students Participated	Number of Faculty Participated
REGULAR ACTIVITIES					
1	19-Dec-2022 to 19-Jan-2023	One month Skill Development Program on "Computer Fundamentals and MS-OFFICE Applications" for Support Staff of GCET & unemployed people of Cheeryal village	Geethanjali College of Engineering and Technology	05 Students and (64 Participants)	05
2	28-Jan-2023, And 30-Jan-2023	"Eye Screening camp" in association with "WIN VISION Eye Hospital" A.S.Rao Nagar, Hyderabad	Geethanjali College of Engineering and Technology in association with "WIN VISION Eye Hospital" A. S. Rao Nagar, Hyderabad	252	130
SPECIAL CAMP ACTIVITIES					
3	25-March-23	Survey in Thimmaipalli Village Under Special camp Programme	Geethanjali College of Engineering and Technology	35	06
4	27-March-2023	Swatchhta Awareness Campaign at	Geethanjali College of Engineering and Technology	29	06
5	28-March-2023	Awareness on Influenza H3N2 Variant at Thimmaipalli village Under Special camp Programme	Geethanjali College of Engineering and Technology	25	04
6	01-April-2023	Donation of Computers to Government Primary School of Cheeryal village	Geethanjali College of Engineering and Technology	26	03
7	01-April-2023	Donation of Computer to Government Primary School of Thimmaipalli village	Geethanjali College of Engineering and Technology	25	06
8	01-April-2023	Donation of Computers to Sri Sai Vidya Dhamam School(SAI DHAMAM), Ramalingampally(V)	Geethanjali College of Engineering and Technology	25	06
9	10-April-2023	Computer education to Students of Government Primary School of Thimmaipalli village Under Special camp Programme	Geethanjali College of Engineering and Technology	25	06
10	11-April-2023	Psychological Counseling to Students of Government Primary School of Thimmaipalli village Under Special camp Programme	Geethanjali College of Engineering and Technology	25	08
11	12-April-2023	Elocution, Sports competition for Students of Government Primary School of Thimmaipalli village Under Special camp Programme	Geethanjali College of Engineering and Technology	25	08
12	13-April-2023	Yoga, Fitness and Prize distribution to Students of Government Primary School of Thimmaipalli village Under Special camp Programme	Geethanjali College of Engineering and Technology	25	08

REGULAR ACTIVITIES					
13	26-April-2023	Blood Donation camp in association with Lions Club & BBR Blood Bank, BalaNagar, Hyderabad.	Geethanjali College of Engineering and Technology	130	15
14	03-06-2023	Awareness Program on Narcotic Drugs and Adverse Effects	JNTU Hyderabad	15	14
15	12-06-2023	"TELANGANA RUN" Program	Telangana State Police Department in association with NSS unit of GCET on the occasion on Telangana Rashtra Avatarna Dashabdi Utsavalu.	16	01
16	21-06-2023	9 th International Day of Yoga (IDY-23)	NSS unit of GCET	64	08
17	21-23, June 2023	Road Safety Awareness – Mega Safety Riding Workshop	Honda Motorcycle & Scooter India Pvt. Ltd. In Association with NSS unit of GCET.	450	05
18	7 th , 11 th , 13 th July 2023	Survey program for unemployed youth in Adopted villages (Thimmaipally, Cheeryal)	NSS unit of GCET In Association with JNTUH	75	05
19	1/8/2023	Haritha Haram	Environment al Club in Association with NSS unit	30	05
20	5/8/2023	Health Camp	NSS Unit in Association with CARE Hospital, Musheerabad	200	05
21	11/8/2023	ONE STUDENT AND ONE TREE	NSS Unit in association with Environment al Club	150	07
22	4th, 15th and 16th September 2023	Swaraj Ustav	Participated in Events at Rastrapathi Bhavan- Bolaram	40	01
23	15/9/2023	Blood Donation Camp	NSS Unit in association with "NTR Memorial Trust Blood Center"	25	05
24	01/10/2023	Shramadaan For Swachhata	NSS UNIT in association with ECO Club	25	01
25	21/10/2023 to 31/10/2023	"Khadi Mahotsav"	NSS UNIT in association with on the memory of Sri MahatmaGandhi	183	05
26	20/11/2023 and 27/11/23	"Service at Keesaragutta" Temple	NSS UNIT in association with Management of Keesaragutta temple on occasion of Karthikamaa sam	35	02
27	09/01/2024	Amrit kaal Vimarsh Vikasit Bharath@2047	NSS Unit	150	06

One month Skill Development Program on

"Computer Fundamentals and MS-OFFICE Applications" AY: 2022-2023

One month skill development programme held on "**Computer Fundamentals and MS-OFFICE Applications**" is conducted by the Department of Computer Science and Engineering in collaboration with the NSS Unit, for support staff of GCET and unemployed residents of Cheeryal village from **19th Nov 2022 to 19th Jan 2023**. The timing of the training program is 9:30am to 12:30 pm. A Total of **43 participants** attended the training program. The Trainers for the one month skill

development programme on **"Computer Fundamentals and MS-OFFICE Applications"** were **Mrs. T. Neelima**, Assistant Professor, CSE Department, **Ms. J. Meena Sravanthi**, Assistant Professor, CSE Department. The **Coordinators** for the SDP were **Mrs. S.Radha**, Assistant Professor, CSE Department, **Mr. Y. Siva**, Assistant Professor, CSE Department. This training was especially organized for the support staff of GCET and unemployed residents of nearby villages - people who were unemployed and people who are looking to enhance their skills to get employment. This programme was aimed to impart computer skills and MS OFFICE applications knowledge to the unemployed villagers and support staff of GCET to encourage them to get a job opportunity. The participants were from villages like Cheeryal, Yadgarpally, Godumakunta, Bogaram. They showed a keen interest in learning the subject through hands-on session on it. All the participants were actively participated in the training programme and gain the knowledge of MS-Office Applications.

The following contents were taught in the training program.

1. Basics of computers
2. MS –Office Applications
3. Microsoft Word and Lab Practice
4. Microsoft Excel and Lab Practice
5. Microsoft Power Point and Lab Practice
6. Internet Concepts and Lab Practice
7. Downloading software and installation of software
8. Assembling & Disassembling the components of PC

At the end of every module, an Assessment Test is conducted for the students and marks are allocated. Finally, we have conducted Final Assessment Test to identify the knowledge level of each and every student that has gained through the training program.

In this regard, **a Few SDP participants excelled in the training programme**. They cannot afford to buy new computers on their own. In order to help the participants of the SDP, we have donated working old computers to the **TOP FIVE participants** who performed exceptionally well in the skill development program, so that they can extend their computer knowledge in various other application areas and gain employment as a result of this support.

At the end of the training program, participation certificates are distributed to all the participants by the Mr. G. Ravinder Reddy, Chairman, Dr. S. Udaya Kumar, principal, Prof. K. Somasekhar Rao, Dean-SA, Prof. V.Madhusudan, Dean CSI, Dr. A SreeLakshmi, HoD-CSE, Dr. K. Neeraja, HoD-EA.

All the participants have gave their valuable feedback and also requested for further more training like tailoring, paper plates making, etc.. The Secretary also accepted for the same and the plan of it is already in progress.

TOP FIVE PARTICIPANTS			
S. No.	Participant Name	Village Name	Mobile Number
1	R.Rajitha	Cheeryal	8978747802
2	E.Akhila	Cheeryal	7032385610
3	G.Kavitha	Cheeryal	9346311493
4	P.Maheshwari	Godumakunta	9989064285
5	Kadem Shailaja	Cheeryal	7989319099

List of participants received "Certificate of Excellence"			
S. No.	Participant Name	Village Name	Mobile Number
1	A. Jansi Rani	Cheeryal	9705355815
2	CH. Ramya	Cheeryal	9542839605

3	G. Lavanya	Cheeryal	9849127942
4	A. Radhika	Cheeryal	9550808524
5	K. Swathi	Cheeryal	8143172410
6	R. Anitha	Cheeryal	8520996909
7	R. Mounika	Cheeryal	7286953266
8	R. Jyothi	Cheeryal	9963856649
9	G. Shruthi	Cheeryal	7207641556
10	G. Rajitha	Cheeryal	9505095733
11	K. Suvarna	Cheeryal	7801098574
12	P. Harika	Godumakunta	9989715611

List of participants received "Certificate of Participation"

S. No.	Participant Name	Village Name	Mobile Number
1	A.pushpalatha	Cheeryal	9032350013
2	K.kavya	Cheeryal	9398986421
3	K.sunitha	Cheeryal	9032550116
4	K.shanthi	Cheeryal	9908816971
5	P.jaya sri	Cheeryal	8328359650
6	K.shailaja	Cheeryal	7989319099

7	R.jyothi	Cheeryal	9963856649
8	N.sravani	Yadgarpally	9390060610
9	A.swathi	Cheeryal	9701874721
10	G.renuka	Cheeryal	8179884435
11	S.keerthi	bogaram	9346382565
12	R.navaneetha	Cheeryal	9951755671
13	G Raju	Cheeryal	9951755671
14	M.vara laxmi	Cheeryal	7731905514
15	D.sarala	Cheeryal	9908983107
16	T.mahesh	Cheeryal	9010309630
17	M. ramu	Cheeryal	6301003990
18	P.premalatha	Cheeryal	8008953637
19	A.R.naga mani	Cheeryal	9390345266
20	Y.mahendhar	Cheeryal	8978097531
21	M.D.shainaz begam	Cheeryal	9346534016
22	farheen begam	Cheeryal	7013258323
23	Ch Karunakar Reddy	Cheeryal	7013258323
24	M Suhasini	Cheeryal	7013258323
25	T Anitha	Cheeryal	9100401836
26	Sai Keerthi	Cheeryal	8247375070

Name of the Activity: One month Skill Development Program on

“Computer Fundamentals and MS-OFFICE Applications”

Date of Activity: 19-Dec-2022 to 19-Jan-2023

Schedule

S. No.	DATE	Time	
		09:30 AM to 11:00 AM	11:05 AM to 12:30 PM
1	19-12-2022	Basics of computer, Hardware, Software, Operating system, Creating Folders & Files, Different File Formats, Calculator.	Paint, Notepad, Word pad, Recycle bin.

2	20-12-2022	Microsoft Word (MS Word): MS Word Introduction, File Opening, Saving, Closing, Fonts & Paragraphs, Cut, Copy, Paste, undo, redo, Format painter, Text Formatting, Word Art.	Microsoft Word (MS Word): Print, page setup, page layouts, Page Numbers, Date & Time, Drawing the Pictures & Shapes, Clipart, Bullets & Numbering.
3	21-12-2022	Microsoft Word (MS Word): Borders & Shading, themes, header and footer, BG colors, page break, overview of toolbars, Hyperlinks.	Microsoft Word (MS Word): Creating Tables, Cell alignment, Microsoft Word (MS Word): Creating Tables, Cell alignment
4	22-12-2022	Microsoft Word (MS Word): Equation and symbols, Find, Goto, Replace options, overview of tabs (insert, view, review, design), watermark.	Microsoft Word (MS Word): Envelops & Labels, Encrypt Document, layout tab.
5	23-12-2022	Microsoft Word (MS Word): Mail Merge	Microsoft Word (MS Word): Mail Merge
6	24-12-2022	Microsoft Word (MS Word): Creation of Resume	Microsoft Word (MS Word): Creation of Resume
7	27-12-2022	Microsoft Word: Shortcut keys, Revision of MS Word.	Assessment Test on MS Word
8	28-12-2022	Microsoft Excel: Introduction to spreadsheet, Entering Work Sheet Data, wrap text, Auto fill, formatting Cells, Gridlines.	Microsoft Excel: Formatting Text, Merge cells, Merge across, merge and center, overview of toolbars, Renaming worksheet and Inserting worksheets.
9	29-12-2022	Microsoft Excel: creation of basic mathematical formulas.	Microsoft Excel: Sorting, Filter, ascending, descending, Paste Links, Paste options, Conditional Formatting.
10	30-12-2022	Microsoft Excel: Logical functions, auto sum, Hyperlink.	Microsoft Excel: date & time functions, Text functions
11	31-12-2022	Microsoft Excel: Tables, formatting tables, Calculation of GPA.	Microsoft Excel: Calculation of gross salary & other functions
12	02-01-2023	Microsoft Excel: Insert functions, Lookup & Reference, calculating simple interest and other examples.	Microsoft Excel: Group & Ungroup, Header & Footer, Page layout, Page break preview.
13	03-01-2023	Microsoft Excel: Pivot tables, Graphs, Charts	Microsoft Excel: Graphs, Charts
14	04-01-2023	Microsoft Excel: Shortcut keys, print settings, protect worksheet, Revision of MS Excel.	Assessment Test on MS Excel
15	05-01-2023	Microsoft Power Point: Introduction, Slides & Layouts, Designing Slides, BG Design, Auto shapes.	Microsoft Power Point: Inserting – Text, Images, Audio, Video, Clip Art.
16	06-01-2023	Microsoft Power Point: Text box, Hyperlink, word art	Microsoft Power Point: Working with Themes and Styles, Design tab.
17	07-01-2023	Microsoft Power Point: Working with Charts, Graphs	Microsoft Power Point: Working with Charts, Graphs
18	09-01-2023	Microsoft Power Point: Working with Media Clips and Animation, Protect Presentation	Microsoft Power Point: Usage of design Templates

19	10-01-2023	Microsoft Power Point: creation of power point presentation with examples.	Microsoft Power Point: creation of power point presentation with examples.
20	11-01-2023	Microsoft Power Point: Creation of business power point presentation with example. Revision of MS PPT,	Assessment Test on MS PPT
21	12-01-2023	Internet Concepts: Creation of e-mail, sending e-mail, downloading files.	email settings & privacy, Google maps.
22	17-01-2023	Web browsers, wikipedia, Search engines: Google, Yahoo, Microsoft bing, awareness on antivirus software.	Typing master
23	18-01-2023	Downloading software and installation of software.	Assembling & Disassembling the components of PC.
24	19-01-2023	Feedback, Final Assessment Test	Final Assessment Test
25	21-01-2023	Certificate Distribution	Certificate Distribution

Traditional Day

Traditional day is conducted in Geethanjali College of Engineering and Technology for every academic year, it was held on 13th January for the Academic Year of 2022-2023.



Vibes and VIBGYOR

The annual day and the cultural fest organized by the institute on 23rd and 25th March 2023. Academic toppers were rewarded on this occasion.



Co-Curricular and Extra-Curricular Activities

S. No.	Student Name	Event Name with Date	Place/College	Remark
1	Bhagvan Feroz, 19R15A0112	Strength of Material Online Quiz, 28.07.2020	Visvesvaraya College of Engineering & Technology	-
2	Y. Mahender, 18R11A01B7	Model Exhibition, 12.03.2020	GCET	II-Prize
3	Y. Mahender, 18R11A01B7	Maintenance of Online Classes for GCET, (6 Months)	GCET	-
4	VJ Elizabeth Rani, 18R11A01B5	Importance of Vishwa International Internship Program 2021, 26.01.2021	Vishwaniketan, Mumbai, Maharashtra	-
5	V J Elizabeth Rani, 18R11A01B5	Image Processing 10.01.2021	IEEE Computer Society, GCET	-
6	Mekala Varsha, 18R11A0197	Water-Conserve to serve, 22.03.2021	Precedency University, Karnataka	-

7	K. Kruthika, 18R11A0130	Poster & Video making competition, 17.06.2021	Unnath Bharat Abhiyan	-
8	K. Sai Rohith, 19R11A0181	Poster & Video making competition, 17.06.2021	Unnath Bharat Abhiyan	-
9	A.Sandeep, 19R11A0101	Poster & Video making competition, 17.06.2022	Unnath Bharat Abhiyan	-
10	J. Arun Reddy, 19R11A0126	Poster & Video making competition, 17.06.2023	Unnath Bharat Abhiyan	-

10 GOVERNANCE, INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES (120)

Total Marks 120.00

10.1 Organization, Governance and Transparency (55)

Total Marks 55.00

10.1.1 State the Vision and Mission of the Institute (5)

Institute Marks : 5.00

Vision:

Geethanjali visualizes dissemination of knowledge and skills to students, who would eventually contribute to the wellbeing of the people of the nation and global community.

Mission:

- To impart adequate fundamental knowledge in all basic sciences and engineering, technical and inter-personal skills to students.
- To bring out creativity in students that would promote innovation, research and entrepreneurship.
- To preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society.

10.1.2 Availability of the Institutional Strategic Plan and its Effective Implementation and Monitoring (25)

Institute Marks : 25.00

Institution has developed and articulated a strategic plan for the period 2021 to 2026 involving faculty, staff, and other stakeholders and subsequently approval was taken from the Governing Body. The same is disseminated to all stakeholders and also placed on institutional website. Further, it has constituted a committee to monitor the implementation and progress of the strategic plan. The committee has been reviewing the implementation of strategic plan on a quarterly basis and necessitating corrective actions as and when required. This strategic plan and its implementation has been well appreciated by the external academic audit committee. Institutional Perspective Strategic plan is given below.

Institutional Perspective Strategic Plan (2021-26)

Expectations of Our Stakeholders

Management

- Branding
- Leadership Development and Sustainability
- Good Governance
- Financial Resources Management
- Deemed University Status (10 years timeline)
- Social Responsibility

Academic Council/Committee

- GCET ranking among top 10 in Telangana
- Competent and Passionate Faculty
- Internal Revenue Growth for Sustainability
- Industry Oriented, Quality Education Programs
- Bench marking through International Accreditation of Programs and Institution
- Creation of Centers of excellence

Faculty and Staff

- Good academic and working ambience
- Opportunities for Career growth, Research facilities and incentives
- Academic freedom with accountability
- Transparency in administration, uniform rules and procedures

Students

- Good academic and research ambience
- Support for co-curricular and Extracurricular activities
- State of the art infrastructure
- Experiential Learning and Opportunities for Showcasing Talent
- International Quality Learning Experience at affordable cost
- Quality Placements, Career Guidance and Entrepreneurial Opportunities

Parents

- Branding
- Quality Teaching- Learning
- Motivated and Disciplined Students
- Good Placements with Higher Pay Packages

Industry

- Industry ready professionals with positive attitude
- Graduates with strong fundamentals who are self-learners
- Strong Industry-Institution Interaction
- Collaborative Research and Consultancy
- Brand Name and Accreditations

Community and Others

- Graduates with Moral, Ethical and Responsible Citizenship
- Social Service Activities by the Institution
- Skill Development for Needy
- Resource Center for Other Institutions
- Consultancy and Continuing Education Programs

Based on the stakeholders' expectations, after carrying out SWOC analysis of the departments and the college, we have arrived at the following Strategic Planning, Implementation and Monitoring Process document. Our focused goals are:

Short-term Goals (02) years

- Achieve NIRF rank in 150-200 band
- ≥85% campus placements with a median salary of Rs 5 lakhs
- NAAC A++ grade
- Adoption of NEP 2020 from 2022-23 academic year
- To start new UG programs in emerging areas
- Offer at least three vocational courses/certification courses per year each 30 hours duration

Medium-term Goals (03-05) years

- 100% placements for students.
- Initiating PG programs, one in each Engineering department
- Collaboration with more Foreign Universities for twinning and dual degree programs.
- Secure more projects from DST, DRDO, UGC, etc. in collaboration with reputed institutes.
- Establishment of Multidisciplinary Engineering Research and Design Centre.
- Improve R & D, Consultancy, and Corporate Training.
- To have at least 50% of faculty with Ph.D qualification.
- To have NBA Accreditation for all eligible UG programs for six years
- At least five startups to be floated for technology transfer from the prototypes developed.

Long-term Goals (06-08) years

- Establishment of Centers of Excellence in each department, with Industry Participation
- Establishment of a Faculty Development Center
- Secure ABET Accreditation for all Undergraduate Programs

Planning, Implementation, Monitoring for Continual improvement

Governing Body (GB) - Invite three more highly respected leaders from academics, industry and society into the GB so that GB members will be beacons for guiding the institution to achieve higher accolades, in particular, help in facilitating the college to establish a network of support for improving faculty and student capabilities, and internships for students.

1.

- a. **Improvement of Quality TLP adopting Problem/Project Based Learning (PBL)**

OVERVIEW		METRICS/KPIs
Duration	5 years	1. At least one vocational course/certification course per department; provide employment for certified skilled professionals
Cost/year	50 Lakh rupees	2. Number of courses PBL is adopted
Starting Date	July, 2021	3. Number of faculty trained on adoption of PBL and programming
Responsibility for Implementation	Dean, Academics, HoDs	4. Number of prototypes developed
		5. Number of FDPs conducted/sponsored for adopting PBL, case study based TLP, development of prototypes and other pedagogical practices
		6. Number of students participated in Hackathons/Project Exhibitions in institutes of repute, namely, IITs, IIITs, BITS, NITs etc.
		7. Number of seminars delivered in various departments on advanced technologies
		8. Number of Engineering courses other than CSE augmented with programming exercises

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	--	05	05	05	05
2	17	25	33	40	45
3	58	70	85	100	120
4	25	40	60	85	100
5	15	25	40	50	50
6	150	268	330	400	450
7	20	25	30	35	40
8	06	10	15	20	22

i. One vocational course/certification courses per department

- The college in association with NSDC will make a survey on the vocational skills that are in demand and offers the same as a course. Accordingly, a brochure will be prepared and shall be uploaded on to the college website as well as publicized widely. Enrollment campaign will be conducted.
- Identifies resource persons within the institute as well as outside the institute. Course will be offered
- College being located close to Cheralpally industrial development area, would also facilitate certified skilled professionals with employment opportunities by reaching out to industries.

ii. Adopt Problem / project based (PB) / Technology Enabled (TE) learning

- Involving faculty members in Problem Based Learning/ Project Based Learning/Technology Enabled Learning (At least one course in each semester per class for first one year, two in next year, three in subsequent year and in all courses by the end of five years).
- All faculty must associate with the development of prototype or working models (At least one prototype working model per semester)
- Encourage students to participate in Hackathons, wherein faculty facilitate students in the identification of innovative projects.

iii. Empower faculty through faculty/staff development programs enhancing faculty and staff competence in PBL, TEL and

Research

- Conduct training need analysis every year / two years
- Conduct programs and / or depute faculty and staff for competence development
- Support paper publications and presentations
- Provide opportunities for networking
- Facilitate faculty towards TEL
- Establish Research Culture by encouraging faculty to deliver seminars on their research as well as on emerging trends

Improve teaching and learning through continuous assessment and providing feedback through faculty mentoring and student mentoring

• Faculty mentoring

- All faculty with less than 10 years of experience must attend some exceptionally bright teachers classes.
 - In particular, facilitate Assistant Professors to attend senior faculty members classes and submit a report on the same every month on what has been learnt.
 - Senior faculty will help the mentee faculty in developing various working models (at least four working models in a semester).
 - Provide training to faculty on "Art of conducting student mentoring" at least once every semester.

• Student Mentoring

- Mentor the students on the critical aspects of analytical thinking, logical reasoning, problem solving etc.
- Encourage students to look at any problem with a solution from the point of view of automating it (Student to be mentored that solution to any problem through Automation is the order of the day, which has the highest value), which requires exceptionally good programming skills. From home automation to space applications, everything requires programming

b. Expansion of Incubation Centre /Product Development/Entrepreneurship

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Number of student projects for which financial assistance is provided to build prototypes
Cost/year	17 Lakhs	2. Number of startups from prototypes developed
Starting Date	July, 2021	3. Number of entrepreneurial awareness activities conducted
Responsibility for Implementation	Coordinator, IC & HoDs	4. Number of students attended EDP
		5. Number of Innovation workshops conducted
		6. Number of students participated in innovation workshops
		7. Additional Space provided for Incubation
		8. MHRD's IIC 5-star rating

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	05	10	14	16	20
2	02	02	03	04	05
3	25	35	40	45	50
4	400	450	500	550	600

5	11	13	15	17	20
6	700	720	730	740	750
7	1500 Sq. ft	5000 Sq. ft	--	3000 Sq. ft	--
8			MHRD's IIC 5-star rating		

- Budget / seed money for funding initial projects
- Identify emerging areas of entrepreneurship
- Identify interested students for entrepreneurship
- Identify mentors from successful entrepreneurs, mostly from Alumni/others
- Provide formal training on entrepreneurship
- Provide incubation support for students through MSMEs
- Identify at least Ten students from each section to develop "Innovative Projects" with a potential to become successful industrial products
- Encourage "idea to product" pre-incubation activities by providing necessary technical and financial support
- Expand the already established incubation center
- Focus on Product development
- Facilitate Startup of maker Space (Fabrication Lab) - Product and development
- Patent filing, Scaling up and commercialization
- Establishment of dedicated Entrepreneurship Development Cell

c. Expansion of Academic and Research infrastructure (For improved Teaching-Learning, R & D, and Consultancy)

OVERVIEW		METRICS/KPIs	
Duration	5 years	1. Number of classrooms enabled with ICT facilities	
Cost/year	1.2 Crore rupees	2. Number of laboratories enabled with ICT facilities	
Starting Date	July, 2021	3. Number of Smart/e-class rooms	
Responsibility for Implementation	Dean, Academics, HoDs	4. Number of departments to be enabled with Research and Development lab	
		5. Number of departments to be enabled with a seminar hall	
		6. Number of departments to be enabled with discussion rooms	

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	08	08	04	--	---
2	30	15	15	10	---
3	07	08	10	12	15
4	--	03	02	02	--
5	--	02	02	01	01
6	01	02	02	01	01

- i. Increase number of classrooms and laboratories with ICT facilities gradually year over year such that all class rooms and labs are provided with ICT facilities in five years by providing

- Smart Class rooms
 - E-Learning facilities
 - Internet connectivity to classrooms and the labs (to be completed in one year).
 - State of the art Laboratories equipment and maintenance
 - H/W, Simulators and Software
 - Industry oriented equipment through Centers of Excellence for quality TLP and consultancy as well
 - At least one project lab for each department and wherever number of sections are more, two project labs per department (2-3 years)
 - One R & D lab for each department (3-4 years)
 - At least one seminar hall should be provided for each department (2-3 years).
 - One discussion room with round tables in every department (2-3 years).
- ii. Smart boards
- iii. One multi-room instructional facility
- iv. Media center for the college

d. Expansion of Library and information centre

OVERVIEW		METRICS/KPIs	
Duration	5 years	Number of e-books available	
Cost/year	30 Lakh rupees	Establishment of cloud based e-library and online access	
Starting Date	July, 2021	Number of Journals subscribed	
Responsibility for Implementation	Librarian and Dean, Academics	Number of systems with digital library access	

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	10500	11500	12500	13500	14000
2	IEEE-228 DELNET-1050 K-HUB- e-journals-4352 e-books-4134 NLIST(Scholarly content) Cost:Rs. 6.32680.00	IEEE-240 DELNET-1100 K-HUB-e-journals-4500 e-books-4200 NLIST(Scholarly content) RemoteAccess-Knimbus Cost:Rs.8,90,000.00	IEEE-250 DELNET-1150 K-HUB- e-journals-4600 e-books-4400 NLIST(Scholarly content) RemoteAccess-Knimbus Cost:Rs.9,10,000.00	IEEE-260 DELNET-1200 K-HUB- e-journals-4700 e-books-4500 NLIST(Scholarly content) RemoteAccess-Knimbus Cost:Rs.9,30,000.00	IEEE-260 DELNET-1200 K-HUB- e-journals-4700 e-books-4500 NLIST(Scholarly content) RemoteAccess-Knimbus Cost:Rs.9,30,000.00

3	196 Cost:Rs. 5,57,098.00	208 Cost:Rs.600000.00	220 Cost: Rs.6,50,000.00	230 Cost:Rs.7,00000.00	240 Cost:Rs.8,00000.00
4	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10	Systems-100 Digital Access: 192.168.0.10

- o Functional furniture and fittings for e-learning
- o **Digital and E-Library**
 - o Digitization of Library resources
 - o Establishment of cloud-based e-library and online access

2. Quality student placements both in terms of numbers and companies with a median salary of 6 to 8 lakhs PA.

a. Expansion of Center for Training for Placement, Internships and Career Development

OVERVIEW		METRICS/KPIs	
Duration	5 years	1. Establishment of a Dedicated Team, Chaired by a Senior Professor, preferably from CSE department as most of the recruitment is in IT industry	
Cost/year	75 Lakh rupees	2. Enhancement of facilities for Placements with Video conferencing, interview and conference rooms	
Starting Date	July, 2021	3. Number of Value-Added Programs with number of students attended	
Responsibility for Implementation	Dean, Training, Placements for career Development	4. Number of companies visited for placements and number of individual students placed	
		5. Median salary of 6-8 LPA, highest pay package of 20 LPA	
		6. Number of placements and career awareness programs, internships facilitated etc.	

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	Established in 2020				
2	Increase in space to 5000 sq ft.	Video conferencing, and conference rooms	Interview rooms	----	----
3	16 (1500)	18 (1600)	18 (1700)	18 (1800)	20(2000)
4	60 (600) (650 till now)	65 (620)	70 (720)	75 (750)	80 (800)
5	-----	-----	-----	✓	✓
6	900	1000	1100	1150	1200

- Establishment of a Dedicated Team, Chaired by a Senior Professor
- Modernization of infrastructure (Video conferencing, interview and conference rooms)
- Video recording of mock interviews of students and feedback with Industry experts as resource persons
- Data base of various potential industries/companies
- Conduct of
 - Extensive Training for Competency enhancement
 - Value added programs (domain expertise and soft skills)
 - Awareness programs for students from First year onwards
- Internships, Placement process and Success stories
 - Internships planning and execution
 - Placement process coordination
- Success stories celebration for Brand building

b. Improve Industry - Institute - Interaction using contacts of GB members, Resource persons, faculty and Alumni

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Establishment of Dedicated Team for III, Chaired by a Senior Professor, preferably from CSE department as most of the recruitment is in IT industry
Cost/year	15 Lakh rupees	2. Number of MoUs
Starting Date	July, 2021	3. Number of industry personnel in Governing Body, Academic Council, BoS of each department and IQAC
Responsibility for Implementation	Coordinator, III and Dean, Training and Placements	4. Number of industry experts delivered Guest lectures, acted as resource persons for FDPs, SDPs and VACs
		5. Number of internships, industry visits, consultancy projects etc.
		6. Number of CoEs, labs established with industry collaboration

Targets

Metric No.	List	2021-22	2022-23	2023-24	2024-25	2025-26
1. Prof.O.V.P.R. Siva Kumar from Dept. of ECE was designated as Coordinator,Industry Institution Interaction.						
2	MoUs	17	20	24	28	32
3	1. Number of industry personnel in Governing Body	2	2	2	2	2
	2. Number of industry personnel in Academic Council	4	1	-	-	-
	3. Number of industry/R&D personnel in BoS	7	02	02	01	-
	4. Number of industry personnel in IQAC	1	2	2	2	2
4	Number of industry experts as resource persons for Guest lectures, FDPs, SDPs and VACs	20	20	20	24	24
5	1.Internships	840	950	1000	1100	1200
	2.Industrial Visits	12	20	25	30	40
	3.Consultancy Projects	1	5	6	7	8
6	CoEs	4 (Smart Bridge, DSCI, VLSI, IoT)	4	6	8	10
7	Activities under CoE	16	20	30	40	50

- Strengthen placement, training and industry institute interaction cell
- Identify branch wise preferred industries and companies
- Identification of potential areas of research
- MoUs with potential industries/companies
- Increase/Establish Student Chapters of Professional bodies through membership drive
- Invite industry experts for guest lectures / seminars / partial or full delivery of course(s)
- Partner with industry for curriculum reviews
- Deputation of faculty to Industry on sabbatical at least for a couple of months
- Leverage for student internships, research projects, consultancy and placements
- Identify potential industries which can establish centers of excellence (department wise)

c. Increasing number and quality of co-curricular and extra-curricular activities through Student Clubs, Professional Bodies and Technical Associations

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Providing a separate floor earmarking for Student Activities Center (SAC)
Cost/year	25 Lakh rupees	2. Arranging separate transport for students, faculty and staff after college hours at staggered timings
Starting Date	July, 2021	3. Number of student participation in student clubs/professional body activities
Responsibility for Implementation	Dean, Student Affairs, coordinators of student clubs, professional bodies, and Technical associations of departments	4. Number of activities conducted in each semester

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	--	--	--	Providing about 5000 Sq. ft	--
2	Yes				
3	3500	4500	5000	5500	5500
4	80	125	145	151	157

- Provide adequate space for conducting events on a regular basis to develop various skills in students through
 - Student clubs
 - Literary club
 - Coding club
 - Mathematical club
 - Fine arts club
 - Photography club
 - Solar Club,
 - Robotics club
 - Environment club etc
 - Technical Associations and Professional Societies
 - CSI,
 - IEEE,
 - IETE,
 - ISTE,
 - SAE etc

d. Significantly improving Alumni Engagement and Interaction

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Providing a separate space earmarking for Alumni Association
Cost/year	12 Lakh rupees	2. Providing link on college website for alumni to register, giving information about various college activities
Starting Date	July, 2021	3. Number of Alumni as resource persons for FDPs, SDPs, VACs etc
Responsibility for Implementation	Dean, Student Affairs, Coordinator, Alumni	4. Number of alumni recognized as successful alumni
		5. Number of Alumni chapters being established at various major cities in India and abroad

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	-	-	-	-	2000 Sq. ft
2	Yes	Yes	Yes	Yes	Yes
3	5	6	8	10	10
4	2	3	5	7	9
5	-	-	1	1	1

- Strengthen Alumni association and engagement
- Identify well placed alumni, arrange interaction with students on a regular basis
- Database up-dation and interactive alumni website
- Recognize successful alumni and reward accordingly
- Leverage for guest lectures/internships/placements
- Invite very well-placed alumni as BoS/Academic Council members

e. Increasing Community Service and Extension

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Number of villages visited to conduct various activities for rural folk
Cost/year	5 Lakh rupees	2. Number of vocational training programs conducted for rural youth
Starting Date	July, 2021	3. Number of Activities
Responsibility for Implementation	Dean, Student Affairs	4. Number of students participated in community service
		5. Number of rural folk benefited from community service

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
------------	---------	---------	---------	---------	---------

1	5	6	8	10	10
2	-	2	3	4	4
3	25	50	75	100	125
4	200	250	300	350	400
5	-	130	150	180	200

- **Budget and Resources**

- Generate revenue from institution resources/Faculty/students/other donors

- **Village Adoption and Rural Projects**

- Identify nearby villages for adoption
- Study rural projects and challenges
- Explore and provide support to the execution of projects

- **Vocational training**

- Identify the job-oriented courses as per local needs
- Provide vocational training at the institute
- Educational tuitions/ support to village students

- **Health and hygiene support**

- Conducting health awareness camps
- Providing free medicines to the needy
- Psychological and psychiatric support

- **Global Initiatives**

- Identify at least ten foreign higher level learning institutions
 - Reach MoUs with Foreign Institutions for education and projects

3. Increasing number of PG Programs and initiating Twinning Programs

OVERVIEW		METRICS/KPIs	
Duration	4-5 years	1. Identification of areas in which faculty are strong vis-a-vis in which PG programs, Twinning programs, and Dual degree programs be initiated	
st/year	150 Lakh rupees	2. Establishing research labs, which add value to students and faculty	
Starting Date	July, 2021	3. Number of PG programs started facilitating research	
Responsibility for Implementation	Dean, Academics, HoDs, Dean, RD&C	4. Twinning Programs as well as Dual Degree Programs in collaboration with Foreign Universities	

Targets

Metric No.	21-22	22-23	23-24	24-25	25-26
1	Identification of areas	Recruitment of faculty and training	Initiating the program	Initiating the program	Initiating the program
2	-	1	2	2	1

3	-	-	1	2	2
4	-	Initiating collaboration with foreign universities	Reach collaboration with foreign universities	1 (Twinning program) 1 (Dual Degree program)	1 (Twinning program) 2 (Dual Degree program)

- To conduct quality research, college must have more PG programs.
- At least one PG program in each engineering department (5-year goal)
- Attract students through good scholarships of about 15, 000 rupees per person per month

4. Improving Research, Development and Consultancy

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Establishing Research and Development Lab in various departments
Cost/year	50 Lakh rupees	2. Arranging separate transport for students, faculty and staff after college hours at staggered timings using research labs
Starting Date	July, 2021	3. Number of faculty and students working in research labs
Responsibility for Implementation	Dean, RD& C	4. Number of publications in Scopus index and higher
		5. Number of research projects applied (and secured)
		6. Number of inter-departmental research projects executed
		7. Number of UG and PG students involved in research projects and research papers published
		8. Number of collaborative projects with other organizations
		9. Number of faculty pursuing PhD actively, also number of faculty awarded PhD

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	01	02	03	02	02
2	Yes				
3	25+40	40+60	60+100	80+150	110+200
4	100	120	150	175	200
5	06 (1)	10 (1)	12 (1)	14 (1)	16 (2)
6	-	2	3	4	4
7	40	50	60	70	80
8	--	3	5	7	10
9	55	60	65	70	75

- Establish/Enhance R & D laboratories in all departments
- Dedicated R & D facilitation and documentation centre
- Fund raising through Project proposals

- Collaborations and MoUs with higher learning institutions IISc, IITs, and R & D Labs
- Multi-disciplinary research and product development
- Recruiting faculty who have contributed significantly towards research
- Nurture existing faculty by associating them with new faculty being recruited towards meaningful research
- Associate PG students in the research being carried out.
- Recruiting competent technical staff for R & D labs
- Target and ensure at least 2 research projects continuously get executed in each department (in the next 3 - 4 years)
- Target and ensure at least 10 lakh rupees per year consultancy services in each department (in the next 4-5 years)

5. Establishment of Faculty Development Center (06-08 years)

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Foreseeing / identifying emerging areas in which faculty are not available; identifying resource persons within/outside the college (Reputed institutes) for training faculty in these areas
Cost/year	20 Lakh rupees	2. Establishing a FDP center by earmarking space for the same.
Starting Date	July, 2021	3. Number of resource persons invited for delivery of FDPs/Guest Lectures/SDPs in emerging areas
Responsibility for Implementation	Dean, Academics, HoDs	

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
1.	10	12	14	16	16	--	--	--
2.	--	--	--	01 (2500 Sq. ft)	--	--	--	--
3.	15	25	40	50	50	50	50	50

6. Improving feedback and corrective measures through Quality Assurance Systems

OVERVIEW		METRICS/KPIs
Duration	5 years	1. Earmarking space for Quality Assurance Cell
Cost/year	1 Lakh rupees	2. Reviewing and determining benchmarks for further improving quality of various activities
Starting Date	July, 2021	3. Audit of various meetings and activities
Responsibility for Implementation	Coordinator, Internal Quality Assurance Cell (IQAC)	4. Conduct of external academic and administrative audit and action taken there off.

Targets

Metric No.	2021-22	2022-23	2023-24	2024-25	2025-26
1	200 Sq. ft	--	--	--	--
2	--	--	Reviewing and determining benchmarks	--	--
3	--	Once in a year (Internal audit at the end of odd semester)			
4	Once in academic year by an external peer team after even semester				

- Establish Quality Assurance Systems, Enhance Internal Quality Assurance Cell (IQAC) and its team by inviting experts from other organizations as members
- Conduct Periodic checks and provide guidance
- Internalize all processes based on Accreditation Standards
- Sustain the already established external audit process for continual improvement

7. Achieving ABET Accreditation status

OVERVIEW		METRICS/KPIs
Duration	08 years	1. Apprising and training faculty on the importance of ABET accreditation through workshops
		2. Facilitating liberal education through multi-disciplinary courses with flexible curriculum
		3. Course based projects in all laboratory courses
Cost/year	2 crores	4. Improving quality of publications of faculty with an average impact factor of 3, H index of the institute to 2
		5. Vigorously promoting research divisions/specializations in each department
		6. Involving faculty in multidisciplinary research with collaboration of other organizations of repute
Starting Date	July, 2023	7. Increased collaboration with industries towards consultancy
		8. Faculty and student exchange programs with universities abroad
		9. 100% technology enabled teaching learning process
Responsibility for Implementation	Dean, Academic with help of college academic committee, Coordinator IQAC, Registrar	10. Sending Application for accreditation by ABET

Targets

Metric No	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	✓	✓	✓	--	--	--	--	--
2	--	✓	✓	✓	✓	✓	✓	✓
3	--	✓	✓	✓	✓	✓	✓	✓
4	--	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓	✓	✓
7	02	03	04	05	07	09	10	12
8	--	--	--	02	03	04	05	06
9	✓	✓	✓	✓	✓	✓	✓	✓
10	--	†	--	--	--	--	✓	Securing ABET Accreditation

10.1.3 Governing body, administrative setup, functions of various bodies, service rules, procedures, recruitment and promotional policies (10)

Institute Marks : 10.00

Geethanjali's organizational structure, in tune with its vision, mission, core values and guiding principles at its epicentre, has a participatory decision-making process, which is at its core, ensures good governance, reflective of its effective leadership, towards realization of its cherished vision and mission.

Accomplishment of institutional vision, calls for Strategy Development, Deployment and Execution. To this end, appropriate structures and processes are established, ensuring accountability, transparency, responsiveness, equity, empowerment, and participation.

Institution has, therefore, adopted a decentralized organizational structure and adopted the processes by which its activities, particularly, Academic, Examinations and Administrative units, involving planning, decision making and execution are distributed and delegated to various Heads and In-charges of the respective units, with Principal as the leader, Deans, Controller of Examinations, Heads of the Departments and other coordinators / in-charges of various units / cells as supporting team members.

Roles and responsibilities of various bodies, statutory, non-statutory and administrative heads are well defined, and shouldered to satisfaction.

Statutory bodies of the institution include, Governing Body (GB), Academic Council (AC), Boards of Studies (BoS), and Finance Committee, while, non-statutory committees, Planning and Monitoring Board, Center for Learning Resources (Library), Examinations Committee, Grievance Redressal Committee, IQAC, Internal Complaints Committee (also includes Women Protection Cell), and Anti- Ragging Committee are constituted as per the norms of the Autonomous Status of the institution. Various sub committees are formed based on the needs.

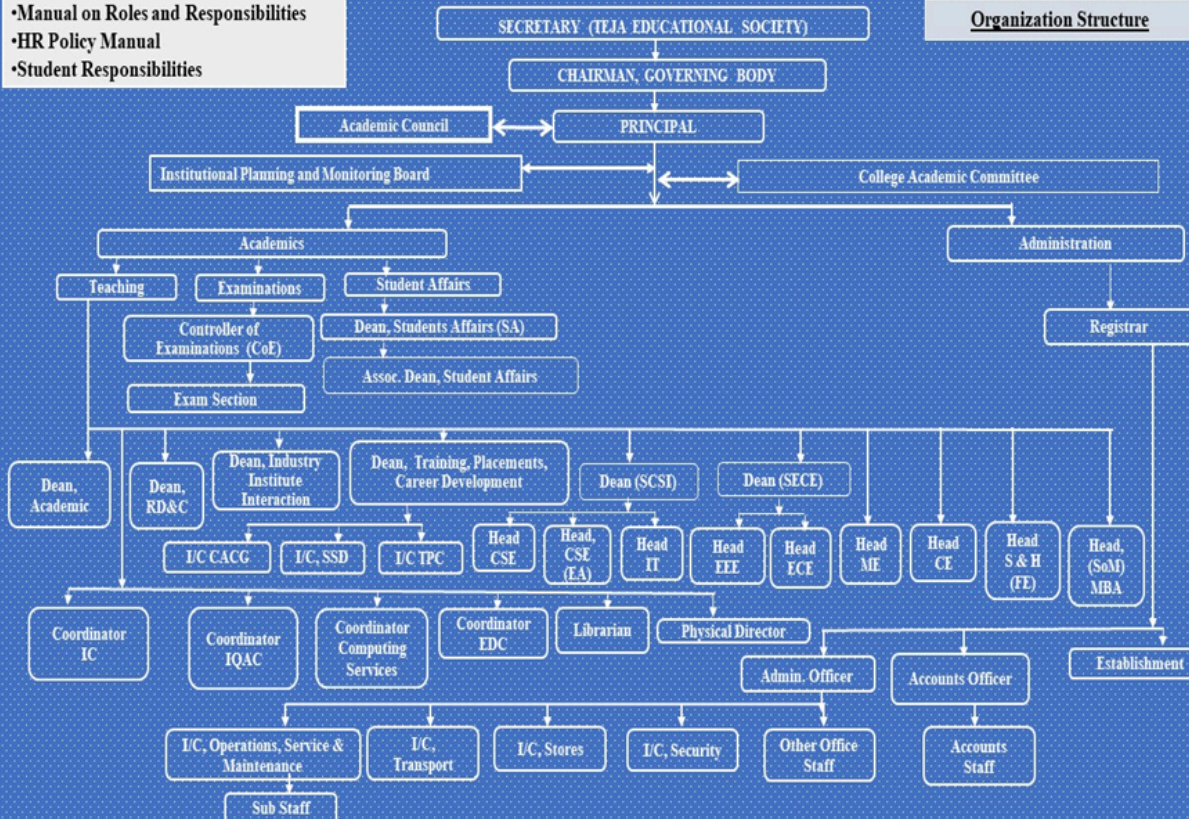
In some of the non-statutory committees, a few experts from outside the institution are invited in order to ensure external expertise is available for the growth of the institution. Each sub-committee is usually chaired by a professor with other members drawn from each department to the extent possible so that all departments are represented by their respective members, particularly in matters concerned to the department.

Organogram

Governance, Leadership and Management of GCET (Autonomous Institution)

- Manual on Roles and Responsibilities
- HR Policy Manual
- Student Responsibilities

Organization Structure



A list of some of the important academic and administrative bodies including the Governing Body is furnished in the following table:

Functions and responsibilities of academic and administrative bodies are given below

S.No.	Names of Academic and Administrative bodies	Membership	Functions and responsibilities	Frequency of meeting	Attendance

1	Governing Body	<p>Management representatives Secretary, GCET (Chairman) and four other members.</p>	<ul style="list-style-type: none"> • Guides in the development of and approves the Vision, Mission, and Quality policy of the institution. It gives direction to the institution and monitors its performance • Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council • Approves new programs of study leading to degrees and/or diplomas. • Examines budget proposals and approves annual budget of the college. • Facilitates checking the audited income and expenditure accounts and approves the same for the college annually • Performs such other functions and institutes committees, as may be necessary and deemed fit for the proper development, and fulfill the objectives for which the college has been declared as autonomous 	At least Twice a year	Over 60% of the members attend the meeting
<ul style="list-style-type: none"> • Two faculty members of the college nominated by the Principal. • Educationalist / Industrialist nominated by the Management 					
UGC nominee, State Government nominee (if any), and University nominee					
Principal (Ex-officio Member Secretary)					

2	Academic Council	<p>The Principal (Chairman) All the heads of department in the college.</p> <p>Four faculty members of the college representing different categories of teaching staff by rotation on the basis of seniority service in the college.</p> <p>Four experts from outside the college representing Industry, Commerce, Law, Education, Medicine, Engineering etc., nominated by the Governing Body.</p> <p>Three nominees of the University</p> <p>A faculty member nominated by the Principal (member secretary)</p>	<ul style="list-style-type: none"> • Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so. • Make regulations regarding the admission of students to different programs of study in the college. • Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels. • Recommend to the Governing Body proposals for institution of new programs of study. • Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same. • Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it. • Perform such other functions as may be assigned by the Governing Body or other statutory bodies of the University 	At least Twice in a year	Over 75% of the members attend the meeting
3	Finance Committee	<p>The Principal (Chairman)</p> <p>A nominee of the Governing Body</p> <p>One Senior most faculty of the institution nominated by Principal</p> <p>Finance Officer of the institution (member secretary)</p>	<ul style="list-style-type: none"> • The committee advises the Governing Body on all financial matters related to the institution. • The committee will consider: The budget estimate relating to the grant received/receivable from UGC, and income from fees, etc., collected for the activities under the scheme of autonomy and Audited accounts for the above 	Twice a year	75% of the members attend the meeting

4	Boards of studies of each department	Head of the Department (Chairman)	<ul style="list-style-type: none"> Prepares syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirements of consideration and approval of the Academic Council Suggest methodologies for innovative teaching and evaluation techniques Suggest panel of names to the academic council for appointment of examiners. Coordinate research, teaching, extension and other academic activities in the department college. 	At least twice a year	Over 90% of the members attend the meeting
		Faculty members of respective departments.			
		Two subject experts from outside the institution nominated by the Academic Council.			
		One representative from industry/corporate sector/allied area.			
		One postgraduate meritorious alumnus nominated by the Principal.			
		The chairman, Board of Studies, may with the approval of the Principal of the college, co-opt Experts from outside the institution as special invitees, whenever special courses of studies are to be formulated.			
5	Library Advisory Committee	Chaired by Dean, Academics	<ul style="list-style-type: none"> To coordinate Library resource review, weed out and disposal process. 	Once in every semester	Over 90% of the members attend the meeting
		Librarian – Coordinator and Convenor			
		Departmental representatives			
6	Academic Audit Committee	Not below the rank of Principal/former Principal of a college as chairperson	<ul style="list-style-type: none"> This committee is constituted to conduct Academic Audit of all programs as per the format prepared by IQAC of the institution on the lines of NBA 	Once in a year	100% of the members attend the meeting
		One senior professor drawn from other reputed colleges for each program – by Chairperson IQAC			
7	Examination Results processing committee	Chairperson – Principal	<ul style="list-style-type: none"> The committee meets soon after the valuation of answer booklets is completed before processing the results The committee monitors the implementation of moderation and grafting, if any, as applicable and approved by the affiliating university. 	During the processing of the results of semester end examinations	100% of the members attend the meeting
		Convener – CoE			
		Members – HoDs			
		Affiliating University Nominee			

8	Grievance Redressal Committee	<ul style="list-style-type: none"> Chairperson - Principal Member - JNTUH Nominee Member - CTE, TS nominee Member – Dean, student affairs Convener - Registrar 	<ul style="list-style-type: none"> The committee meets as and when a complaint received from Faculty / Staff. Proceedings of the committee should be prepared within 48 hrs of every meeting and submitted to the Chair person. The term of the committee will be for three years 	As and when needed	60% of the members attend the meeting
9	Women Protection Cell	<ul style="list-style-type: none"> Presiding officer – Senior female faculty of the institution External member – From any reputed voluntary organization Staff members - One person from each department Two female Student representatives 	<ul style="list-style-type: none"> The committee will enquire into the complaints received, on sexual harassment, from women staff or students. All women (both students and staff) can address their grievances to the cell. 	At least once in a year	2/3 rd of the members attend the meeting
10	Anti-Ragging Committee	<ul style="list-style-type: none"> Chairperson - Principal Convener – Dean, student affairs Two senior professors as coordinators Other member representatives from all the departments Student members 	<ul style="list-style-type: none"> The anti-ragging squad monitors and ensures that no ragging incidents will happen 	Before the commencement of first semester of each academic year and as and when required	2/3 rd of the members attend the meeting
<p>Note: Many other non-statutory administrative committees have been formed and have been functioning facilitating smooth functioning of administration of the institution.</p> <p>A separate manual is in place detailing the roles and responsibilities of various positions/committees, placed on the institution's website</p>					

Note: A few sample minutes of the meetings and action taken reports are given in Annexure – 10.1.3a.

Annexure – 10.1.3a.

SAMPLE MINUTES OF THE MEETING

NATURE OF MEETING	GOVERNING BODY (GB)
VENUE	Board Room
FREQUENCY OF MEET	TWICE IN AN ACADEMIC YEAR
CONVENED ON (DATE)	October 28, 2023; TIME: FROM 11.00 PM TO 01.30 PM
LIST OF MEMBERS ATTENDED	As per list attached
COPIES CIRCULATED TO	All members of the Governing Body

The 33rd Governing Body Meeting began with the Principal, Dr. S. UdayaKumar welcoming all the members of the Governing Body (GB).

AGENDA POINTS	PROCEEDINGS / DISCUSSION / APPROVALS	Suggestions given by the members
<p>1.To confirm the minutes of the last meeting of the Governing Body held on 21.01.2023 & 06.02.2023 and action taken report, if any</p>	<p>The Governing Body confirmed the minutes of the earlier meetings held on 21.01.2023 & 06.02.2023, as circulated previously.</p>	<p>Nil</p>
<p>2.To Increase / Decrease in intake in various B.Tech. Programs (Courses) for the academic year 2024-25</p> <ul style="list-style-type: none"> • Decrease intake in B. Tech ECE from 180 to 120 seats and B. Tech EEE from 60 to 30 for the academic year 2024-25. • To increase intake in B. Tech CSE (Data Science) to 240 from current intake of 180 • To increase intake in B. Tech CSE (Cyber Security) to 210 from current intake of 180 	<p>Principal informed the members regarding the quality of admissions in B.Tech Electrical and Electronics Engineering and B.Tech Electronics and Communication Engineering programs. The students who secure high ranks in EAMCET are joining these programs. Their performance in exams is also found to be considerably inadequate and further may find it difficult to get placed in a company with a good salary, considering the job market trend.</p> <p><u>Member's approved the proposals:</u></p> <ul style="list-style-type: none"> • Decrease intake in B. Tech ECE from 180 to 120 seats and B. Tech EEE from 60 to 30 for the academic year 2024-25. • To increase intake in B. Tech CSE (Data Science) to 240 from current intake of 180. • To increase intake in B. Tech CSE (Cyber Security) to 210 from current intake of 180. 	<p>1. Prof. KVL Subramaniam while agreeing to the proposals, to reduce the intake of B.Tech programs in Electrical and Electronics Engineering (EEE) and Electronics and Communication Engineering (ECE), and increase in intake of B. Tech CSE (Data Science) and B. Tech CSE (Cyber Security), has expressed that though this may be lopsided, it is universal and depends on demand and supply.</p> <p>2. Mr. Kumar Mynampati informed that the industry is considering B.Tech CSE and Emerging Areas students only for placements, in view of availability of large number of students in these branches and not considering the students from core engineering branches.</p> <p>3. Dr. Tara Kalyani expressed concern over the reduction in the number of seats in EEE and to a question by her, the chairman of the governing body replied that the college is not for closing the core branches in Engineering. However, she also felt that as a Director of UIIC has been observing, that the students of core engineering branches are not able to clear the screening tests conducted by the companies and the companies are also not recruiting them.</p>

<p>3. To report on Academic and other important activities and events in the college since the last meeting of the Governing Body on 21.01.2023. (Academic Performance, Review of Placements, Status of Grievances of Staff and Students)</p>	<p>Principal apprised the members about 36 hours coding competition.</p> <p>Principal briefed the members regarding FDPs, Workshops, Guest Lectures attended by the faculty of the various departments</p> <p>Principal apprised the members regarding Industrial Visits organized by various departments. He also briefed the members on the achievements of the students, faculty publications and their achievements since the last Governing Body Meeting.</p> <p>Principal briefed the members about the activities taken up by Incubation Cell.</p> <p>Mr. G.R. Ravinder Reddy, Chairman briefed the members about the efforts put by the Management in promoting the spirit of innovation and entrepreneurship among the students. He informed that the college has entered into an MoU with THUB, in addition to the existing tie up with Mr. Manoj Kumar of Badagharwala Technologies.</p> <p>Principal briefed the members about the number of students placed in various organizations and MNCs.</p>	<p>Members appreciated the efforts of the college in conducting various academic activities.</p> <p>Prof. KVL Subramaniam appreciated the efforts and said that it's a worth to investment with THUB, if at least 05(five) teams go up to Technology Readiness Level-3(TRL-3) then, those startups would receive good funding from both state and central bodies.</p> <p>Mr. Kumar Mynampati suggested that there should be an increase in the number of NSS activities conducted.</p> <p>Members appreciated the efforts and congratulated the team.</p>
<p>4. To Report on the students admitted details for the Academic year 2023-24.</p>	<p>Principal presented a report on the admissions made discipline-wise.</p>	<p>Nil</p>
<p>5. To report on the number of faculty available, department wise.</p>	<p>Principal presented a report on the number of faculty and non-teaching staff available.</p>	<p>Nil</p>
<p>6. To report on staff selection committee meetings and number of faculty recruited and left the institution since last GB meeting.</p>	<p>Principal presented the list of faculty, who have been recruited and left the institution since the last GB meeting.</p>	<p>Nil</p>
<p>7. Important communications, policy decisions received from Government/AICTE etc.</p>	<p>Principal informed the members about the B.Tech Minor Programs circular received from JNTU(H)</p> <p>Principal informed the members that none of the students are showing willingness to take the program as the students have to complete additional 18 credits.</p>	<p>Nil</p>

<p>8.To consider and approve the proposal and application of the college to go for “Deemed to be University” status</p>	<p>Principal apprised the members that the college is planning to apply for Deemed to be University status and informed about the fulfillment of the preliminary eligibility criteria to apply for the same.</p>	<p>All the members unanimously agreed for the proposal and appreciated the same.</p>
<p>9. Court cases, if any, with the Govt., AICTE etc., including students cases</p>	<p>The Principal informed the members that there were 'no court' cases.</p>	<p>Nil</p>
<p>10. Analysis of Results in the examinations, if any.</p>	<p>Principal presented the analysis of the examinations results.</p>	<p>Nil</p>
<p>11.Accreditation/Certifications, applied / received, if any</p>	<p>Principal informed that the college received accreditation by NBA for the B. Tech programs of CSE, ECE and EEEfor a period of <u>three-years</u>, i.e. from 2022-2023 to 2024-2025 i.e. till June 30, 2025. Also informed them that all the eligible UG programs were accredited by NBA.</p>	<p>Nil</p>
<p>12.Status of implementation of current Research Projects, if any</p>	<p>Principal apprised the members that the college has completed a research project on <u>“CoolingSystems EmployingLVDC”</u> through internal funding in association with Bees Consultancyand the project was taken upbased on the call given by IEEE. He has briefed the members about the technical details of the project.</p> <p>Principal informed that DRDO funded project worth Rs. 46 lakhs was successfully completed and a letter from DRDO has been received to that effect.</p> <p>Principal briefed the members about an application developed by CSE department which is used by Thimmayipalli Village in their tax collections.</p> <p>Principal presented about the internal projects funded by the college and also about other project proposals applied by the faculty.</p>	<p>NIL</p>
<p>13.Any other item(s) with the approval of the Chairman.</p>	<p>-NIL</p>	<p>-NIL</p>

The meeting concluded with a vote of thanks by the Principal.

Service Rules

The institution has first published a HR policy manual with service rules in the year 2011 and subsequently amended in 2015 and later in 2020, which outlines the service rules as well as policies for faculty and staff development, leave rules, incentives, other monetary benefits and code of conduct and discipline within the institution. In the academic year 2023-24 encashment of earn leave has also been included. The institution adheres to the rules and regulations specified by

Statutory Regulatory Authorities. Service rules are made available on institution's website, placed in center for learning resources, department library and also given to every employee at the time of joining the institution, and also appraised of the same during interview and as soon as they join the institution.

Recruitment and promotional policies

The institution constitutes staff selection committees for recruitment of faculty meeting the eligibility norms of AICTE/Affiliated University, with the following composition

1. Chairman of the Governing Body of the Institution - Chairperson
2. Principal-Member
3. Head of the department concerned-Member
4. Two subject- experts nominated by Principal-Members

o The Faculty selection process is as follows:

- o The faculty requirement is projected by the Heads of departments, 4-6 months before the commencement of Academic year, taking into account the existing faculty strength in terms of specialization and cadre.
- o The faculty balance, in terms of experience and fresh talent, for various specializations and cadre ratio are worked out by the Principal and Chairman in consultation with the HoDs and Deans of Schools, following UGC/JNTUH norms. The number of posts in each category for all the departments are sanctioned by the Governing Body, satisfying the requirements as outlined above.

Advertisements are issued in widely circulated newspapers as well as placed on institutional website, inviting applications by post/e-mail from eligible candidates to fill the sanctioned posts. In addition, senior faculty members make use of their contacts to elicit good response from distinguished faculty working in other institutions or experts from industry/R&D organizations.

- o The applications are shortlisted based on the eligibility criteria and credentials.
- o In many cases, applicants are requested to deliver a brief lecture on a topic of the applicant's choice in the presence of Chairman, Principal, Head of the Department, Dean of respective school, and two subject experts as members, comprising the selection committee.
- o The candidates are provisionally selected based on merit and appointments made with the approval of Chairman.
- o The candidates thus appointed are required to appear later for interview before Staff Selection Committee consisting of Chairman of the Governing Body as Chairman of Selection committee, Principal of the college, HoD, besides two subject experts not connected to the college, and two subject experts, nominated by the Vice chancellor of the affiliating university as members. The appointments made by the college subsequently are confirmed after the appointees complete their probationary period.

Promotion Policy:

All eligible faculty members are considered for promotion to higher positions subject to availability of vacancy, and their satisfactory performance in the present position. The following procedure is followed in this regard:

1. All the HoDs are required to initiate action before the end of academic year for projecting the faculty requirements for the succeeding academic year and obtain the sanction of the competent authority for additional posts, indicating separately the posts to be filled by recruitment and those by internal promotion.
2. Departmental Promotion Committee (DPC) is constituted by the competent authority having the following composition.

- | | | |
|-----------------------------------|---|-------------------------------------|
| i. Principal | - | Chairman |
| ii. HoD (of department concerned) | - | Member |
| iii. Subject expert | - | Member (Nominated by the Principal) |
| iv. Registrar | - | Member Convener |

The Chairman can co-opt external experts from the industry or academia as additional members, if felt necessary.

1. Establishment section prepares a list of eligible candidates for promotion, once every year (April/May) as per the eligibility norms notified vide GCET/Academic/009/2014-15, dated 8-07-2014. The period of service of the members shall be reckoned as of 30th June of the year, for this purpose. This list will be forwarded to the Chairman of DPC.
2. DPC screens the list of eligible candidates and short list the candidates based on are view of their performance appraisal reports and the availability of vacancies, and fix a date for personal interview/presentation.

3. Establishment section in forms the short listed candidates about the date and venue of promotion interview/ presentation.
4. DPC conducts the interview and submit a list of recommended candidates, in order of merit, giving due weightage to seniority, performance in the job, and performance in the interview.
5. There commendations of the committee are reviewed by the Secretary GCET, and a final decision taken on it.
6. Establishment section prepares the promotion order and puts up to Principal for his signature and there upon issues to the faculty concerned.
7. All promotions are effective prospectively, that is, from the date of the order or the date on which the promote takes charge, whichever is later.

10.1.4 Decentralization in working and grievance redressal mechanism (5)

Institute Marks : 5.00

Geethanjali College of Engineering and Technology has a well laid practice of decentralization with participative management towards collective decision making. Towards this, Institutional administration is decentralized into various schools, departments, divisions/cells each one chaired by a senior faculty/staff member. They are empowered to form committees and subcommittees for taking decisions judiciously. The roles and responsibilities of each committee/cell bearers and authorities and the structure of such organizational units are defined at the time of formation of such committees.

As a sample, the functions of the College Academic Committee, is given in the table below. The committee comprises, Principal, Deans, Heads of the Departments, and other in-charges of various units meet regularly to discuss on various aspects for their effective implementation leading to growth and development of the institution.

College Academic Committee

Functions and Responsibilities of College Academic Committee

Position/Faculty

Principal - Dr. S Udaya Kumar

Dean -Academics –

Dr. P VijaiBhaskar

Dean, Student affairs –

Dr A S Madhusudhan Rao

Registrar/Dean-Admin-

Dr.R. Prasanna Kumar

Dean -School of CS & IT-

Dr. V. Madhusudhan Rao

Dean-School of E & CE-

Prof. B. Harikumar

Dean, Industry-Institute Interaction - Prof OVPR Sivakumar

Dean RD and C – Dr. P Srihari

Dean Training for Placement and Career Development –

Dr. B. V. Swathi

Controller of Examinations – Dr. Md. Shoukath Ali

Coordinator IQAC –

Dr. B.L. Prakash

Heads of Departments

Dr.G. Sreelakshmi – ECE

Dr.A.Srilakshmi–CSE

Dr. K.Srinivas - IT and IoT

Dr. L. Venkateswarlu – CSE (AIML)

Dr. G.Kalyani - CSE (CS)

Dr. L.Kiran Kumar Reddy CSE(DS)

Dr. D.Radhika – EEE

Dr. R. Sudarshan –ME

Dr. V.Praveen Kumar - CE

Dr.G.Neeraja Rani – FE

Dr.J. Pardha Saradhi –MBA

1. Arranging teaching requirements for successful completion of academic programs of the college and supervising the same periodically.
2. Facilitating Dean, Examinations for making arrangements for conducting examinations
3. Recommending the Governing Body for providing the necessary infrastructural, human resources and other requirements for progressing towards achievement of the vision of the college.
4. Facilitating supervision of the functioning of computing and IT infrastructure, Central library and other learning resources of the college.
5. Facilitating promotion of research culture in the college through collaboration and corroboration among faculty.
6. Encouraging collaboration with other academic institutes and industry.
7. Creating a conducive environment in order to develop entrepreneurship.
8. Ensuring discipline among students.
9. Facilitating and supervising the co-curricular activities of the students.
10. Recommending the Management for encouraging students with awards, stipends, scholarships, medals and prizes and so on.
11. Inspiring students to be creative and innovative and recommending management to encourage them with financial support towards the same.
12. Motivating and guiding students in order to utilize the services of CACHE of the College.
13. Appointing committees from amongst the college teaching faculty and experts from outside, in order to sort out and advise on specific academic issues and consequently acting on the recommendations of such committees after due consideration.
14. Appointing a review committee periodically, in order to review all the college academic activities and consequently acting on its recommendations after due consideration.
15. Planning and executing the overall academic growth of the college by making recommendations to the Governing Body, wherever necessary.

Note: A manual containing functions roles and responsibilities of various positions is made available in Center for Learning Resources and Department Library and placed on institutional website

Delegation and Empowerment of various positions with associated responsibilities

Position	Functions
Governing Body	<ul style="list-style-type: none"> • Frames directives and policies based on core values principles and guiding principles of the College. • Amends and approve policies from time to time • Approves budgets
Principal	<ul style="list-style-type: none"> • Designs and defines the organizations structure. • Defines and delegates responsibilities of various positions in the organization • Ensures periodic monitoring & evaluation of various processes & sub- processes • Looks after the overall development of institute <p>Mobilizes external resources to strengthen the institute</p> <ul style="list-style-type: none"> • Plans and provides necessary facilities / equipment for development. • Instills confidence and devotion in every member of the College • Ensures effective purchase procedure is followed • Defines quality policies and objectives • Prepares annual budget • Conducts periodic meeting of various bodies such as Governing Body, Academic Council, and Grievance Redressal Committee, etc. <ul style="list-style-type: none"> • Manages accounts and finance • Manages employee recruitment process
Dean, Academics	<ul style="list-style-type: none"> • Ensures execution of academic calendar for UG and PG programs • Conducts periodic meeting of Academic Council • Coordinates result analysis with CoE, and suggests corrective measures to Principal • Initiates remedial teaching measures • Facilitates proper conduct of co-curricular activities • Oversees student, and faculty counseling • Oversees first year student orientation program • Oversees Faculty Development Programs (FDPs) <ul style="list-style-type: none"> ◦ Identifying training needs of faculty ◦ Notify the faculty about various FDPs ◦ Arrange FDPs ◦ Proposing annual budget for FDPs ◦ Maintain FDP records

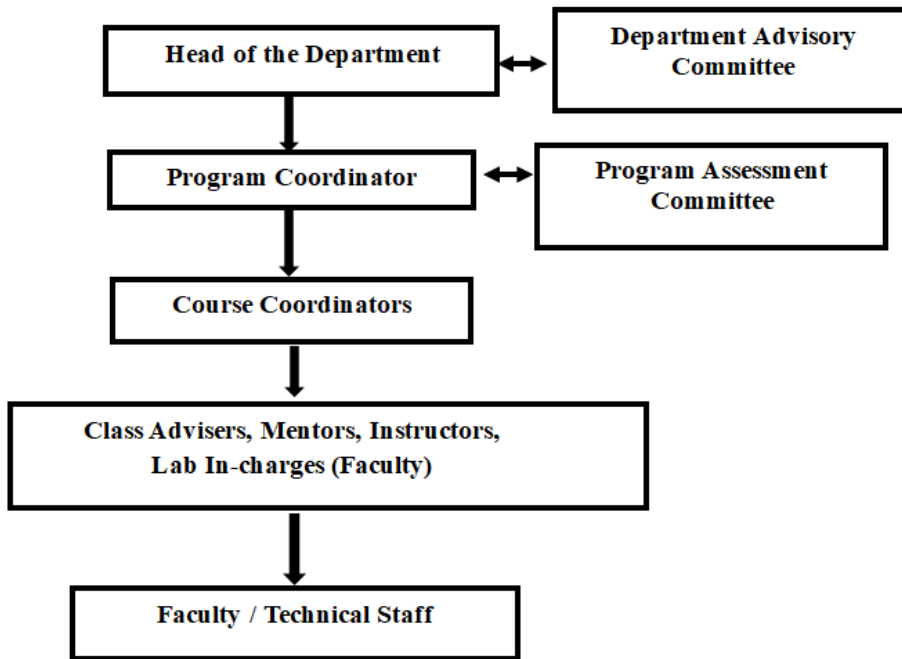
Registrar	<ul style="list-style-type: none"> • Staff (NT) Recruitment and development • Coordinates recruitment process of faculty • Coordinates Purchase Process • Coordinates Governing Meeting • Discharges routine duties of Principal during absence of Principal • Coordinates Resource Provision to all concerned • Coordinates Preparation of Budget • Coordinates Office Administration • Coordinates in the preparation of Compliance reports to AICTE, APSCHE, DTE & University • Oversee Employee Attendance System & Maintain the monthly attendance report • Coordinates mobilization of Resource Generation <ul style="list-style-type: none"> ◦ Identifying training needs of nonteaching staff ◦ Notify the nonteaching staff about various Employee Development programs ◦ Arrange such Employee Development Programs ◦ Proposing annual budget for Employee Development Programs ◦ Maintain Employee training records
Dean Student Affairs	<p>Facilitates</p> <ul style="list-style-type: none"> • Formation of student council • Proper conduct of co-curricular and Extra Curricular activities • Proper conduct of sports activities • Students Counseling • Student discipline • Anti-ragging • Student health care
Controller of Examinations	<p>Facilitates</p> <ul style="list-style-type: none"> • Schedule and conduct of Internal theory, lab and semester end examinations (SEE) theory and lab • Communicates with all external examiners recommended by Principal for arranging question papers for SEE theory and also for smooth conduction of lab examinations
Dean, R & D	<ul style="list-style-type: none"> • Coordinates all R & D Activities • Coordinates publication of Colleges Annual Technical Magazine

Head of Department	<ul style="list-style-type: none"> Plans, executes, and monitors all academic and support activities of the department Maintains discipline and culture in the department Maintains the department neat and clean Picks and promotes strengths of students / faculty / staff Proposes Department Budget Adheres to Quality Management System (QMS) Procedures Maintains records of departmental activities and achievements
I/C IQAC (Internal Quality Assurance Cell)	<ul style="list-style-type: none"> QMS coordination Establish, implement and maintain quality management system Arranging internal and external audits Maintain up-to-date master documents with history of revision.
I/C Maintenance	<ul style="list-style-type: none"> Maintaining updated building plans Overall building maintenance and Campus Coordinates Maintenance and Housekeeping
Administrative Officer	<ul style="list-style-type: none"> Arranges campaign of admissions under B category Executes the B category admission process Designs and prints admission brochure Coordinate day to day activities of office Maintains album containing photographs of all events and buildings Publicizes events Liaison with TSCHE, University, DTE, AICTE, etc.
I/C Alumni Association	<ul style="list-style-type: none"> Facilitates formation and registration of Alumni Association Arranges periodic meetings of Alumni association Ensures alumni registration Prepares alumni news letter Arranges annual alumni meet over Dinner Proposes alumni association's annual budget
I/C Workshop	<ul style="list-style-type: none"> Smooth running of college workshop Preparing Material Requirement Oversee the college bus service Oversee the generator facility
Systems Manager (I/c Computing, Internet, and website facilities)	<p>Facilitates in</p> <ul style="list-style-type: none"> Maintenance and upkeep of all computer systems, and campus network Maintenance and updating college website Arranging maintenance of all software used in the central computing facility
In-charge of Establishment	<ul style="list-style-type: none"> Service Registers Faculty personal files Maintain minutes of meetings(all) AICTE, JNTUH affiliation application process

Accounts officer	<ul style="list-style-type: none"> • Annual College Budget
Dean, Training for Placements and career development	<ul style="list-style-type: none"> • Liaisons with industry • Identifies and provides for training needs of students • Arranges campus interviews • Proposes annual T & P budget • Prepares database of some top international/national companies consisting of their addresses, details of operations, their expectations, their HR team etc. for which services of some students could be utilized. • Assists students develop and implement successful job search strategies. • Works with faculty members/department Heads and administration to integrate career planning and academic curriculum as well as coordinate Project Work/ Summer Training/internship programs.
I/C Learning Resources and Library	<ul style="list-style-type: none"> • Plan and execute modus operandi of routine activity of the library • Plan and propose expansion / development • Maintain library discipline and culture • With the help of Librarian, prepare annual budget for library • By coordinating with HoDs, arrange printing of lab manuals, record books, assignment books and ensure that these are available at least one week before the commencement of the semester.
I/C Counseling Cell	<p>Coordinates with Dean, Student Affairs and Assists Director, Acad. in</p> <ul style="list-style-type: none"> • Facilitating career guidance to students • Assisting students suffering from psychological disorders • Arranging for professional counsellors • Maintaining record of counseling activities • Conducting student academic counseling • Arranging remedial classes for weaker students
I/C Transport	<ul style="list-style-type: none"> • Maintains buses meant for faculty and students • Provides bus schedules and takes all the necessary logistics of transport
I/C Student Professional and extra-curricular Activities	<p>Dean Student Affairs</p> <ul style="list-style-type: none"> • Organize events through students professional societies / chapters • Organize paper and design contests • Encourage student participation • Publication of technical magazine and news letters • Record of student participation and achievements in Co-curricular and extracurricular activities • Maintain record of such events

Grievance Redressal Committee	<p>Resolve Grievances, if any/to forward the cases to proper authority for further action/process.</p> <p>Functions:</p> <ol style="list-style-type: none"> 1. Accept formal complaints about the grievances, from students, faculty, and staff. 2. To develop and implement a system for dealing with grievances that have been reported. 3. If required, report the findings to management for further action. 4. Listen to, document, and examine the issues brought to their attention by staff and students, and take appropriate action as soon as possible. 5. To respond to complaints based on the veracity and seriousness of the concerns levelled. 6. To represent grievances to the appropriate department, this may include maintenance, transportation, academics, and facilities, among other things. 7. Periodic meetings should be held to discuss whether the grievances have been resolved. 8. Follow up on these issues at regular intervals until they are finally resolved. 9. If necessary, to preserve tight confidentiality.
Physical Director	<ul style="list-style-type: none"> • Ensure smooth conduct of sports • Ensure proper use of sports facilities • Purchasing of sport items • Encourages students to participate in zonal tournaments • Creation and upkeep of sports facilities • Proposing annual budget for sports • Oversees security
In-charge of NCC and NSS	<ul style="list-style-type: none"> • Organizes NCC training camps and facilitates students to involve in NSS activities. Report the same to office of Principal on monthly basis

Decentralization at Department – A typical administrative set-up at department



Some of the Committees

- q. Department Advisory Committee
- q. Program Assessment Committee
- q. Program Coordinator
- Class Advisers (Section Advisor)
- Mentors
- Course coordinators
- q. Technical Events Organizing Committee
- q. Time table Coordinator
- q. Alumni Coordinator
- q. Placements Coordinator
- q. Examination Branch Coordinator
- q. Department Disciplinary Committee
- q. Department Purchase and Budget Committee
- q. Quality Assessment Committee
 - o Question Paper Evaluation Committee
 - o Projects Review Committee
 - o Technical Seminar Evaluation Committee

Grievance Redressal Mechanism

The staff and students having grievances may submit their grievances in writing to Grievances Redressal Committee. Matters on which HODs can take decisions are examined and resolved at departmental level by Departmental Grievance Redressal Committees. Matters concerning the college as whole are examined and resolved by institutional level Grievance Redressal Committees. The Committees also take note of complaints and suggestions dropped in the suggestion boxes

placed at strategic locations. Where the solution requires certain changes in policies, procedures, systems etc., the issues are discussed and resolved by College Academic Committee or Governing Body.

As part of grievance redressal mechanism, anti-ragging committees and sexual harassment committees are constituted to address grievances specifically relating to ragging and sexual harassment respectively.

S.No.	Names of Academic and Administrative bodies	Membership	Functions and responsibilities
1.	College level Grievance Redressal Committee	<ol style="list-style-type: none"> 1. Dr AS Madhusudhan Rao - Dean Student affair - Chairman 2. All Department HoDs–Members 3. A lady staff member from all departments 4. A. BC/SC/ST – faculty member 	<ol style="list-style-type: none"> 1. To enquire into complaints received from the aggrieved students or staff of the college including ragging 2. To recommend to the Principal of the college, the penalty to be imposed.
2.	Women Protection cell	<ol style="list-style-type: none"> 1. Dr.V. S. Triveni – Presiding officer 2. A. Srilakshimi – Member 3. S. Jyothirmayee – Member 4. M. Vasanthi – Member 5. G. NaveenRam – Member 6. Two Student representatives 	<ol style="list-style-type: none"> 1. To enquire into all complaints of sexual harassment received from woman staff and/or students 2. To recommend punishments to those found guilty of sexual harassment 3. Recommend measures for ensuring safety and protection of the aggrieved woman staff member
3.	Anti-ragging Committee	<ol style="list-style-type: none"> 1. Principal-Chairman 2. All Deans 3. All HoDs 4. Physical Director 5. Police personnel (C.I.(1),S.I. (2) of Keesara Police station) 	<ol style="list-style-type: none"> 1. To ensure compliance with the provision of applicable regulations as well as provisions of law in force concerning ragging 2. Monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.
4.	Anti-ragging squad	Assistant Professors (21) from all departments	<ol style="list-style-type: none"> 1. To make surprise visits to places in and around the college, vulnerable to incidents and having the potential for ragging. 2. To conduct on the spot enquiry of any incidents of ragging reported/observed and submit report with recommendation to the Principal.

10.1.5 Delegation of financial powers (5)

Institute Marks : 5.00

Heads of the departments and Deans are given an imprest amount of rupees fifty thousand (50,000/-) for meeting any expenditure pertaining to their department. As and when the amount is spent it will be replenished with rupees fifty thousand (50,000/-) again.

Principal is given cheque power of rupees one lakh (1,00,000/-)

Other in-charges are given an amount of rupees ten thousand (10,000/-)

10.1.6 Transparency and availability of correct/unambiguous information in public domain (5)

Institute Marks : 5.00

Information on Policies, Rules, Processes is made available on Institutional website. Hard copies are made available in centre for learning resources, department library, HoD and IQAC. Transparency and accountability in the conduct and evaluation process of the examination system is maintained, wherein student shall be shown the answer booklets of mid-term examinations. The semester end examination answer booklets shall be shown on demand.

10.2 Budget Allocation, Utilization, and Public Accounting at Institute level (15)

Total Marks 15.00

Total Income at Institute level: For CFY,CFYm1,CFYm2 & CFYm3

CFY : (Current Financial Year),

CFYm1 : (Current Financial Year minus 1),

CFYm2 : (Current Financial Year minus 2) and

CFYm3 : (Current Financial Year minus 3)

Table 1 - CFY 2023-2024

Total Income 624108000				Actual expenditure(till...): 553896000			Total No. Of Students 4320
Fee	Govt.	Grants	Other sources(specify)	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify	Expenditure per student
505700000	0	356000	118052000	481744000	71645000	507000	128216.67

Table 2 - CFYm1 2022-2023

Total Income 538611000				Actual expenditure(till...): 676769000			Total No. Of Students 4290
Fee	Govt.	Grants	Other sources(specify)	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify	Expenditure per student
430438000	0	233000	107940000	532852000	143445000	472000	157755.01

Table 3 - CFYm2 2021-2022

Total Income 478562000				Actual expenditure(till...): 505560000			Total No. Of Students 4050
Fee	Govt.	Grants	Other sources(specify)	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify	Expenditure per student
387193000	0	868000	90501000	430664000	73400000	1496000	124829.63

Table 4 - CFYm3 2020-2021

Total Income 409944000				Actual expenditure(till...): 450093000			Total No. Of Students 3888
Fee	Govt.	Grants	Other sources(specify)	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify	Expenditure per student
350367000	0	2415000	57162000	391054000	55169000	3870000	115764.66

Items	Budgeted in 2023-2024	Actual Expenses in 2023-2024 till	Budgeted in 2022-2023	Actual Expenses in 2022-2023 till	Budgeted in 2021-2022	Actual Expenses in 2021-2022 till	Budgeted in 2020-2021	Actual Expenses in 2020-2021 till
Infrastructure Built-Up	500000C	4411500	450000C	1159580	540000C	556310C	500000C	487350C
Library	370000C	381300C	300000C	341200C	300000C	277300C	300000C	166000C
Laboratory equipment	173000C	228630C	150000C	245470C	170000C	164960C	100000C	864400C
Laboratory consumables	500000C	919700C	350000C	742700C	250000C	265400C	260000C	159200C
Teaching and non-teaching staff	302500C	268219C	270000C	251667C	233500C	215400C	223000C	199995C
Maintenance and spares	1143630	140400C	106440C	201423C	106780C	129283C	839260C	1157350
R&D	570000C	602600C	300000C	1192000	200000C	854000	420000C	377000
Training and Travel	100000C	755000C	125000C	141010C	750000C	1166500	700000C	450500C
Miscellaneous Expenses*	550000C	203100C	550000C	348500C	650000C	193800C	635000C	927000
Others, specify	819000C	497000C	500000C	535570C	600000C	688660C	500000C	576880C
Total	595963000	553914000	513940000	676769000	492780000	505560000	440076000	439858000

10.2.1 Adequacy of budget allocation (5)

Institute Marks : 5.00

The Head of the department instructs the concerned in-charges to submit the budget required for the ensuing academic year. Each division/unit in-charge submits, both, recurring and non-recurring budget required. Based on the budget estimates submitted by various in-charges, a final budget proposal shall be prepared with the following items

- Equipment
- Consumables
- Maintenance and spares
- Co-curricular, and Extra-curricular activities at department and at college level
- R and D, Students, Faculty and Staff Development programs
- Training for Placements
- Furniture and Fixtures
- Operational and miscellaneous expenses

Budget requirements under 'recurring' and 'non-recurring' heads are collected from every department before the commencement of the financial year. Finally, office of the Registrar (Dean, Administration) consolidates the budget requirements sent by each department / section, prepares budget proposal of the college and places it before the finance committee, which reviews the same under the chairmanship of Principal. After approval by the finance committee, the Principal presents it to the Secretary of the trust and Chairman of the college, who scrutinizes the proposals further at a meeting specifically convened for this purpose with the Principal, Finance Committee, Deans, HoDs and in-charges, and the budget is given the final shape. This budget proposal is then presented to the governing body and its approval obtained. The Chairman of the governing body places the budget before the Trust, which approves the budget. The approved budget is forwarded to the Principal, HoDs, faculty and staff for information and initiation of actions, as necessary.

The adequacy of the budget provided by the institute to the departments is ensured through provisions for maintenance of existing equipment and procurement of new items for the department, to meet the academic requirements and other requirements listed above. Since the yearly budget is prepared according to the needs and requirements of the departments/units taking into consideration the annual intake of students, laboratory and infrastructure developments through a series of consultations with Deans, HoDs, and in-charges, who are responsible for implementation of academic programs/plans, the allocations made are found to be adequate. The budget allocation and utilization for the last three years has been found to be adequate.

10.2.2 Utilization of allocated funds (5)

Institute Marks : 5.00

Department/Unit head is responsible for utilization of the funds allocated. Department/Unit head prepares a plan for purchase/procurement, conduct of activities and monitors the execution of the same. The department/Unit head during their monthly meetings, takes stock of utilization of funds allocated under various heads, and if found underutilized, identifies the reasons, if any, directs the concerned for corrective action, which shall be verified in the subsequent meeting. The finance committee reviews the funds utilization twice a year. Utilization of allocated funds during the budget year is thus ensured, which is seen from the following Table.

Table No: 10.2.2 Utilization of allocated funds

Year	Budget Allocation(Rupees)	Budge Utilization(Rupees)
2022.23	513940000	676769000
2021-22	492780000	505560000
2020-21	440076000	450318000

10.2.3 Availability of the audited statements on the institute's website (5)

Institute Marks : 5.00

Audited statements are made available on our website.

10.3 Program Specific Budget Allocation, Utilization (30)

Total Marks 30.00

Total Income at Institute level: For CFY,CFYm1,CFYm2 & CFYm3

CFY: (Current Financial Year),

CFYm1 : (Current Financial Year minus 1),

CFYm2 : (Current Financial Year minus 2) and

CFYm3 : (Current Financial Year minus 3)

Table 1 :: CFY 2023-2024

Total Budget 1950000		Actual expenditure (till...): 950000		Total No. Of Students 210
Non Recurring	Recurring	Non Recurring	Recurring	Expenditure per student
400000	1550000	122000	828000	4523.81

Table 2 :: CFYm1 2022-2023

Total Budget 1450000		Actual expenditure (till...): 1080000		Total No. Of Students 300
Non Recurring	Recurring	Non Recurring	Recurring	Expenditure per student
500000	950000	310000	770000	3600

Table 3 :: CFYm2 2021-2022

Total Budget 1450000		Actual expenditure (till...): 1199000		Total No. Of Students 360
Non Recurring	Recurring	Non Recurring	Recurring	Expenditure per student
550000	900000	382000	817000	3330.56

Table 4 :: CFYm3 2020-2021

Total Budget 1250000		Actual expenditure (till...): 877000		Total No. Of Students 420
Non Recurring	Recurring	Non Recurring	Recurring	Expenditure per student
250000	1000000	150000	727000	2088.10

Items	Budgeted in 2023-2024	Actual Expenses in 2023-2024 till	Budgeted in 2022-2023	Actual Expenses in 2022-2023 till	Budgeted in 2021-2022	Actual Expenses in 2021-2022 till	Budgeted in 2020-2021	Actual Expenses in 2020-2021 till
Laboratory equipment	200000	0	200000	63000	100000	0	50000	0
Software	0	0	0	0	0	0	0	0
Laboratory consumable	500000	150000	250000	206000	300000	258000	300000	187000
Maintenance and spares	100000	122000	250000	247000	400000	382000	200000	150000
R & D	100000	0	50000	0	50000	0	0	0

Training and Travel	500000	375000	500000	404000	400000	381000	500000	375000
Miscellaneous Expenses*	550000	303000	200000	160000	200000	178000	200000	165000
Total	1950000	950000	1450000	1080000	1450000	1199000	1250000	877000

10.3.1 Adequacy of budget allocation (10)

Institute Marks : 10.00

The process of budget allocation is as follows:

- The Budget coordinator collects funds requirements from the faculty of the department, prepares the departmental budget estimates. HoD calls a meeting of all the faculty concern to discuss the proposals. A final budget estimate is submitted to the Principal.
- The Principal scrutinizes the proposals further at a meeting specifically convened for the purpose with HoD, and other department committee coordinators involved in the preparation of the budget. The budget is given final shape in this meeting and is submitted to Secretary for approval.
- Secretary discusses proposals with the Principal and HoDs and gives provisional approval to the budget with or without modifications.
- The Governing body discusses the proposals at the Governing Body Meeting and approves the budget.
- Since the budget allocations are made following a series of consultations with HoDs who are responsible for implementation of academic programs/plans, the allocations made are adequate.

10.3.2 Utilization of allocated funds (20)

Institute Marks : 20.00

All the faculty in charges concerned are responsible for utilization of the funds allocated to their respective activities like purchase of laboratory equipment, library book, conducting FDPs/STTPs/Guest lectures and publication of research papers etc. The in charges prepare their plans for purchase, investments and activities and monitor the execution of the plans. The HoD reviews the funds utilization every month in Department meetings. Utilization of allocated funds during the budget year is thus ensured.

10.4 Library and Internet (20)

Total Marks 20.00

Zero deficiency report was received by the Institution for all the assessment years. A sample zero deficiency report of Library for Academic Year 2023-2024, downloaded from the college AICTE portal is given below:

All India Council for Technical Education
(An Autonomous Organization, Under Ministry of HRD, Govt. of India)
Nelson Mandela Marg, Vasant Kunj, New Delhi-110070 Website: <https://www.aicte-india.org>



APPROVAL PROCESS 2023-24

Application Deficiency Report

Library Facilities					
Sr. No.	Particulars	Available	Required	Deficiency	
1.	Volumes	56423	31450	No	
2.	Titles	19088	4300	No	
3.	Journals	208	72	No	
4.	Library Management Software	1	1	No	
5.	Reading Room Seating Capacity	250	150	No	
6.	MultiMediaPC	10	10	No	

GCET has a Centre for Learning Resources in an independent building with built up area of 1263 sq.m with a seating capacity of 250 students. A Digital Information center with 25 systems is also part of Centre for Learning Resources to provide online access to resources.

Library facilities:



Books: 44813

Back Volumes: 4369

Thesis: 3486

a) Non Print:

b) Electronic (e-books-11124, e-journals-13555)

c) Special Collections: 7500

(Example: Text Books, reference books, handbooks etc.)

OPAC (Online Public Access Catalog): Through this catalogue one can search the CLR database to know the status of the library book. One can search this OPAC by entering the Name of the Title/Author/Publisher/Accession Number of the Book Student/ faculty can reserve any desired book.

Federated searching tools to search articles in multiple databases: CLR provides federated search which is used to search multiple content with one query, which allows a user to search multiple database at once in real time.

Ex: KOHA web OPAC (183.82.168)

CLR Website: Institutional website

In-house/remote access to e-publications

Students and staff can access e-resources using knimbus remote access (with individual user login and passwords) as a part of the digital information centre.

Library automation:- KOHA, Ez Library Software

Students and staff can access OPAC using KOHA (with individual user login and passwords) as a part of the digital information center.

Total number of computers for public access: 25

Total number of printers for public access: 2

Internet band width/speed: 2GiGa byte

Institutional Repository: 192.168.0.10

Content management system for e-learning: yes

List for participation in resource sharing network

- Average number of walk-ins per day: 730
- Average number of books issues/returned per day: 107
- Ratio of library books to students enrolled: 1:5
- Average number of login to OPAC per day: 5-10
- Average number of login to e-resources per day: 2-3
- Number of information literacy trainings organized: 1
- Manuscripts
- Reference
- Reprography: YES
- ILL (Inter Library Loan Service): DELNET
- Information Deployment and Notification: YES
- OPAC: KOHA
- Internet Access: YES
- Downloads: YES
- Printouts: YES
- Reading list/ Bibliography compilation: YES
- Abstract/Indexing: YES
- In-house/remote access to e-resources: YES
- User Orientation: YES
- Assistance in searching Databases: YES
- INFLIBNET/IUC facilities: INFLIBNET

• **Manuscripts** : No

• **References** : Separate reference section is provided for the users of the Library where students and staff can refer to books like dictionaries, encyclopedias, almanacs, etc.

- **Reprography:** Photocopying facility is available in the CLR
- **ILL (Inter Library Loan Service):** DELNET
- **Information deployment and notification:**
- **CLR Website**
- www.gcet.edu.in (<http://www.gcet.edu.in/>) (college website provides required information)
- <https://sites.google.com/view/gcetlibraryinf> (<https://sites.google.com/view/gcetlibraryinf>)
- **Notice board** : Displays new arrivals, Seminars, Conferences conducted by other colleges, college calendar etc.
- **Download** : E-journals, E-books, Articles, Videos, Course files and Lab Manuals
- **Printing** : CLR has a printer for users.
- **Reading list/ Bibliography compilation:** CLR books are arranged course wise, using Dewey decimal classification and shelf list cards helps the user in finding the required information easily.
- **In-house/remote access to e-resources:** Students and faculty can access the CLR information within the campus (through LAN). Remote access can be done for some of the important documents through college website.
- **User orientation and awareness:** User orientation sessions will be conducted for new users of the CLR.
- **Assistance in searching databases:** CLR staff assists the users in searching the database: OPAC.

Details on the annual CLR budget and the amount spent for purchasing new books and journals.

F.Y	Budget Estimates (Rs)	Amount Spent (Rs.)			Total(Rs)
		Books	Journals (Print)	E-Resources	
2023-24	40,50,000.00	18,03,945.00	6,71,813.00	13,65,375.00	38,41,133.00
2022-23	37,83,000.00	15,06,501.00	6,57,230.00	12,50,318.00	34,14,049.00
2021-22	37,66,000.00	12,91,975.00	6,02,383.00	88,0296.00	27,74,654.00
2020-21	31,42,000.00	4,73,856.00	5,57,098.00	6,32,680.00	16,63,634.00
2019-20	25,45,000.00	9,35,524.00	4,99,296.00	6,31,612.00	20,66,432.00

The library provides feedback forms (direct approach method), to get the feedback from the users. The suggestions and complaints received as feedback are periodically reviewed by library committee and remedial measures are adopted for constructive feedback. With the approval of Management, library services are improved.

The college CLR was set up in the year 2005. The CLR shifted to new building specially constructed for the purpose, in 2012. The CLR premises are very spacious, well-ventilated, with excellent facilities. No major expansion is needed in the near future. The developments that have been made in the last four years have been in the form of additional book racks, software etc.

The amount spent towards this over the last four years are as follows.

F. Y	Book racks (Rs.)	Software/hardware (Rs.)	Miscellaneous (Rs.)	Total
2023-24	1,24,950.00	42,000.00 (Koha)	59,833.00	2,26,783.00
2022-23	29,476.00	-	3,31,563.00	3,61,039.00
2021-22	-	-	1,58,560.00	1,58,560.00
2020-21	-	-	30,425.00	30,425.00
2019-20	-	-	49,795.00	49,795.00

Note: 2023-24 utilization as on date (10.02.2024)

The first year students and the newly joined faculty and staff are given awareness on the rules and regulations of the CLR and also on how to effectively use the resources.

Accessibility to Students:

Students can access the clr during the working days as per the timings mentioned below:

Working days: 8 am To 6 pm.

Holidays : 9 am To 4 pm

During vacation: 9 am To 4 pm

Digital Information Center

- o Accessibility of systems:25
- o Name of the Internet provider: ACT, DUPL
- o Available bandwidth: 2GiGa Byte
- o Wi Fi availability: YES
- o Backup instant recovery, SATA Disks 4TB
- o Digital e-learning Video serving module
- o Digital Media e-Library module with NVD Jukebox 1000
- o Mail, Print, Proxy server modules and CD/DVD Mirror server module.

CLR Details (overall)

S. No.	Item	Quantity				2023-24 Till date
		2019-20	2020-21	2021-22	2022-23	
1.	Titles	6523	6625	6995	7629	8113
2.	Volumes	37591	38338	40469	42504	44813
3.	Added Volumes	1722	747	2131	2035	2309
	Added Titles	329	104	370	634	484
4.	Print Journals	170	190	208	208	208
5.	IEEE	185	192	192	242	245
6.	DELNET	1033	1048	1117	1729	1800
7.	K-HUB	3870	4352	5049	7778	10351
8	NLIST	Scholarly	Scholarly	Scholarly	Scholarly	Scholarly
09	Videos (NPTEL, YouTube)	1731	404	376	1180	2724
10	GATE Materials	38	0	61	160	90

11	Projects (Mini and Major)	295	220	234	459	-
12	E Books	1049	1371	1069	1364	780
13	NET Browsing and Web Downloads	3343	2337	14772	45737	41300
14	Audio – Visuals(CDs, DVDs)	17	39	39	57	71
Expenditure in Rupees		20.66	16.63	27.74	34.14	38.41

CLR Details Pertaining to CIVIL Department:

S. No.	Item	Quantity			
		2020-21	2021-22	2022-23	2023-24
1	Titles	504	565	590	627
2	Volumes	3066	3466	3566	3704
3	Added Volumes	172	400	100	138
	Added Titles	29	61	25	37
4	Print Journals	20	19	18	12
E Journals					
5	IEEE	8	8	9	9
6	DELNET	210	79	365	365
7	K-HUB	550	419	1053	1053
8	NLIST	Scholarly	Scholarly	Scholarly	Scholarly
9	Knimbus	--	--	180	180
10	Audio- Visuals (CDs)	12	18	58	34
11	Videos (NPTEL, YouTube,)	316	359	409	536
	Added	43	50	127	105
12	GATE Materials	46	56	78	10
	Added		10	22	15

13	Projects	889	930	973	973
	Added	47	41	43	-
14	E Books	419	551	740	841
	Added	224	132	189	101
15	Web downloads and Net browsing	777	2381	4125	4869
	Added	-	1604	1744	1744
Expenditure in Lakh rupees		2,40,860.00	3,82,240.00	2,46,660.00	2,12,202.00

Department Learning Resource Details:

The department maintains a separate Learning center for the faculty members and students. Apart from the textbooks transferred from the Centre for Learning Resources, the department has some donated books. Students can access these books during their DLC period or leisure time.

S. No.	Item	Quantity			
		2020-21	2021-22	2022-23	2023-24
1.	Textbooks and References	161	187	192	199
	Added	7	26	5	7

10.4.2 Internet (10)

Institute Marks : 10.00

Name of the Internet Provider: Act Enterprise, D-VoiS Communications Private Limited.

Available Bandwidth: 2Gbps

Wi-Fi Availability: Yes

Internet access in labs, classrooms, library and offices of all Departments: Yes

Security arrangements: Sophos Firewall and QuickHeal End point.

Engineering Graduates will be able to:

- 1. Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. 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.
- 8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- 9. Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- 10. 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.
- 11. Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- 12. 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.

(B) PROGRAM SPECIFIC OUTCOME (PSOs)
Program should specify 2-4 program specific outcomes.

PSO1	Apply knowledge in core areas of Civil Engineering such as Structural, Geotechnical, Water Resources, Transportation and Environmental Engineering to Civil Engineering practice.
PSO2	Utilize Civil Engineering principles that are appropriate to produce detailed drawings, design reports, quantity and cost estimates, specifications, contracts and other documents appropriate for the design, construction, operations and maintenance of Civil Engineering projects.
PSO3	Shall interact and collaborate with stakeholders; execute quality construction works applying Civil Engineering tools namely, Total Station, Global Positioning System (GPS), ArcGIS, AutoCAD, STAAD and other necessary tools.

Declaration

The head of the institution needs to make a declaration as per the format given -

- I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines inforce as on date and the institutes hall fully abide by them.
- It is submitted that information provided in this Self Assessment Report is factually correct.
- I understand and agree that an appropriate disciplinary action against the Institute willbe initiated by the NBA. In case, any false statement/information is observed during pre-visit, visit, postvisit and subsequent to grant of accreditation.

Head of the Institute

Name : Dr. Udaya Kumar Susarla

Designation : Principal

Signature :



Seal of The Institution :



Place : Hyderabad

Date : 22-03-2024 15:54:52